

UNIVERSITY OF NAIROBI
DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

**THE EFFECTIVENESS OF REHABILITATION PROGRAMMES FOR JUVENILE
DELINQUENTS: A CASE OF KABETE AND KIRIGITI REHABILITATION
SCHOOLS' PROGRAMMES**

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of Master of Arts Degree in Sociology (Advanced Disaster Management) of the
University of Nairobi**

OCTOBER, 2018

DECLARATION

I declare that this project is my original work and has not been presented for examination in any other institution for award of a degree or a diploma.

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DEDICATION

This project is dedicated to my husband; Antony Karanja for your relentless support, my children; Mackayla Neema Karanja and Shaniyah Pendo Karanja and my mother; Faith Njoki Kithaka for their encouragement and moral support during the study. May God bless you.

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ABBREVIATIONS AND ACRONYMS

CLAN	Child Legal Action Network
CPUs	Child Protection Units
CRADLE	Child Rights Advisory, Documentation and Legal Center
CRH	Children's Remand Home
DCS	Director of Children's Services
GoK	Government of Kenya
JJS	Juvenile Justice System
NGOs	Non-Governmental Organizations
UON	University of Nairobi

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ABSTRACT

The purpose of the study was to assess the effectiveness of the rehabilitation programmes for the juvenile delinquents'. The study was carried out in two statutory rehabilitation schools; Kabete and Kirigiti rehabilitation schools. The two institutions were selected to allow for comparison of both genders on behaviors; Kabete is a boys' school while Kirigiti is a girls school. The study sought to establish the existing rehabilitation programmes, the role of families in the rehabilitation process, staff training and competence levels, release and follow ups of the juvenile delinquents and benefits of the rehabilitation programmes.

Quantitative data was collected from the two institutions through administration of questionnaires to a sample of 99 juveniles who were purposively selected. Qualitative data was collected from 18 members of staff and 21 parents of the ex-rehabilitees through use of interview guides for the key informants, observation and use of field notes. The study employed descriptive methods of data analysis through SPSS and presented through use of tables, graphs and figures. The study found out that the existing rehabilitation programmes for the juvenile delinquents were; academics, vocational training, life skills, counseling and scouts. Girls preferred life skills compared to vocational training. Beadwork and soap making were the most popular life skill courses across both genders while agriculture was popular among the boys. Tailoring and dressmaking and bakery were the most popular vocational training courses among the girls while masonry, electrical wiring, mechanics and carpentry were popular among the boys. The counseling programme was not well implemented as the government did not employ qualified counselors. Individual and group counseling were common while family therapy was not practiced in any of the institutions and families of the juveniles were not involved in the rehabilitation process; they mainly provided basic needs for the juveniles.

In conclusion, the study established that the staff were not competent enough to implement the rehabilitation programmes; most of them had certificate courses in various fields but their years of experience played a great role in rehabilitation. Follow ups and after care services were not provided to the juveniles after release from the rehabilitation schools. The juveniles however gained some skills they would use in earning an income while others were able to get education.

The study recommended for the review of the rehabilitation programmes to address the ever emerging rehabilitation needs of the juvenile delinquents. Classes, workshops and play grounds to be upgraded and equipped with modern equipment's and the number of teachers should be increased. The qualifications of the staff to be at least a diploma for counselors, certificate courses in social work for welfare officers and a special training on handling the juvenile delinquents for all the staff. The institutions needed to implement the after care and follow up plans for the juveniles after release as well as fully involving the families in the rehabilitation process.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In the present day, crime has become an aspect of life that is being committed more often and frequently by the juveniles since the number of children in conflict with the law is increasing at a worrying and an alarming rate in the country and the world at large. Juvenile delinquency has been on the rise and as delinquency rises; cases of juvenile delinquents that go to correctional facilities to serve time for the crimes they have committed also rises (Darbouze, 2008).

According to the Department of Children's Services database, 2010 the number of child offenders rose from 483 in 2006 to 927 in 2010. Cases of school unrests were on the rise in 2016 during the second term whereby several schools were torched by the students (Daily Nation Newspaper, 2016). The motive of the schools torching is yet to be established and most of the students involved were arraigned in court to face charges of arson and willful destruction of property. This is an indication of a serious social problem with the juvenile delinquents in the country and it therefore calls for rehabilitation and reintegration of juvenile delinquents through juvenile rehabilitation programmes.

The social problems facing the juveniles may be attributed to poor parenting skills as well as absentee parents. It is important to note that families play an important role in the lives of the juveniles and therefore neglect (un)willingly could result to delinquency. Assessment of the rehabilitation programmes with the intention of strengthening them could mean a substantial reduction in future criminality. The aim of rehabilitation should be to address the reasons behind a child's offending behavior, and also to focus on supporting that child within his or her community and family; and providing him/ her with the tools for making different and better choices (OPPAGA Report, 2007).

Children commit various types of offences like stealing, drug and substance abuse and drug trafficking, sexual offences, arson, murder, robbery with violence, terrorism, cyber bullying among others. In the early days punishment was once used almost exclusively by authorities to deal with juvenile delinquents; was determined to cause greater issues and therefore rehabilitation, instead became the new catchphrase (Bradshaw & Roseborough, 2005). The earlier day's punishment included capital punishment which was prohibited in Kenya, and instead the government advocates for rehabilitation of the juvenile delinquents.

In Kenya, children who committed offences were arrested by the police and brought before a children's court, while those who committed capital offences were brought before the high court (Children's Act, 2001). Further, from the courts they are remanded in a Children's Remand Home (CRH) or a police station at the Child Protection Unit (CPU). The Department of Children's Services is involved in the Juvenile Justice System (JJS) process and in the rehabilitation of the juvenile delinquents at the rehabilitation schools where they are committed, while other JJS actors like NGOs (CRADLE, CLAN etc) do legal presentation.

The rehabilitation schools offer programmes that are intended to assist in the behavior modification of the juvenile delinquents. Aftercare services after rehabilitation and reintegration of the juvenile delinquents back to the community was very key in addressing recidivism. If juveniles were fully supervised by a responsible person after release from rehabilitation schools, then chances of recidivism were minimal. This was critical in ensuring that they fit back to the community and they do not recidivate and in ensuring that they fully reintegrate into the community and all issues affecting them after release from the rehabilitation school are fully resolved. Family relationships are deemed crucial to children, they not only provide emotional, social and economic stability, but they also provide parental support and guidance that children need through the socialization process that families provide (Wright & Wright, 1994).

To curb the menace of the increasing cases of juvenile delinquents, the Government of Kenya (GoK) has put up nine rehabilitation schools where they are committed for a minimum of one year and a maximum of three years depending on the type of crimes committed and the risk levels (Children's Act, 2001). High risk rehabilitation schools takes care of serious crimes like; murder, robbery with violence, terrorism, sexual offences like defilement and rape. The medium risks takes care of crimes that are categorized as medium like; petty theft, drug and substance abuse among others while the lower risk takes care of minor offences like; truancy, running away from home and school and cases of children in need of care and protection (Ndunda, 1978). The purpose of this study therefore is to assess the effectiveness of the rehabilitation programmes offered in the juvenile delinquents rehabilitation schools.

1.2 Problem Statement

Studies (Wakanyua, 1995; Levi, 2002; Kinyua, 2004 & Maru, 1998) have shown that the rehabilitation methods used in Kenya provide temporary solution to the juvenile delinquents leading to recidivism. These studies also show that staff in the rehabilitation schools' lack the necessary skills and training to effectively rehabilitate the juvenile delinquents. The rehabilitation process of the juvenile delinquents may have serious implications on their immediate and later lives necessitating its assessment. The main objective of the rehabilitation programmes is to ensure that the lives of the juvenile delinquents are changed for better and they are fully reformed and their behaviors completely changed by the time they exit the rehabilitation schools. Juvenile delinquents are treated like people who given room and time can grow and change from the bad old ways to good new ways (Holman & Ziedenberg 2006).

Despite the increasing number of children in conflict with the law there are few studies done to assess the effectiveness of the rehabilitation programmes in rehabilitation schools linking it to the role of families in the rehabilitation process. Previous studies tend to focus more on factors contributing to juvenile delinquency; Lipsey, (1992) examined 443 different research studies, focusing on interventions/ treatments designed to reduce, prevent or treat delinquency found that; those programs do not provide evidence that they were effective in reducing future criminal behavior.

Kikuvi, (2011) in his study showed that none of the schools had all classes (1-8) leading to non-continuity, even in the counseling process and subsequent rehabilitation process. Nancy, (2012) noted that rehabilitation schools were expected to rehabilitate children to be respectable members of the society who are able to be re-integrated back to the society, however she noted that some of these children only become hardened and even pick up other deviant behaviors from these schools. Kikuvi, (2011), noted that there was lack of understanding among the adolescents as to why they were in the rehabilitation schools since only 13.8 percent were aware of the nature of the school and only 41.4 percent were aware of the purpose of being there, at the same time parents were not fully committed or co-operating during the rehabilitation process. Finally the adolescents reported that they were unhappy with caning and punishment (76%) and the attendance of teachers in class (55%) and being locked up early (48.3%).

If juveniles are rehabilitated effectively, they can divert from criminal life to sound citizens who contribute positively to their own wellbeing and into the wellbeing of the family and country at large through positive contribution to the growth of the Kenyan economy (Freeman, 1996). Studies have shown that in-prison programs that teach marketable skills and change inmates' criminal

behavior can help offenders prepare for a law-abiding life after release (OPPAGA Report, 2007). This therefore necessitates the researcher to assess the effectiveness of the existing rehabilitation programmes offered to the juveniles' delinquencies rehabilitation schools.

1.3 Research Questions

- 1) What are the existing rehabilitation programmes for the juvenile delinquents in the rehabilitation schools?
- 2) How are the families involved in the rehabilitation of juvenile delinquents?
- 3) What are the training and competency levels of staff handling the juvenile delinquents in the rehabilitation schools and how does it influence the rehabilitation process?
- 4) How is follow up done after the release of the juvenile delinquents from the rehabilitation schools and what impact does it have on the juveniles?
- 5) How are the rehabilitation programmes beneficial to the juvenile delinquents, families and community?

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this study was to assess the effectiveness of the rehabilitation programmes for the juvenile delinquents in rehabilitation schools.

1.4.2 Specific Objectives

The specific objectives of the study were:

- 1) To find out the existing rehabilitation programmes for the juvenile delinquents at the rehabilitation schools.
- 2) To examine the role of families in the rehabilitation of the juvenile delinquents.

- 3) To find out the training and competence levels of staff handling the juvenile delinquents in the rehabilitation schools.
- 4) To establish whether follow up is done after release of juvenile delinquents from rehabilitation schools.
- 5) To establish the benefits of the rehabilitation programmes to the juvenile delinquents, families and community.

1.5 Justification of the Study

In the modern society, family relationships have been challenged and the social relationships that ensure smooth socialization process of the children were collapsing by day leading to unpredictable changes in lifestyle. The young generation has lacked mentorship due to the breakdown of the socialization process and the unpredictable changes in lifestyles. This has forced them to look for alternative ways of socialization and mentorship among the peers and in the advancement of technology and the internet. As a result, the cases of juvenile delinquency have risen.

The effects of the rise on juvenile delinquency have greatly been felt by the JJS since the cases of juvenile delinquency that they handle have been rising as well. Consequently, most of these juvenile delinquents are committed to the rehabilitation schools for rehabilitation and behavior modification. The goal of rehabilitation was to ensure that by the end of the rehabilitation process, the juvenile delinquents were fully rehabilitated, have fully changed their behaviors positively and they were productive members of the society. After rehabilitation, the juveniles are released back to the community to continue with their normal lives. Rehabilitation therefore is seen as a way of behavior modification for a better and productive future and as a way of preventing future crimes.

This study therefore was instrumental in assessing the effectiveness of the rehabilitation programmes because different interventions were applied by the staff at the rehabilitation schools to assist in behavior modification of the juveniles while the government spends a lot of tax payers' money in the rehabilitation programmes of the juvenile delinquents. Lack of effective rehabilitation interventions for the juvenile delinquents therefore may result to recidivism and eventually to harmful career criminals which may affect the country's economy. The rehabilitation programmes therefore needed to be assessed so as to find out whether they were relevant in addressing and reforming the juvenile delinquents behaviors and character and also in ensuring that they transform their lives into responsible and productive adults.

1.6 Scope and Limitations of the Study

The study focused on assessing the effectiveness of the rehabilitation programmes for juvenile delinquents in Kabete and Kirigiti Rehabilitation Schools which are located in Nairobi and Kiambu Counties respectively. Kabete Rehabilitation School is a boy's institution while Kirigiti is a girl's institution. The studies included the children at the institutions aged between 10 to below 18 years and had been at the institution for at least one year, staff members' specifically the welfare officers, vocational instructors and teachers and parents of the juvenile delinquents who had gone through the institution and had been reintegrated back to the community.

The specific area of focus was the existing rehabilitation programmes, role of families in the rehabilitation process, training and competence levels of staff at the rehabilitation schools, release and follow ups of the rehabilitated and reintegrated juvenile delinquents and the benefits of the rehabilitation programmes to the juveniles, families and the community at large.

The researcher faced the following limitations during the study; limited access to crucial information. These being correctional institutions for juvenile delinquents, the researcher lacked adequate access to some very critical information to this study which the general public was not allowed to access like the personal files of the juvenile delinquents. This was partly solved by obtaining a consent letter from the Director Children's Services (DCS) and consents from the institutions managers.

The scope of the study was limited to the juvenile delinquents Rehabilitation Schools due to the resources available. The study would have been more enhanced by interviewing the juveniles who have already been reintegrated back to the community, members of the community where the juveniles came from, chiefs and the government officers who were charged with the responsibilities of aftercare services.

The researcher also faced challenges of language barrier. Most of the juvenile delinquents and parents could not communicate in English and this was a great challenge for this study since the questionnaires were written in English. This however, was resolved by translating the questions to Kiswahili so as to enable the juveniles respond to all questions in the questionnaire. This translated to more time being taken in data collection since translation of the questionnaires from English to Kiswahili was adopted.

1.7 Definition of Key Terms

Aftercare Services: These are monitoring services and supervision offered to the juvenile delinquents after reintegration as a way of ensuring that they do not recidivate and that all issues affecting them after release from the Rehabilitation School are addressed.

Delinquency: This study adopted the understanding that delinquency is any actions that are in conflict with the law or offences committed by a person who is under 18 years of age that were prohibited by law or that were considered crimes.

Juvenile: It was used in this study to refer to children who were between the ages of 10 to below 18 years.

Juvenile Justice System: In this study, it refers to the comprehensive process of dealing with children who are in conflict with the law

Programmes: These were the methods used or strategies put in place in the process of behavior modification of the juvenile delinquents.

Recidivism: The study adopted it to mean the process of reverting back to delinquency after unsuccessful rehabilitation process or failure to fully reform.

Rehabilitation: It was used to refer to those practices that were adopted by the Rehabilitation Schools as a way of intervention in behavior modification and in reducing the re-offending rates of juveniles and also in reducing cases of recidivism.

Rehabilitation School: It is the statutory correctional facilities maintained by the government and that provides rehabilitation programmes and interventions to the juvenile delinquents who were accommodated therein for a specified period of time.

Reintegration: This is the process of reuniting the juvenile delinquent with his/ her family after the rehabilitation and ensuring that they fit back to the community.

Staff Competence: It is the ability of the staff working in the Juvenile Delinquents Rehabilitation School to successfully and effectively dispense the rehabilitation programmes in a manner that is beneficial to the juveniles.

1.8 Ethical Considerations

According to McMillan & Schumacher, (2001), ethics are generally considered to deal with beliefs about what is right or wrong, proper or improper, good or bad. In this study, the researcher ensured that the ethical standards were adhered to; by ensuring that consent was obtained from the DCS, since (s) he is the custodian of the juvenile delinquents. Consent was also obtained from all the institutions managers and the respondents including the juvenile delinquents who were made to understand what the study was all about.

The respondents were assured of confidentiality of the data obtained and the data would be used purely for study purposes. The questionnaires remained anonymous without any names and identity either at the beginning or at the end hence the findings could not be linked to any of the respondents.

To avoid interferences with the rehabilitation programmes for the juvenile delinquents, the researcher conducted the research after the normal classes and over the weekends when the juvenile delinquents were free. The researcher remained honest and open with the respondents throughout the whole process and this helped in winning the confidence of the respondents. Accuracy was ensured in the dissemination of the findings to avoid any form of bias. The study also adhered to the University of Nairobi (UON) research ethics policy; all sources used in the study were acknowledged to avoid plagiarism.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Literature Review

This section presents relevant literature on the assessment of the effectiveness of the programmes offered in the juvenile delinquency rehabilitation schools, the existing rehabilitation programmes, the role of families in the rehabilitation process, staff training and competence levels, release and follow ups of the juvenile delinquents after the rehabilitation process and the benefits of the rehabilitation programs to the juvenile delinquents. The literature also focuses on the relevant theories on rehabilitation of the juvenile delinquents and on the conceptual framework.

Delinquent behaviors among children range from offences like murder, robbery with violence, being involved in terrorism activities, sexual offences, theft, assault, vandalism, drug and substance abuse and trafficking, running away from home and school (truancy), arson as well as other anti social behaviors. The principle role of the rehabilitation schools was to provide training and rehabilitation to child offenders and children in need of care and protection. The children offenders and the children in need of care and protection were supposed to be placed in different sections of the rehabilitation school and also their ages and sex considered (Children's Act, 2001).

Rehabilitation schools were supposed to provide appropriate training to the children committed to them and consider the welfare of the children by having a high regard to their health needs, their safety, providing psychological and emotional support, providing appropriate care, protection, guidance and counseling, providing a link between them and their families, instilling appropriate discipline and providing close supervision to the juvenile delinquents.

According to the Children's Act, 2001, the word juvenile delinquency was used to define the children who were in conflict with the law, as they were not referred to as criminals while Juvenile Justice System (JJS) was a comprehensive term for dealing with children who came into conflict with the law (Griffin, 2010). Further, the society resented these children causing them more psychological harm leading to the change of name to a child-friendly one so as to increase their acceptability. Rehabilitation Schools are the former Approved Schools; the later name was changed in 1999 because of the stigma attached to it (Ndunda, 1978).

In Jordan despite the social awareness, juvenile delinquency was on the rise and becoming a serious problem facing the society (Mataka & Hussainat, 2012). The great majorities of children who come into conflict with the law are first-time offenders and rarely go on to become career criminals (Martin & Parry, 2005). Majority of the children will break the law at least once before they reach 18 years of age, although the nature of their offending is usually so trivial as rarely to warrant intervention by the JJS (OPPAGA Report, 2007).

2.1.1 Existing Rehabilitation Programmes

The rehabilitation programmes offered in the rehabilitation schools include academics, vocational training, counseling, life skills trainings, involvement of families through visiting and home leaves given to the juvenile delinquents when necessary (Odera, 2011).

The other observation is that effective programs are rehabilitative and use behavior intervention techniques within the youth's natural environment; they are community-based whereas ineffective interventions operate elsewhere like in residential facilities and prisons. They focus on building more effective family functioning, disengaging youth from deviant peer networks and enhancing school performance. Ineffective programs and policies largely ignore the impact of families and

networks or make them worse e.g., by putting antisocial youth together for extended periods of time (Scott & Schoenwald, 2011). Research indicates that effective programs have three facets. Effective programs address key risk factors, established through decades of co-relational, longitudinal and experimental research. Finally, effective programs are well-specified and include intensive support for intervention fidelity. This includes quality assurance manuals, training and monitoring of therapist and program performance and correction where necessary.

It is important to note that juvenile delinquency rehabilitation is generally an art and not a science, what works for one juvenile may not necessarily work for another. Individuals should be treated differently during the rehabilitation process since the magnitude and the risk levels of delinquent children varies despite the fact that they are classified into different levels of risk i.e. high, medium and low risk levels. It is also important to note that different factors i.e. biological and environmental factors affect adolescents differently and this may result to different responses during rehabilitation hence the need to use individualized plans when rehabilitating the juvenile delinquents.

Research studies that address juvenile delinquency and rehabilitation as well as therapeutic methods that help with rehabilitating the juvenile delinquents include: group therapy, group housing and family therapy (Mincey et al, 2008). Vocational education is another area that requires examination in relation to rehabilitation of the juvenile delinquents and reducing recidivism, (Darbouze, 2008). There are different types of therapies given to juvenile delinquents and they include individual and group therapies. This means that juvenile delinquents take an active role over the therapist. In addition, group therapy creates a foundation for commonalities amongst the juvenile delinquents; this allows the juvenile delinquents to draw upon common experiences as

opposed to being singled out (Yong, 1971). In individual therapy sometimes juvenile delinquents can be unresponsive so individual sessions are not as productive, while in group therapy a huge shift takes place because of all the non-verbal communication and active listening of the juvenile delinquents (Yong, 1971). The main reason why group therapy works more than individual therapy is because it allows the therapist to take a moderator role and allow the juvenile delinquents to challenge themselves, figure out issues they deal with and overcome (Yong, 1971). This active listening creates a breakthrough in rehabilitation because the juvenile delinquents are seeking answers and support from each other. Nevertheless, in a group setting the group mates have more respect for each other because all the juvenile delinquents are in similar situations; it is easier to bond because of the similar experiences (Yong, 1971). Individual therapy may be ineffective because the therapist is viewed as the authoritative figure and juvenile delinquents have a hard time listening and or respecting that person.

They can get the services they need (Mincey et al, 2008) group housing is unique in offering a lot of services that juvenile delinquents need. and have a safe environment to help with the transition process back to the society. In the group housing, they are able to get all the basic needs; the juveniles are able to receive similar services and goods no matter their family economic backgrounds. This also assists in putting the juveniles at the same level hence they gain respect for each other.

Rehabilitation is essential to juvenile delinquents and re-entry into mainstream society because it sets the foundation to lead a healthy lifestyle in the community once out of the JJS. The rehabilitative model focuses on treatment of the offender with the assumption that interventions such as probation supervision.

The rehabilitation model is ideal over retributive model because the retributive model primarily focuses on punishment as deterrence is not as effective (Bradshaw & Roseborough, 2005). Work readiness, training, cognitive skills training and behavior therapy would change behavior and reduce the frequency of juvenile offenses (Bradshaw & Roseborough, 2005).

When one does not have the means to obtain goals, sometimes one is forced to resort to illegal means to achieve the goals. Studies reveal that rehabilitation is practical; some rehabilitative methods address the personal needs of juvenile delinquents and gives them realistic options to make it in society without having to recidivate. Therefore, rehabilitation is vital because it teaches one through the rehabilitation process that there are necessary steps that are supposed to be taken to obtain goals and the means of getting one's goals accomplished in a legitimate way. The rehabilitation model ties into the Strain theory by Merton (1938), which states that in life there are "goals" and "means" and everyone wants to achieve their own version of the American Dream.

Odero, (2011), in his findings showed ineffectiveness of the existing rehabilitation programmes ranging from relevancy to implementation of the programmes thus leading to poor rehabilitation process of the juvenile delinquents as demonstrated by the juveniles who felt they had not been successfully rehabilitated even after being in the institutions for the recommended period of 3 years. Kathungu, (2010) noted that the rehabilitation programmes in Kenya do not undergo frequent evaluation to assess the efficacy of the programmes they employ. This therefore calls for the frequent assessment of the existing rehabilitation programmes for the juvenile delinquents so as to ensure that; they are relevant in the modern day, they are effective in reducing cases of recidivism and behavior modification to prevent future career criminals as well as ensuring that they become productive citizens.

2.1.2 Role of Families in the Rehabilitation Process

In the modern family set up, the parents have been involved in their jobs and in the provision of the basic needs and quality life for the children rather than being present in the daily lives of the children. Children have mostly been left in the hands of house helps and teachers who have taken over the role of parenting. With the advancement of technology, the internet and social media platform provides a new way of socialization for the children. The pressure of making a living and a decent living in that case could be the cause of unintended neglect in children. Children need role models and present parents who are able to monitor them on every aspect of their life and provide guidance especially in this delicate stage of adolescence.

Immarigeon, (1996) states that justice can be better served and young people steered on the right path by involving families in JJS since if anything would play a large part in delinquency it would be a family. According to Wright & Wright, (1994) , who grow up in homes with considerable conflict or who are inadequately supervised are at the greatest risk of becoming delinquent, the family is the foundation of human society; children who are rejected by their parents.

Understanding family and how the juvenile within the family works gets to the core of delinquency. It is therefore very important to study some basic characteristics of families that would help in understanding the juvenile delinquents and how to deal with each case individually since their cases are unique depending on the family background and the personal characteristics of the juvenile delinquents.

Families are considered as the, they can teach children aggressive, antisocial, and violent behavior (Wright & Wright, 1994) strongest socializing forces in life, they teach children to control unacceptable behavior, to delay gratification and to respect the rights of others. It is important to

note that since families play a key role in teaching the adolescents behavior, they should be fully involved in the rehabilitation of the juveniles so as to undo what they are involved in doing.

Family is one of the most influential while involvement of families is very crucial in rehabilitation, Wright & Wright, (1994) focuses on models of rehabilitating juvenile delinquents. He focuses on Functional Family Therapy and Therapy which involves intensive counseling to help youth and their families to identify and reverse the dynamics that propel the young person towards crime.

Multisystemic institutions in socializing a child (Wright & Wright, 1994).. The other model he focuses on is multidimensional Treatment Foster Care which combines short-term, therapeutic foster care for the youth with intensive counseling for the natural family, followed by rapid reunification and ongoing support. Social learning theory suggests that aggressive behavior is learned; as parents display aggressive behavior, children learn to imitate it as an acceptable means of achieving goals These models needs to be tested in the Kenyan Rehabilitation Schools so as to find out the results, if they yield better results with less or very minimal cases of recidivism, they should be adopted since they are cost effective compared to the rehabilitation school programmes which costs the tax payers a lot of money as the children are incarcerated for a specified period of time which is not more than three years and their effects are minimal.

The family is considered to be the first and most essential unit of social organization. It is the first institution of a child's studies have shown that the family environment is an important and influential factors in the development of child delinquency (Cashwell & Vacc, 1996; Shields & Clark, 1995; Wright & Wright 1994; Mack et al, 2007). Family influence delinquency through child rearing and parent child interaction (Stormshak et al, 2000) socialization and is considered the most influential environmental determining the formation different combinations of life

experiences may produce delinquent behavior. Positive parenting practices during the early years and later in adolescence appear to act as buffers preventing delinquent behavior and assisting adolescents involved in such behavior to desist from delinquency of personality development of the child. Children who are rejected by their parents; who grow up in homes with considerable conflict or who are inadequately supervised are at the greatest risk of becoming delinquents. There appears to be a cumulative effect in these negative family attributes (Wright & Wright, 1994). He further states that not all children follow the same path to delinquency.

The absence of fathers from children's lives is one of the important causes related to children's wellbeing such as increasing rates of juvenile crime, depression and eating disorders, teen suicide and substance abuse. Two parent households provide increased supervision and surveillance, while single parenthood increases likelihood of delinquency and victimization simply by the fact that there is one less person to provide supervision (Wright & Wright, 1994).

Contemporary Social control theories (Hirschi, 1969), studies also indicate that a troublesome child or adolescent is more likely to be rejected by parents, creating an escalating cycle that may lead to delinquency (Wright & Wright, 1994). Research confirms that; children raised in supportive, affectionate and accepting homes are less likely to become deviant while children rejected by their parents are most likely to become delinquent (Wright & Wright, 1994). Social disorganization theories (Shaw & Mckay, 1932; Sampson, 1993) and personality theories (Sears, et al, 1957; Peterson, et al, 1959), have discussed the family as major factor in the explanation of delinquent behavior.

Control theory by Hirschi, (1969) states that social bonds are things that keep people from committing criminal acts; having strong bonds with family and social institutions such as church and school can aid in juveniles not resorting to delinquency. Research shows that the closer a child is to the mother; the less likely a child is to be at risk of delinquency (Loeber et al, 2003). Findings shows that marital status is unrelated to adult criminal deterrence, but maintaining family ties while incarcerated and establishing a positive family situation upon release were associated with successful reentry and a reduction in recidivism. Family therapy therefore is a widely advocated and frequently used treatment for offenders (OPPAGA Report, 2007). Studies show that boys and girls who are in conflict with the law, parental love, care and guidance are always mentioned by the children as important factors for preventing children ending up in trouble (Martin and Parry, 2005).

Children showing persistent disruptive behavior are likely to become delinquents and in turn, child delinquents are likely to become serious, violent or chronic juvenile offenders (Loeber et al, 2003). For example, children who are in environments such as poverty-stricken neighborhoods where children are exposed to other young children, adolescences and adults committing criminal activity are more likely to emulate that behavior because it is deemed acceptable. Generations of studies in criminology show that the best predictor of future behavior is past behavior (Loeber, et al, 2003). For this reason, the issue of understanding re-occurring and persistent problems in behavior of children is essential in pointing out some of the risk factors that lead to juvenile delinquency (Darbouze, 2008) and this is very critical in juvenile delinquent's rehabilitation process. As stated by Kazdin & Kendall, (1998), understanding the early emergence of problem behaviors may help in the creation of earlier effective interventions for prevention of child delinquency.

Family characteristics include: anti-social parents, drug and substance abusing parents, history of family violence, large family size and prevalence of physical abuse are some of the risk factors that play into children participating in juvenile delinquency (Loeber, et al, 2003). Additionally, many risk factors are interrelated that affect the reasons why some children commit delinquent at young ages. When looking at reasons why children commit delinquent acts the issue of peer pressure must be addressed. Research shows that peer associations are the most important proximate cause of adolescent delinquency (Payne & Cornwell, 2007). A study by (Loeber, et al, 2003) shows that youth who associates with deviant peers are likely to be arrested earlier than youth who do not associate with such peers. Kazdin (1995), in his findings noted that; parent bonding and involvement can prevent children from committing crime and faster rehabilitation of those who have committed crime. Early anti-social behavior, family characteristics are important predictors of early onset offending (Loeber, et al, 2003).

Parents sometimes are charged before a court of law with cases of child neglect and they are sentenced to either serve a jail term or to community service order for a specified period of time. After serving the jail and community service orders, they are released; these parents never receive any kind of training on effective parenting skills and they are expected to be better parents once they serve their jail term. Parental neglect, including not having time to be with their children, to talk, to take an interest in their lives, either from willful negligence or due to the pressures of making a living is a recurring issue for children of all backgrounds. Yet, support for parents, including parenting skills and good parenting, is rarely ever prioritized or available (Martin and Parry, 2005). The government should put more efforts and resources in tackling the underlying issues including trainings on effective parenting skills which is an effective way of avoiding

juvenile delinquency as opposed to rehabilitating the juveniles' without dealing with the underlying issues. It is unfortunate that so many resources are pumped into the rehabilitation programmes and so little or totally nothing is done to the families of the juveniles who sometimes may be the cause of the delinquent behaviors.

Research has shown each child does not get adequate attention and also the parents are not involved because of other issues such as substance abuse. At the same time many juvenile delinquents come from families with many siblings so time is stretched and incarceration, and or poverty (Mincey et al, 2008). Family therapy helps to explain the control theory (Hirsch, 1969) because the therapy process allows strong social bonds to be created through therapy so; juvenile delinquents are less likely to recidivate because they are rebuilding a strong foundational relationship. Supportive families help the former offender overcome difficult programme experiences while going through the rehabilitation process (Mincey et al, 2008). Family therapy allows the whole family to be rehabilitated because the family gets the opportunity to process the situation of their delinquent child.

2.1.3 Staff Training and Competence Levels

Odera, (2011) in his findings noted that according to the children, their perception about the staffs' experience/ qualifications, hinted that they ought to be friendly to the children, accommodative and co-operative, they ought to be experienced in dealing with difficult children and listening to their needs. Additionally, he noted that the staff had different areas of trainings, like welfare officers had attended trainings/ seminars on social development, child development and guidance and counseling and these helped them in handling the juvenile delinquents while teachers had P1

certificates and special needs certificates and the vocational instructors had some technical trainings on the areas they were teaching.

Wakanyua, (1995), noted that juvenile offenders were mishandled, resulting to low self-esteem in children and frustration among service providers. This was seen to raise a big concern on the training and competence levels of the staff that handle juvenile delinquents and the kind of trainings they ought to undertake. The staff required special trainings on how to handle juvenile delinquents/ difficult children despite their area of deployment since these were their clients and they were expected to rehabilitate them to be productive citizens at the point of reintegrating them back to the community.

A study by Kathungu, (2010) found that majority of the service providers at the rehabilitation institutions had very basic education mainly comprising of form four and certificate education, and that most of the qualifications were not relevant in juvenile rehabilitation. The lack of qualified staff in the rehabilitation schools may result to poor implementation of the rehabilitation programmes in these institutions leading to high numbers of cases of recidivism. Lack of the right qualifications for the staff could result to misdiagnosis of issues that may be affecting the juvenile delinquents which could in turn result to wrong treatment.

2.1.4 Release and Follow Ups of the Juvenile Delinquents after Rehabilitation

After expiry of the committal period, the juvenile delinquents are supposed to be reintegrated back to their families and the community at large. Aftercare services after rehabilitation and reintegration of the juvenile delinquents back to the community is very key in addressing the issue of recidivism. If a delinquent is fully supervised by a responsible person after release from a rehabilitation school, then the chances of recidivism are very minimal. According to the Children's

Act, 2001, the juvenile delinquents should be placed under the supervision of a person who shall be appointed by the Director of Children's Services for two years or until he attains 21 years of age whichever comes first. This was a way of ensuring the juvenile delinquents were under close supervision after release from the rehabilitation school and that they fitted back to the community and did not recidivate. After this period, it is assumed that the juvenile delinquents are fully rehabilitated and all the issues that might have affected them after release from the rehabilitation school are fully resolved.

Wakanyua (2005), in his findings noted that rehabilitation should include provision of funds and follow-up services in post-institutional lives which he says are non-existent in the rehabilitation schools. Stephens & Arnette, (2000) suggested that for effective transition from the rehabilitation school life to normal life after rehabilitation, the three components should be keenly implemented; interagency collaboration, team-based planning and planning and monitoring. Inter-agency collaboration involves those transition practices other community-based programs such as; mental health and social services that send and receive the juvenile delinquents that are shared by correctional education staff; as well as by personnel from the public schools. Accordingly, in team-based planning, the transitional services should to be the team. This team generally includes; youth, special educators, general educators, other school personnel, family members and community agency personnel developed and implemented by the transition team in cooperation with correctional counselors and other staff. Finally, tracking and monitoring includes; the JJS facilitates achieving transition goals, outcomes and allows for periodic evaluations of transition processes the systematic and continual monitoring of youth through. Tracking and monitoring is very key in addressing any issues that might affect the juvenile delinquents after reintegration.

2.1.5 Benefits of Rehabilitation

The rehabilitation schools offer programmes that are intended to assist in the behavior modification of the juvenile delinquents. Studies have shown that rehabilitation plays an important role in reducing cases of recidivism (Mincey et al, 2008). Child delinquents are expensive to taxpayers and society (Loeber, et al, 2003).

Furthermore, juvenile delinquents are rehabilitated through local, state, and federal funded programs and interventions; the money that supports these interventions are tax payers. Studies have shown that juvenile delinquents' receiving proper rehabilitative methods is important because this lessens the likelihood of juvenile delinquents that will recidivate and have to reenter the JJS. Rehabilitative methods have to be realistic to implement and teach juvenile delinquents how to make it in society after being treated. Furthermore, rehabilitation is a major factor for juvenile delinquents' successful re-entry into mainstream society. The need for rehabilitative methods to be effective is essential so that more money does not have to be wasted on programs that do not properly rehabilitate juvenile delinquents.

Effective rehabilitation is important because it helps to eliminate the vicious cycle of recidivism and proper rehabilitation can lead to juvenile delinquent population not resorting to adult crime (Lipsey, et al, 2000). Rehabilitation therefore is a necessary resource that is provided to juvenile delinquents to help ease the re-entry process back into society. Effective intervention play an essential role in any strategy designed to diminish the rates of juvenile delinquency (Lipsey, et al, 2000).

Odera, (2011), showed ineffectiveness of the existing rehabilitation programmes ranging from relevancy to implementation of the programmes thus leading to poor rehabilitation process of the juvenile delinquents as demonstrated by the juveniles who felt they had not been successfully rehabilitated even after being in the institutions for the recommended period of 3 years at 63.9%.

Wandoyi, 2007 noted that the most effective organized responses to juvenile crimes are through interventions focusing on family functioning, behavioral treatment programs, interpersonal skills and community integration. Siegal, (2002) observed that, if successful rehabilitation were not the ultimate goal of juvenile corrections, the use of residential facilities would be an expensive exercise in futility. Every effort must therefore be put to make juvenile delinquents rehabilitation an effective process.

2.2 Theoretical Framework

2.2.1 Coercion Theory

According to coercion theory (Dishion & Patterson, 1997; Patterson, 1996, 1997; Patterson & Yoerger, 1993; Snyder & Patterson, 1987), coercion is defined by an aversive event that leads to reinforcement of negative behavior, and the coercion process is a series of feedback loops that escalates over time. For example, when a parent tries to discipline his or her child, the child responds in an aversive manner e.g. by whining, crying and throwing a temper tantrum, the parent returns with an escalated attempt at disciplining the child by scolding and threats. The scholars noted that; this process continues until the parent desists in trying to discipline the child, as time goes on, the parent terminates discipline attempts at the first sign of the child engaging in aversive behaviors.

Eventually, the parent ignores aversive behaviors altogether allowing the child to get away with both the initial inappropriate and the aversive behaviors. According (Snyder & Patterson, 1987), an individual's engagement in deviant behaviors as a child or an adolescent depends on a bidirectional coercion process that occurs between the parent and child. Moreover, the child however returns in an escalated aversive manner.

Negative reinforcement occurs when the parents desist in the discipline attempt in the face of the child's aversive response (Dishion & Patterson, 1997). Because of ineffective parenting, a child learns that it is acceptable to engage in aversive behaviors to get what she or he wants. The coercive behaviors are further elicited, maintained and exacerbated through positive and negative reinforcement each time this sequence of behaviors occurs. Positive reinforcement occurs as the parent provides a cue to which the child responds aversively (Dishion & Patterson, 1997).. It can therefore be assumed that the child develops delinquency behavior as a result of poor parenting especially when negative reinforcement is accepted.

Patterson & Yoerger, (2002) noted that when the child is young i.e. under 12 years of age, he or she engages in overt aversive behaviors such as whining, crying and throwing temper tantrums, as the child becomes older i.e. after age 12 years, the behaviors change from overt to covert behaviors that are considered more serious e.g. theft, vandalism, drug and alcohol use (Patterson & Yoerger, 1993, 2002; Snyder et al. 2003). Coercion within the family appears to influence all rather than specific types of deviant behaviors (Capaldi & Patterson 1996).

Late onset offenders, however, start engaging in deviant behaviors during adolescence and desist in deviant behaviors near the end of adolescence when pro-social behaviors are more reinforcing than deviant behaviors (Patterson & Yoerger, 2002).

They are often identified as “problem children” at a young age and continue to engage in chronic and serious forms of deviance i.e. criminal behaviors throughout adulthood (Kiesner et al. 2001; Patterson 1996; Patterson & Yoerger 1993). Depending on when the coercion process begins, the path to adolescent deviance can occur on two different trajectories i.e. early and late onset. The problem for late onset offenders occurs during adolescence when a breakdown of effective parental management skills takes place (Kiesner et al. 2001). According to Dishion & Patterson, (1997) and Patterson & Yoerger, (1997), early onset offenders begin to engage in deviant behaviors during early childhood.

Family behaviors, particularly parental monitoring and disciplining seem to influence association with deviant peers throughout the adolescent period (Cashwell & Vacc 1994). Family environment influences an adolescent’s interpersonal style which in turn influences peer group selection (Cashwell & Vacc 1996). The cohesiveness of the family successfully predicts the frequency of delinquent acts for non-traditional families (Matherne & Thomas, 2001). Understanding the nature of family relationships, to include family adaptability, cohesion and satisfaction provides more information for understanding youth (Cashwell & Vacc 1996). Among social circumstances which have a hand in determining the future of the individual, it is enough for our present purpose to recognize that family is central (Wright & Wright, 1994). Peers with more coercive interpersonal style tend to become involved with each other and this relationship is assumed to increase the likelihood of being involved in delinquent behavior.

It is important to note that a problematic child at a very young age does not necessarily end up into deviant behavior at the onset of adolescent; some may change their behaviors while others may graduate to juvenile delinquents depending on the environment they are brought up in and the

socialization process that goes on as they grow. For encouragement of behavior change and to avoid coercion, the parents need to consider monitoring their children closely, practice effective disciplining processes and also device effective practices of solving problems. For effective disciplining practices to take place, the parents should ensure they teach their children what they are expected to do, what the ineffective behaviors are and also consider consistence in disciplining their children. Inconsistence disciplining practices could result to juvenile delinquency.

Children need to be informed of the rules and regulations that should guide them and be informed of the consequences of breaking those rules. As a way of monitoring the children's activities, the parents need to know the whereabouts of their children at any time and the peers they hang out with and possibly the behaviors of the peers mostly in the absence of an adult. Peer group affiliations play a very key role in the socialization of the juveniles and they can contribute to either positive or negative behavior change.

The parents should consider teaching the appropriate social problem-solving skills to their children; ineffective social problem-solving skills are observable during verbal and physical conflicts such as; lack of communication, poor compromising strategies, rejection of responsibilities, poor problem solving and increased anger, blaming and defensiveness (Snyder & Patterson 1987). If children are equipped with the right problem solving skills, they may be able to solve their own personal problems comfortably without struggles which might cause coercion. Positive parenting practices involve communication that is; positive and indicates interest, caring and support of the child and an emotional attachment between parent and child as well as allowing age-appropriate autonomy (Patterson 1996; Snyder & Patterson 1987). It is important for parents to consistently acknowledge pro-social behaviors with positive reinforcement (Patterson, 1996).

Patterson & Yoerger, (1993) suggest that families that do not reinforce positive behaviors do not effectively punish deviant behaviors and reinforce deviant behaviors are more likely to engage in coercion within the family.

This theory is relevant in explaining how parenting influences the behavior of a child either positively or negatively. Poor parenting especially when negative reinforcement is accepted influences the child negatively resulting to delinquency. This therefore calls for parents to try positive reinforcement which maybe appropriate in shaping the behaviors of the juveniles and also in ensuring the home environment is conducive for the juveniles. Involvement of the families in the rehabilitation process of the juvenile delinquents is therefore important since the family is the first socialization agent of the child and can easily influence the juvenile delinquents either positively or negatively. This theory is also relevant in explaining the role of peer group affiliations in the socialization process of the juvenile's delinquents. Delinquency maybe influenced by negative peer affiliations that the juveniles associates with both at home and in the rehabilitation school. The rehabilitation schools also provide an environment that may cause delinquency to thrive as a result of negative peer group affiliations and vice versa. The theory observes that if the juveniles are equipped with the right problem solving skills through effective rehabilitation programmes, they can be able to solve their own problems effectively.

2.2.2 Differential Association Theory

Sutherland, (1947) uses the phrase differential association to discuss how people learn deviance. According to his theory, environment plays a major role in deciding which norms people learn to violate. He further states that, people within a particular reference group provide norms of conformity and deviance and thus influence the way other people look at the world including how

they react. Furthermore, people learn their norms from various socializing agents like parents, teachers, ministers, family, friends, co-workers and the media. This means that people learn criminal behaviors just like any other behaviors from their interactions with others especially in the intimate groups e.g. juvenile gangs provide an environment which adolescents learn to become criminals. These gangs define themselves as countercultural and glorify violence, retaliation and crime as means to achieving social status. Gang members therefore, learn to be deviant as they embrace and conform to their gangs' norms (Sunderland, 1939).

This theory helps us understand that deviance is learned from those people with whom they associate with closely and the same way behavior is learnt, it can be unlearned. In the rehabilitation schools, juvenile delinquents are taught to unlearn the unpleasant behaviors they had already learnt and that's why there are programmes in place to assist in changing and modifying the delinquents unpleasant behaviors' to acceptable pleasant behaviors'. However, individuals might respond to the same situation differently depending on how their experience predisposes them to define their current surroundings (Sunderland & Donald 1978).

This also depends on the environment the juvenile delinquents are exposed to at the rehabilitation schools, if they are exposed to an environment that promotes crime as a way of life, then it may not be easy to rehabilitate them but if they are exposed to an environment that totally discourages crime, their rehabilitation may be possible depending on the prevailing circumstances and the way the rehabilitation is done considering their personal differences and traits. Environment in this case encompasses the living conditions in the rehabilitation school, the peers at the rehabilitation school, the housing, the playgrounds and compound, the staff and every other aspect observable at the juvenile delinquency rehabilitation schools.

Differential association predicts that an individual will choose the criminal path when the balance of definitions for law-breaking exceeds those for law-abiding (Sunderland & Donald 1978). This tendency will be reinforced if social association provides active people in the person's life. He further noted that earlier in life the individual comes under the influence of those of high status within that group, the more likely the individual to follow in their footsteps. This does not deny the fact that there may be practical motives for crime i.e. if a person is hungry but has no money, there is a temptation to steal. But, the use of "needs" and "values" is equivocal (Sunderland, 1939). To a greater or lesser extent, both non-criminal and criminal individuals are motivated by the need for money and social gain.

An important quality of differential association theory, is the frequency and intensity of interaction. The amount of time that a person is exposed to a particular definition and at what point the interaction began are both crucial for explaining criminal activity (Sunderland, et al, 1992). The process of learning criminal behavior is really not any different from the process involved in learning any other type of behavior. Sutherland, (1947) maintains that there is no unique learning process associated with acquiring non-normative ways of behaving. While criminal behavior is an expression of general needs and values, it is not explained by those needs and values, since non-criminal behavior is an expression of the same needs and values.

This theory therefore clearly states that criminal behavior among juveniles is learnt just like any other behavior and the same way it is learnt, it can be unlearned through rehabilitation. The staff training and competence levels and the rehabilitation programmes in place are very important in helping the juvenile delinquents in unlearning the unpleasant behavior that they have already learnt through socialization.

It is also relevant in this study since it states the role environment plays in the socialization of the juvenile delinquents including the peers they associate with and the staff involved in the rehabilitation process and consequently their role in the rehabilitation process.

2.2.3 Control Theory

Gottfredson & Hirschi, (1990) hypothesized that whether an individual engages in deviance; can be explained by low levels of self-control. They further stated that an individual's level of self-control influences the level of deviance in which he or she engages in, a lack of effective parenting influences whether an individual will engage in deviant behaviors due to low self-control and low self-control mediates the relation between parenting and deviance. They suggested that these associations exist regardless of sex and cultural background. Furthermore, individuals with low self-control are likely to engage in a variety of deviant behaviors from crime-analogous behaviors e.g. alcohol or drug use, smoking, aggression to more serious forms of deviance like theft, property or violent offenses. Parenting therefore is associated with the development of self control and this suggests that those children who have been parented effectively tend to develop high levels of self control while those who receive ineffective parenting on the other hand tend to develop low levels of self control.

Gottfredson & Hirschi, (1990) suggested that self-control is an individual difference characteristic that ranges from low to high. Further, an individual with low self-control engages in behaviors that; provide immediate and simple ways to receive gratification, are exciting, risky, or thrilling, require little thought processing, result in the victim(s) feeling pain or discomfort and lack long-term goals. Individuals with low levels of self-control lack patience, which is a virtue and develops depending on the willingness of the individual to learn how to control his behavior and that it also

provides a short term and immediate solution to the problem. Adolescents with low self-control tend to look for the simplest way to get a solution to their problems. On the other hand, adolescents with high levels of self-control will not engage in activities which they feel is inappropriate and they tend to avoid the shortest route to solve a problem. They have developed mechanisms for controlling the urge to do wrong because of the upbringing as this theory stipulates.

Gottfredson & Hirschi, (1990) hypothesized that four parenting practices influence the development of self-control and they include: the attachment between parent and child, parental supervision, recognition of deviant behaviors and punishment of deviant acts. According to them, if all four elements of effective parenting occur, an adequate level of self-control is likely to develop, resulting in a decreased probability of the child engaging in deviant behaviors. However, if one of the four elements is missing, the child is less likely to form an adequate level of self-control and in turn is more likely to engage in deviant behaviors.

Attachment between the parents and the child is viewed as a parental concern for the child's well-being, the level of warmth parents feel towards their child and time spent with their child i.e. parental investment shapes the direction of life the child chooses when he is able to make decisions independently and more so at the adolescent stage. The assumption therefore is that a child who is very close to the parents and more so to the mother is less likely to become deviant at any stage of development as compared to a child who does not have much attachment to the parents. Additionally, the higher the levels of communication and affectional identification between the parents and child i.e. love and respect, the stronger the parent child attachment (Hirschi, 1969).

Notably parental supervision not only keeps a child from engaging in deviant behaviors, but also teaches the child how to avoid engaging in deviant behaviors when she or he is not under direct

supervision (Gottfredson & Hirschi, 1990). Therefore a close parental attachment helps a child to develop some levels of self-control such that the child may not necessarily require close supervision by the parent so as to avoid engaging in deviant behaviors.

Parents who are very close and keen on their children should be able to note the slightest change of behavior in their children and take an appropriate disciplinary action before the behavior gets out of hand. It's also important for parents to recognize deviant behaviors when they occur and at all ages e.g. talking back, yelling, pushing, vandalism and theft. To correct the deviant behaviors there is need for an effective punishment which includes but not limited to setting limits, having age appropriate consequences and enforcing the consequences when a rule is broken (Hirschi, 1969). In addition, the most effective form of punishment is disapproval by individuals close to the child. Thus, when parents feel indifferent or hostility towards the child, have lax, inadequate or poor supervision skills, fail to recognize early forms of deviant behaviors or are too lenient, inconsistent or harsh with discipline they are more likely to have children with low self-control, who in turn, engage in deviant behaviors (Gottfredson & Hirschi, 1990).

Research has found that low self-control is predictive of deviant behaviors in young children, adolescents, adults and cross-nationally (Burton et al, 1999 & Vazsonyi & Crosswhite 2004). Low self-control is also predictive of a number of different types of deviant behaviors, such as; vandalism, theft, alcohol and drug abuse, assault, school misconduct and rape in adolescents, larceny, shoplifting and gambling in college students and criminal behaviors in adults (Burton et al, 1999; Vazsonyi & Crosswhite 2004; Vazsonyi et al, 2001). Brody et al,(2002); Brody & Ge (2001) and Brody et al, (1999) adds that (in)effective parenting does influence the development of self-control and that self-control fully mediates the link between (in)effective parenting and

deviance. Parental involvement, support, monitoring, family cohesion, close family relationships and appropriate discipline positively influence the development of self-control whereas inter-parental conflict and harsh parent-child conflict negatively influence the development of self-control.

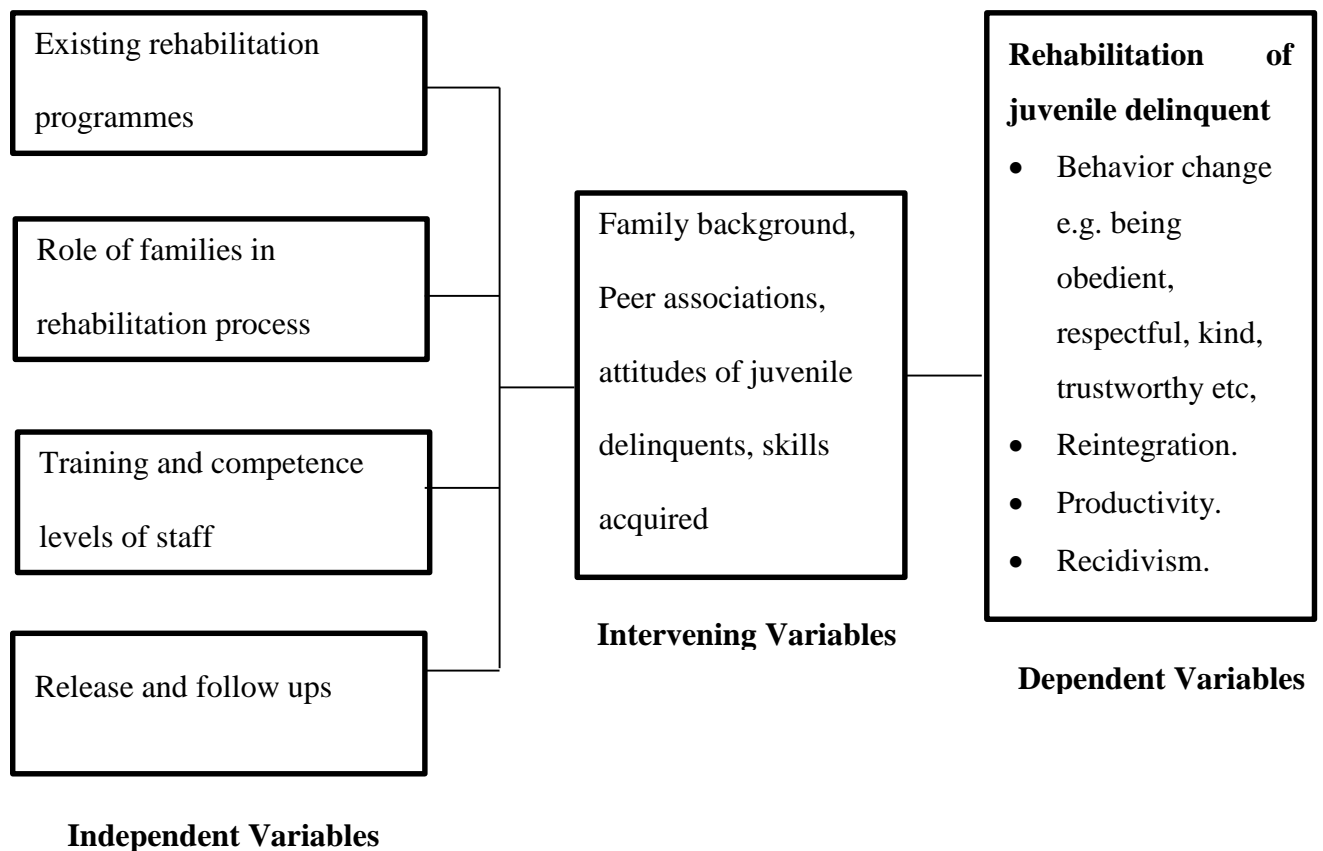
This theory therefore suggests that involved supportive parenting, family cohesion and family support can be identified as parents who are involved and therefore attached to their children and those cases tend to develop high levels of self-control hence avoids deviance. Additionally, monitoring, supervision, appropriate punishment and discipline provide support in teaching self-control (Gottfredson & Hirschi, 1990). It is however important to note that parents influence the development of self-control and that low self-control is not the only possible link between ineffective parenting and deviance. Behavioral responses are chosen based on the individual's goals and self-efficacy regarding the behavior and in most cases this is an automatic and ongoing process. If, however, the individual is involved in a new social situation, the process can be very rational and conscious (Gottfredson & Hirschi, 1990).

This theory is relevant in this study as it notes that self-control is learnt through effective parenting and supervision by a responsible adult. The juveniles require some close attachment with the adults who teach them what is right and wrong and how to avoid doing the wrong things. They need to be taught to make the right decisions independently through effective rehabilitation programmes. Rehabilitations therefore helps the juveniles to learn self-control, respect for others, to do the right things even when no one is closely monitoring them. Effective rehabilitation programmes also should help the families learn to practice effective parenting skills through family counseling and therapies.

2.3 Conceptual Framework

The study adopted the conceptual framework in which the rehabilitation programmes, the role of families in the rehabilitation process, training and competence levels of staff, release and follow ups were the independent variables and they were considered to affect the effective rehabilitation of the juvenile delinquents in this study. The juvenile delinquent was the dependent variable. The intervening variables in this case were considered to include the family background (family cohesiveness, offence history, parenting skills, number of children, social-economic background), peer associations, attitudes of juvenile delinquents and skills acquired and they contributed to the effectiveness of the rehabilitation process.

Figure 2.1: Conceptual Framework



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the research design and methodology relevant to the study. It includes; the site selection and description, research design, target population, the sampling technique applied in the study, methods of data collection, instruments of data collection, the data analysis and presentation strategies.

3.2 Site Selection and Description

The study was carried out in two institutions in Kabete and Kirigiti Rehabilitation Schools located in Nairobi and Kiambu counties respectively. The two Rehabilitation Schools were sampled because the study needed ample time since it was very rigorous and also due to their accessibility by the researcher so as to ensure accurate data was collected. Kabete Rehabilitation School is a boy's institution while Kirigiti is a girl's institution. The two institutions were selected to allow for comparisons of both genders on the behaviors' of the juvenile delinquents.

3.3 Research Design

“Research design provides the glue that holds the research project together. It is used to structure the research, to show how all of the major parts of the research project work together to try to address the central research questions”, (Trochim, 2005). Furthermore, the research design can be described as a recipe, the same way a recipe provides a list of ingredients and the instructions for preparing a dish, the research design provides the components and the plan for successfully carrying out the study.

This study applied descriptive research design since it allowed the researcher to observe the subjects in their natural environmental setting without affecting their behavior. It was also appropriate since it was used to describe phenomena and how various behaviors and events occur in relation to assessing the effectiveness of the rehabilitation programmes.

This study adopted both qualitative and quantitative research designs. Qualitative research was appropriate in this case since it helped to answer how or why questions while focusing on peoples attitude, opinion processes and reason for a social phenomenon. Quantitative research on the other hand entails asking the respondents' questions that provide definite numerical data that can be statistically analyzed to generate the mean, percentage and frequencies. The questions asked in quantitative research include "who", "how many", "how much". This study adopted this research design since an effective research design outlines the defined purpose in which there is coherence between the research questions and the methods or approaches proposed that generates data that is credible and verifiable (McMillan & Schumacher, 2001).

3.4 Unit of Analysis and Units of Observation

The unit of analysis is the subject matter of the study after which the researcher may generalize. In this study, the unit of analysis is the assessment of the effectiveness of the rehabilitation programmes for juvenile delinquents.

On the other hand, the units of observation were; the juvenile delinquents, the staff (welfare officers, teachers and vocational instructors) and parents of the juveniles who had been rehabilitated and reintegrated back to the community.

3.5 Target population

The respondents' in the study involved juvenile delinquents in Kabete and Kirigiti rehabilitation schools, government employees (teachers, vocational instructors, welfare officers) and parents of juveniles who have gone through the rehabilitation school and have already been reintegrated.

3.6 Sample Size and Sampling Procedure

Purposive sampling was used to sample two institutions in Nairobi and Kiambu Counties and they include Kabete Rehabilitation School for boys and Kirigiti for girls. The two institutions were selected to allow for comparisons of both genders on juvenile delinquent behaviors.

The sample size was required to be relatively large so as to allow the researcher to make accurate interpretation of the results as well as in ensuring that data was manageable. Purposive sampling was used to select a sample of 99 juveniles from the two institutions: 47 boys from Kabete and 52 girls from Kirigiti Rehabilitation schools. The juveniles sampled had stayed in the institution for at least one year. Purposive sampling was used to select a sample of 18 staff members who comprised of welfare officers, teachers and vocational instructors'. These specific staff were sampled because they were directly involved in the day to day rehabilitation process of the juvenile delinquents. Systematic sampling was used to sample 21 parents of children who had been at the rehabilitation schools and had already been reintegrated back to the community.

3.7 Methods of Data Collection and Research Instruments

This study employed a combination of both qualitative and quantitative methods of data collection. A structured questionnaire with both open ended and close ended questions covering all aspects of the research problem was administered so as to generate both qualitative and quantitative data. The questionnaire was divided into different sections and it was simple so as to encourage full

participation of the respondent. The key informants' interview guides were used to collect qualitative data, observation and use of field notes was also used to capture some crucial information that was not covered in the questionnaires and the researcher found it relevant for this study. Secondary data was collected through review of the juvenile delinquents individual files. This enabled the researcher attain high degrees of reliability and validity by collecting variety of information on the same subject.

3.8 Data Analysis and Presentation

The study employed descriptive methods of data analysis and presentation like the use of frequency distribution tables and percentages tables. The quantitative data collected was coded, data entry done and analyzed through SPSS. The results of the quantitative data were presented through tables and graphs.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter contains the findings on the Assessment of the Effectiveness of Rehabilitation Programmes for Juvenile Delinquents: A study of Kabete and Kirigiti Rehabilitation Schools. It comprises of research instruments return rate, demographic information of the respondents, existing rehabilitation programmes, role of families in rehabilitation, training and competence levels of staff, follow ups after release and benefits of rehabilitation programmes.

4.2 Research Instruments Return Rate

The study was carried out in two rehabilitation schools namely: Kabete which is a boy's institution and Kirigiti which is a girl's institution. The institutions had a capacity of 250 for Kabete and 150 for Kirigiti while the populations of the institutions at the time of study were: 70 for Kabete and 69 for Kirigiti. The sample size of the study was composed of 99 juveniles who had completed at least one year in the rehabilitation school, 18 staff members comprising of: welfare officers, vocational instructors and teachers and 21 parents of juveniles who had already been reintegrated back to their families after rehabilitation. The total number of respondents was 138. The sampled respondents all participated in the study at the response rate of 100%. The response rate is presented in the table 4.1.

Table 4.1 Research Instruments Return Rate

School	Juveniles	Welfare officers	Vocational instructors	Teachers	Parents
Kabete	47	4	3	3	11
Kirigiti	52	3	2	3	10
Total	99	7	5	6	21

The table shows that 99 juveniles participated in the study at a response rate of 71.7%, the welfare officers participated at the rate of 5.1%, vocational instructors at a rate of 3.6%, teachers at a rate of 4.3% and parents at a rate of 15.2%. The specific response per school had Kirigiti with the highest number of juvenile participants at a rate of 52.5% (52) while Kabete had 47.5% (47). The table further shows that 21 parents of juveniles already reintegrated back to their families were interviewed and the response rates were 47.6% (11) for Kabete and 52.4% (10) for Kirigiti.

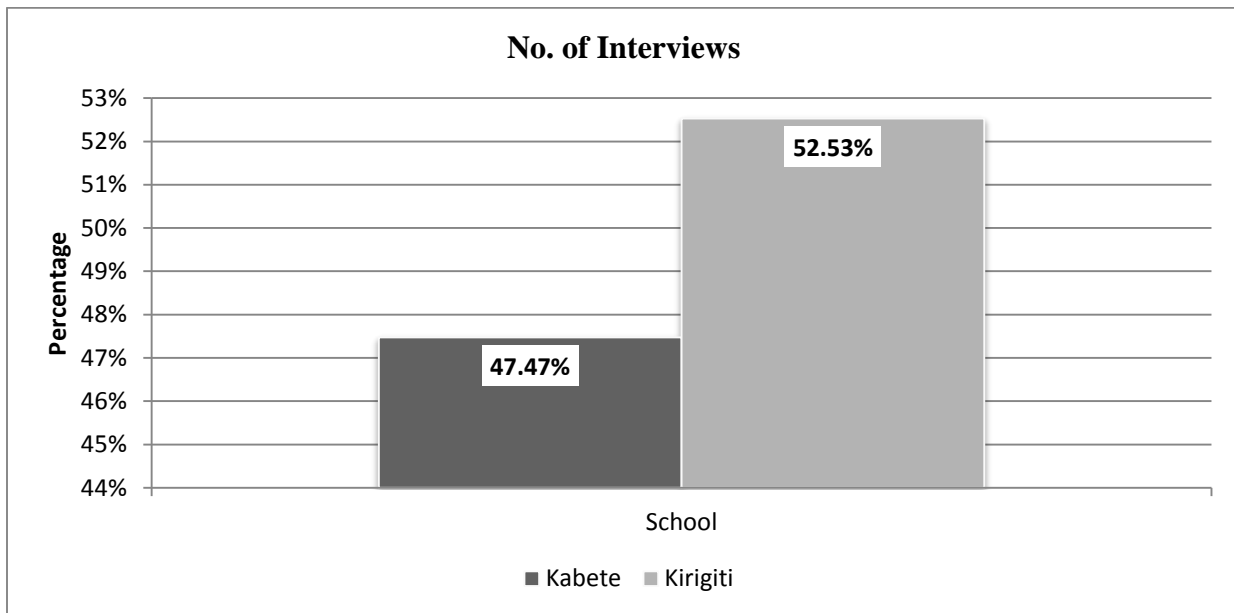
4.3 Demographic Information of the Respondents

This section presented data on the juveniles’ gender distribution, their schools and their ages at the time of admission to the rehabilitation schools and the duration of time they had been in the institutions.

4.3.1 Distribution of Juveniles According to Schools and Gender

The researcher distributed the juveniles according to schools and gender as shown in figure 4.1.

Figure 4.1: Distribution of Juveniles According to Schools and Gender

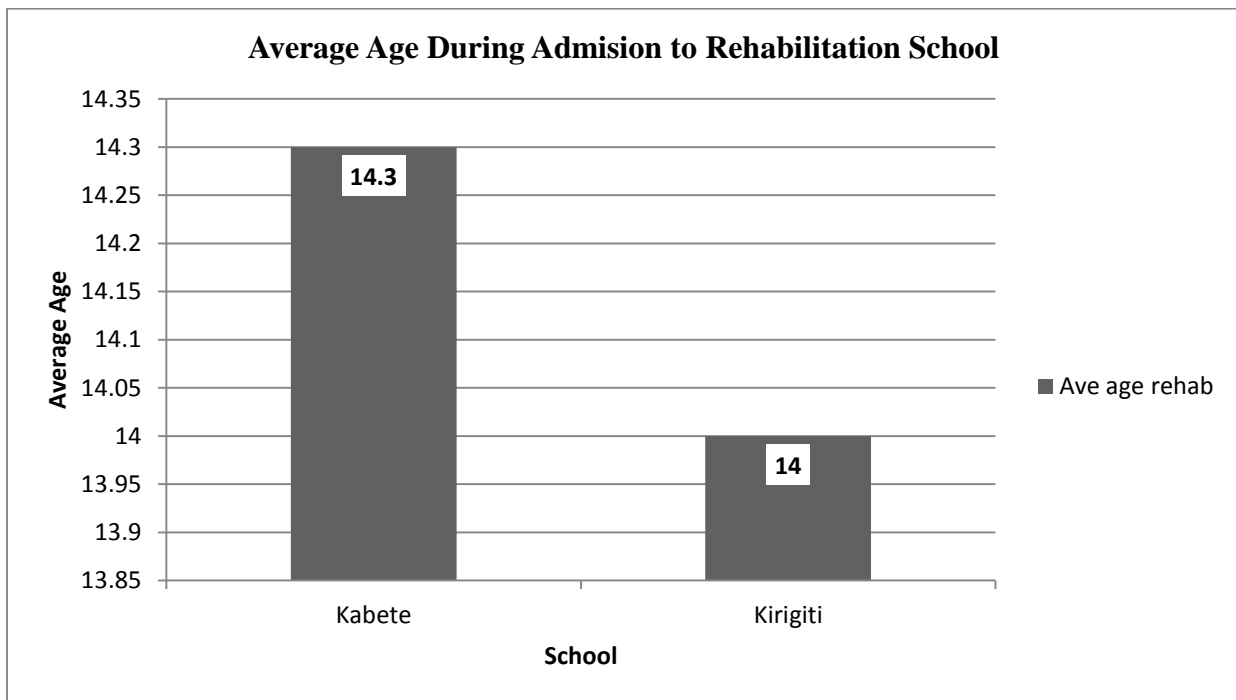


The figure shows that Kabete and Kirigiti respondents were at 47.5% and 52.5% respectively. During the study, the researcher found out that 49 boys from Kabete had been reintegrated back to their families during the December holidays; just three weeks before the study while 12 girls had been reintegrated back. Looking at the results in the gender perspective, boys and girls rate of delinquency was almost at the same level with boys at 47.5% and girls at 52.5%. The population rates in the two schools were also almost the same Kabete having 70 while Kirigiti had 69 juvenile delinquents at the time of study.

4.3.2 Ages of the Juveniles at the Time of Admission

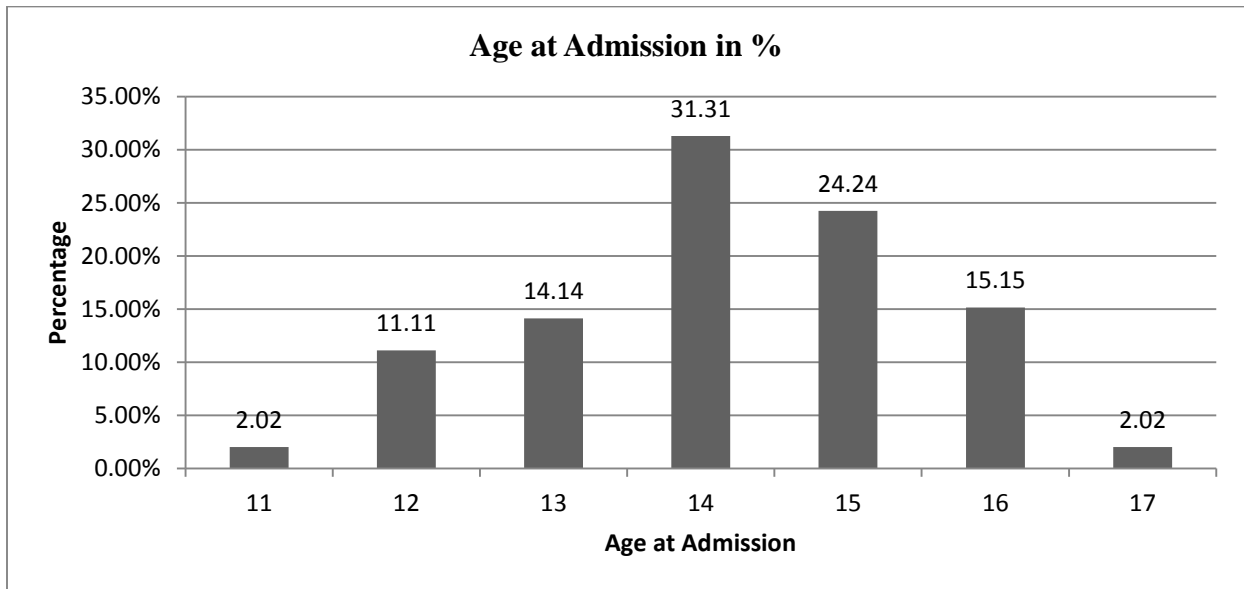
The juveniles were asked to state their ages at the time of admission in to the rehabilitation schools. Their responses are presented in figure 4.2.

Figure 4.2: Average Ages of Juveniles at Admission



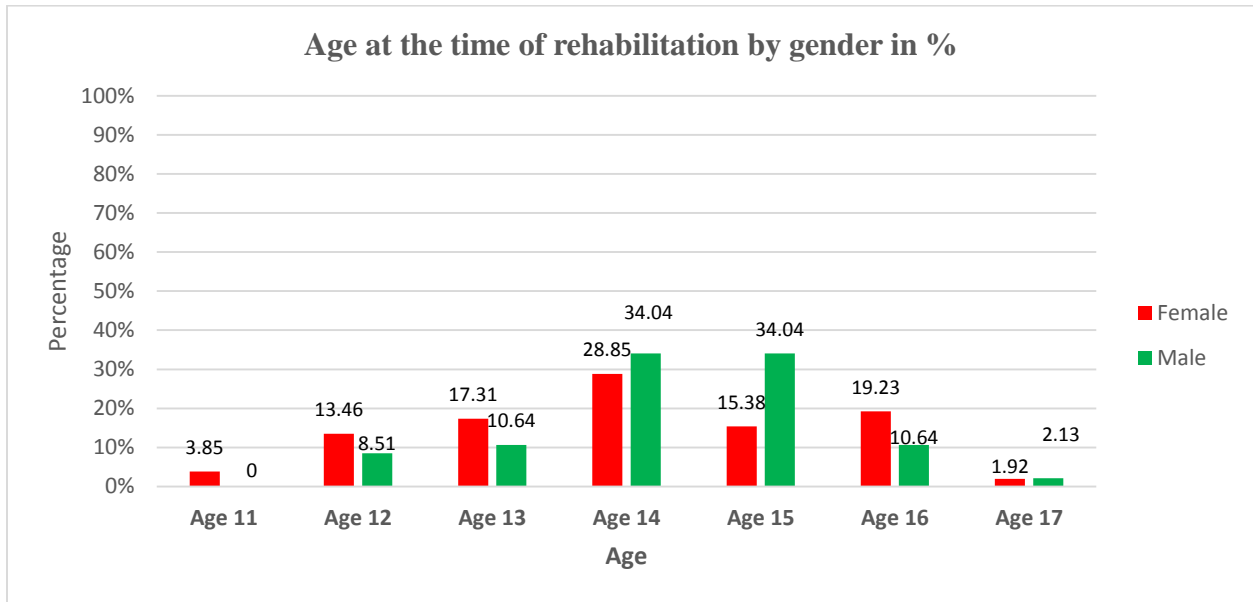
The study found that the average age of admission at Kabete was 14.3 years while at Kirigiti it was 14 years. This shows that boys were admitted to the rehabilitation schools while at a much older age compared to the girls who were admitted at a much younger age.

Figure 4.3: Age at Admission



Most of the juvenile delinquents were admitted at the rehabilitation schools at the age of 14 years at the rate of 31.3%. Those admitted at 15 years were 24.2%, at 16 years were 15.2% while those admitted at 13 years were 14.1% which were less than ages 15 and 16 years. There were a few cases that were admitted at 11 years and 17 years both at the rate of 2%. This therefore indicates that most juveniles are admitted in the rehabilitation schools at the age of 14 and 15 years. At 16 years, the rate of admission starts going down while at 17 years, very few cases are admitted.

Figure 4.4: Comparison of Age at Admission with Gender



More boys were admitted in the rehabilitation schools at an advanced age of 14 and 15 years at the same rate of 34% compared to the girls. At 14 years, 28.9% girls were admitted to the rehabilitation school while at 15 years only 15.4%. Only girls were admitted at 11 years of age at the rate of 3.9%. More girls were admitted at the age of 12 years at the rate of 13.5% while boys were admitted at the rate of 8.5%. Girls were therefore admitted at a much younger age in the rehabilitation schools compared to the boys. At 16 and 17 years, girls were admitted at the rate of 19.2% and 1.9% respectively while boys were admitted at the rate of 10.6% and 2.1% respectively. More girls were admitted at an advanced age than boys meaning boys were admitted in the rehabilitation school at almost the same ages of 14 and 15 years and 16 years. The age of admission for girls varies since some are admitted at very young age of 11 years and others are admitted at later age of 16 years.

4.3.3 Duration of Stay in the Institution

The juveniles were asked to state the duration they had stayed in the institution since admission.

The responses were presented in figure 4.5.

Figure 4.5: Duration of Stay in the Institution

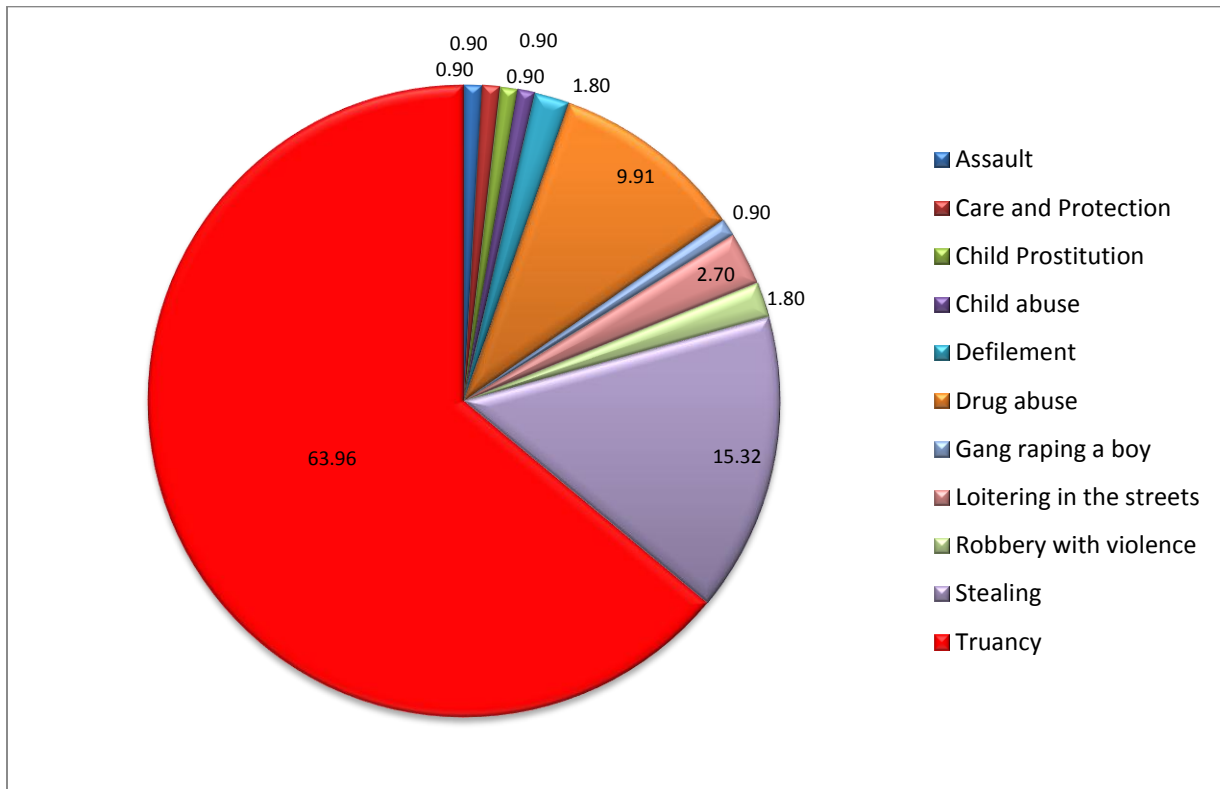


Kabete (boys) had the highest number of juveniles who had completed two years in the institution at 51.1% while Kirigiti (girls) had 38.5%. The girls who had completed one year were 46.2% while boys were 40.4%. During the time of study, the rehabilitation schools had just reintegrated the juveniles who had served their committal terms a few weeks to the study; this resulted to few cases that had completed three years at 15.4% and 8.5% for girls and boys respectfully. During the study, more girls had completed 3 years compared to the boys.

4.3.4 Reasons for the Admission to the Rehabilitation Schools

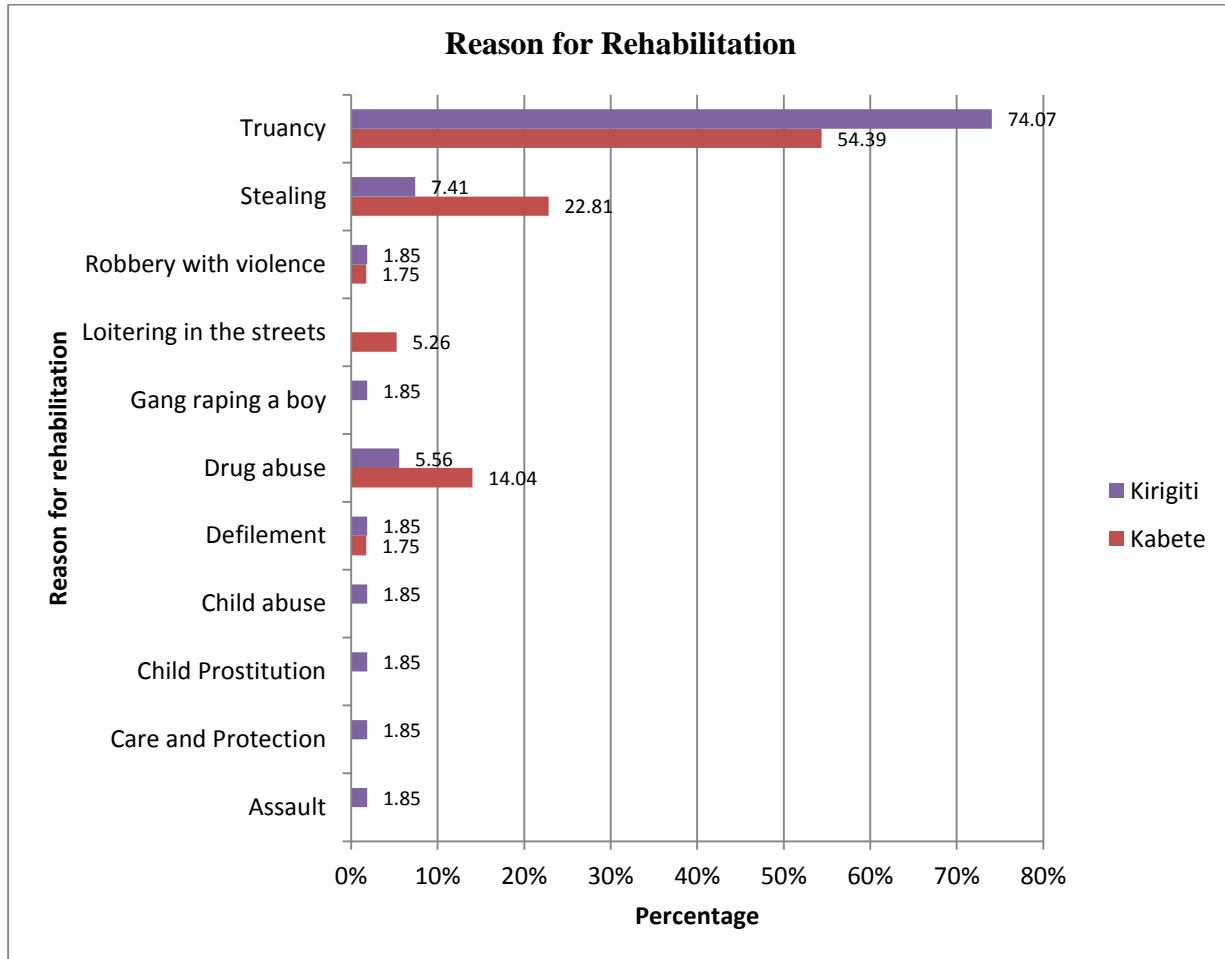
The juveniles were asked to state why they had been admitted into the rehabilitation schools. The responses are presented in figure 4.6.

Figure 4.6: Reasons for Admission to the Schools in %



The highest cases of the juveniles' delinquencies in the rehabilitation school were as a result of truancy at 63.9% while stealing was second at 15.3%, drug abuse at 9.9%, loitering in the streets at 2.7% while robbery with violence and defilement were at 1.8%. However there were a few cases of assault, care and protection, child prostitution, child abuse and gang raping a boy all at the rates of 0.9%.

Figure 4.7: Comparison of Reason for Rehabilitation with Gender



In gender comparison more girls at the rate of 74.1% were committed with cases of truancy than boys at 54.4%. Stealing which was the second indicates that more boys at the rate of 22.8% were committed with these cases compared to girls at 7.4%. More boys at 14% were committed with cases of drug abuse while girls committed on such cases were only 5.6%. Cases of robbery with violence and defilement were minimal and almost at the same rates of 1.85% for girls and 1.75% for boys. Cases of assault, care and protection, child prostitution and gang raping a boy were only prevalent with the girls all at minimal rates of 1.85%.

New trends were noted by the study, girls were involved in gang raping boys unlike in the past where gang raping was only associated with males. Defilement cases were reported by both boys and girls unlike the past where such cases only involved girls being defiled by boys. The study revealed that even girls are now involved in defiling boys and vice versa.

4.3.5 Level of Education at the Time of Admission to the Rehabilitation School

The juveniles were asked to state their levels of education before admission to the rehabilitation school. The responses are presented in table 4.2.

Table 4.2: Level of Education at Admission

Level of Education	Kabete		Kirigiti		Total	
	n	%	n	%	n	%
Class 4	5	10.6	6	11.4	11	11.1
Class 5	9	19.2	4	7.7	13	13.1
Class 6	16	34	25	48.1	41	41.4
Class 7	17	36.2	10	19.2	27	27.3
Class 8	0	0	3	5.6	3	3
Form 2	0	0	3	5.7	3	3
Form 3	0	0	1	1.9	1	1

The highest number of juvenile delinquents were admitted at class 6 at the rate of 41.4%, class 7 at 27.3% while the lowest number were admitted from class 8, up to the secondary level; form 2 and 3; admission rates being 3%, 3% and 1% respectively.

Gender wise, more females were admitted at class 6 at 48.1% while more male were admitted in class 7 and 6 at 36.2% and 34% respectively. Few cases were admitted in class 8 up to secondary level forms 2 and 3, cases admitted in these levels were only female juveniles at 3%, 3% and 1% respectively. The rehabilitation schools did not have a secondary section; this meant that those who were admitted at secondary level were forced to repeat in primary level in class 7.

They could not be admitted directly in class 8 since by the time of admission those in class 8 were already registered for the KCPE. Cases admitted in class 8 were also referred back to class 7 or any other class that the teachers felt appropriate after assessment. The reason for this was that by the time they were admitted in the rehabilitation schools the classes 8 usually were already registered for KCPE.

4.4 Existing Rehabilitation Programmes

This section presented the rehabilitation programmes that were available to the juvenile delinquents, the availability of time tables to guide the daily activities, availability of basic needs for the juvenile delinquents and whether the provision of the basic needs helped in the reforming process. Below is the presentation of the findings.

4.4.1 Availability of Time Tables for the Daily Activities in the Rehabilitation Schools

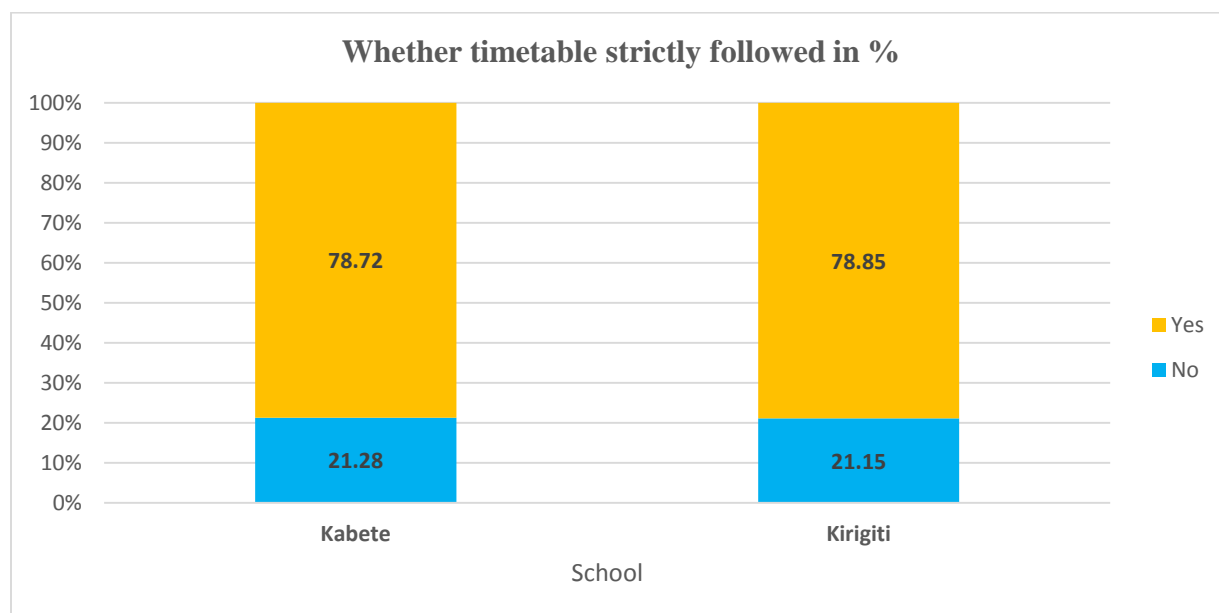
The study sought to establish whether a timetable existed in the schools to guide the daily activities therein and whether the timetable was strictly followed. The results were presented in the table 4.3.

Table 4.3: Existence of a Timetable

Institution	Yes		No		Total	
	n	%	n	%	n	%
Kabete (Boys)	47	100	0	0	47	100
Kirigiti (Girls)	51	98	1	2	52	100
Totals	98		1		99	

In Kabete 100% of the respondents who were boys indicated that the institutional rehabilitation programmes were guided by a timetable while in Kirigiti 98% of the girls stated the same, only 2% of the respondents indicated that the institutions were not guided by the timetable. This clearly indicates that the rehabilitation school programmes were guided by a timetable.

Figure 4.8: Strict Following of the Timetable



Almost the same number of boys and girls stated that the timetable was not strictly followed at the rates of 21.3% of the boys and 21.1% of the girls. Majority of the juveniles at the rates 78.7% of the boys and 78.9% of the girls stated that timetable was strictly followed.

Table 4.4: Reasons for not Following the Timetable

Reason	Kabete		Kirigiti		Total	
	n	%	n	%	n	%
No reason given	1	10	4	33.3	5	22.7
Absence of teachers	6	60	6	50	12	54.5
Interruptions by visitors	3	30	1	8.3	4	18.2
No time table	0	0	1	8.3	1	4.5
Totals	10	100	12	100	22	100

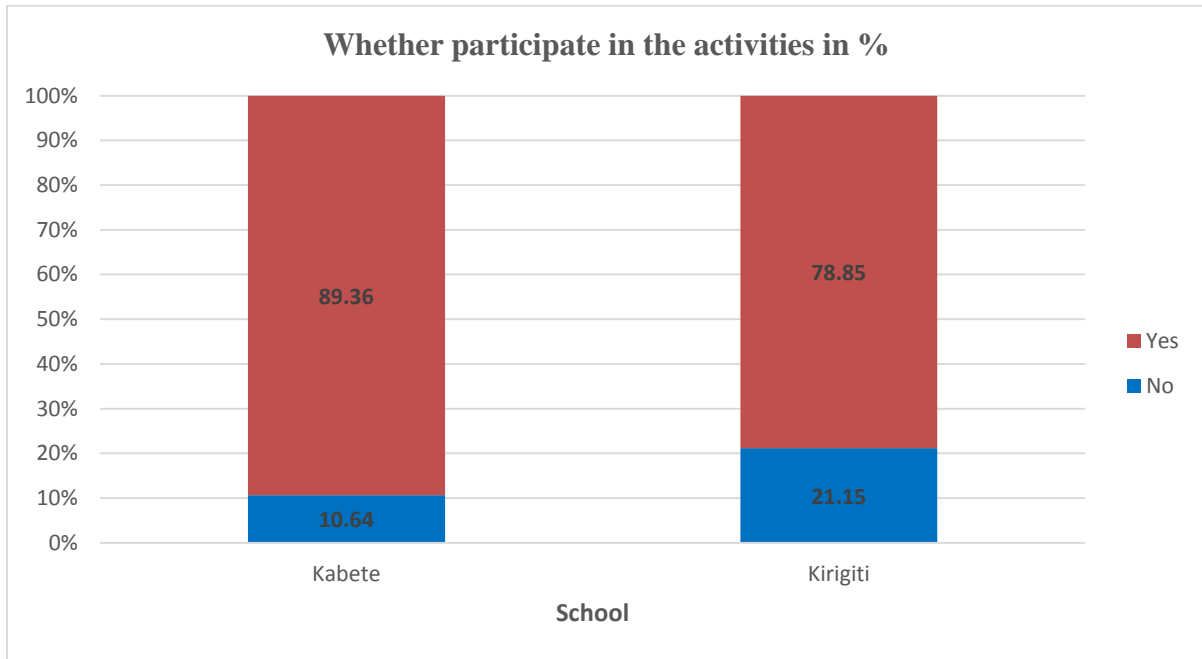
The respondents stated different reasons why the time table was not strictly followed in all the institutions. The reason given by most of the respondents was absence of teachers at the rate of 54.5%. The juveniles also stated that no reason was given by the management for failure to strictly follow the timetable at 22.7%, 18.2% stated that the time table would be interrupted by visitors. The institutions were frequented by visitors for different reasons and whenever they visited, they were given priority to talk to the juveniles hence disruptions of the timetable. 4.5% of the juveniles stated that the institutions did not have timetables that were guiding the activities.

Gender wise, 60% of the boys stated that the reason for not following the timetables was due to absence of teachers while 50% of the girls gave the same reason. 30% of the boys stated that the timetable was interrupted by visitors while 8.3% of the girls gave the same reason. No reason given for not following the timetable was at 10% for boys and 33.3% by girls while 8.3% of the girls stated that the institution lacked a timetable. Juveniles were never allocated any duties nor given any assignment whenever teachers were reported absent. In some instances, the teachers would miss lessons while they were just chatting with other staff in the staffroom.

4.4.2 Participation in Rehabilitation Activities Listed in the Timetable

The study sought to establish whether the juveniles participated in all the activities listed in the timetable and reasons for not participating. The findings were presented in figure 4.9.

Figure 4.9: Participation in Rehabilitation Activities Listed in the Timetable

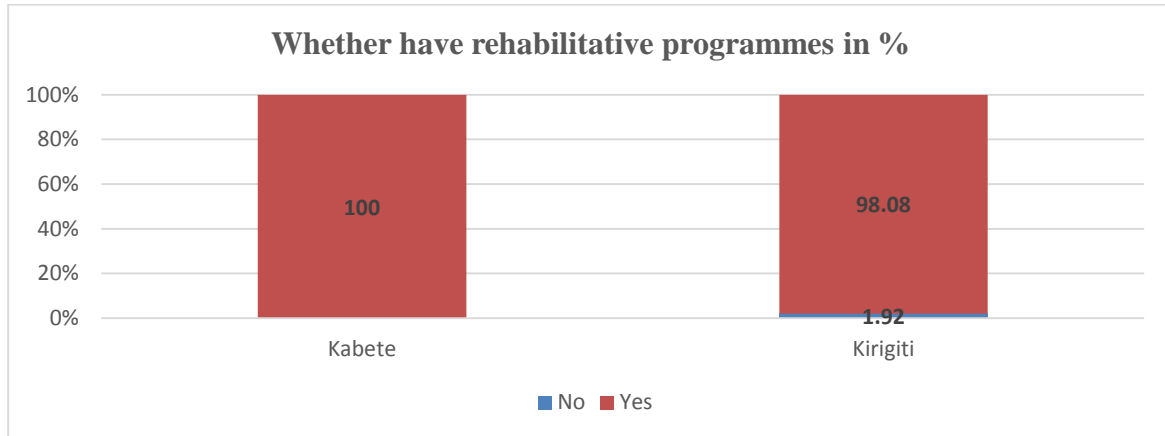


Most of the juveniles participated in the activities listed in the timetable at the rates of 89.4% for boys and 78.9% for girls. 10% of the boys however never participated in those activities while 21.2% of the girls didn't participate.

4.4.3 Rehabilitation Programmes for the Juvenile Delinquents

The study sought to establish whether the juveniles were taken through the rehabilitation programmes during their stay in the rehabilitation schools. The responses were presented in figure 4.10.

Figure 4.10: Participation in the Rehabilitation Programmes

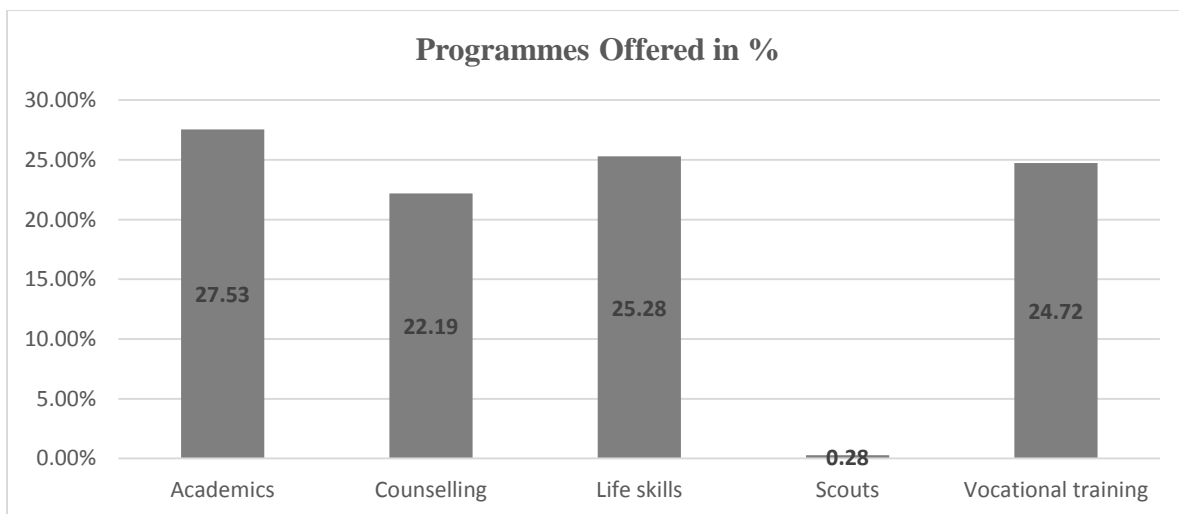


In Kabete all the boys participated in the rehabilitation programmes at the rate of 100% while in Kirigiti 98.1% of the girls participated in the programmes as well. Only 1.9% of the girls did not participate in the rehabilitation programmes.

4.4.4 Existing Rehabilitation Programmes for the Juvenile Delinquents

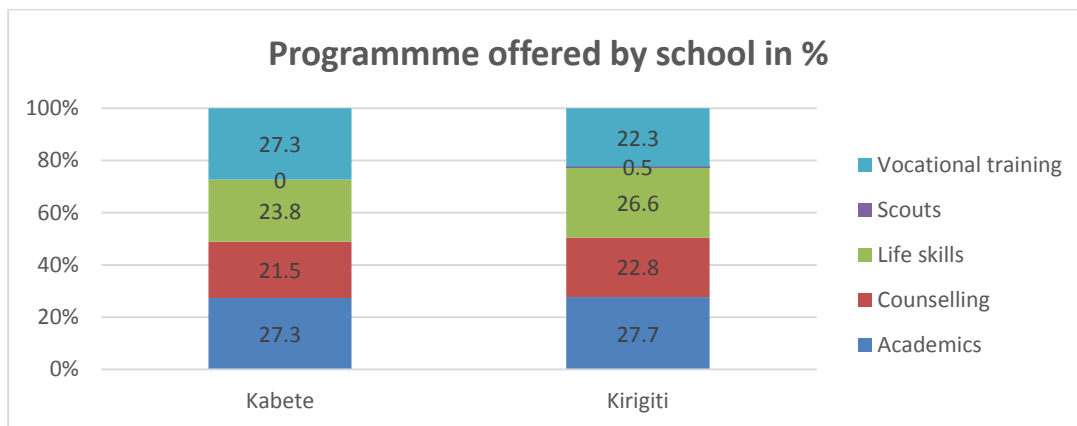
The study sought to establish the existing rehabilitation programmes that the juvenile delinquents’ participated in. The findings were presented below.

Figure 4.11: Existing Rehabilitation Programmes for the Juvenile Delinquents



The respondents indicated that the following rehabilitation programmes existed: academics, counseling, life skills training, vocational trainings and scouts. Some were involved in all the programmes while others participated in some. Academics which was compulsory for all juveniles had the highest rate of participation at 27.5%, followed by life skills training at 25.3%, vocational training at 24.7%, counseling at 22.2% while scouts had the lowest rate at 0.3%. Academics were compulsory while the other rehabilitation programmes were optional; a juvenile could opt to do life skills or vocational training or both. This was all dependent on the individual choices, some opted for more than two vocational and/or life skills trainings.

Figure 4.12: Participation in the Rehabilitation Programme by Gender



Academics had the highest rate participation at 27.3% and 27.7% for boys and girls respectively. More boys were involved in vocational trainings at 27.3% compared to girls whose participation rate was 22.3%. More girls were involved in life skills training at the rate of 26.6% compared to boys whose participation rate was 23.8%. According to the girls life skills was not examined and it was simple since one just chose a skill that they were good at. Girls at the rate of 22.8% participated in counseling while 21.5% of the boys participated in the same. Other rehabilitation programmes that only girls participated in were scouts at the rate of 0.5%.

4.4.5 Reasons for not participating in the Rehabilitation Programmes

There were cases of juveniles who did not participate in all the rehabilitation programmes. The reasons for not participating were presented in table 4.5.

Table 4.5: Reasons for not Participating in the Rehabilitation Programmes

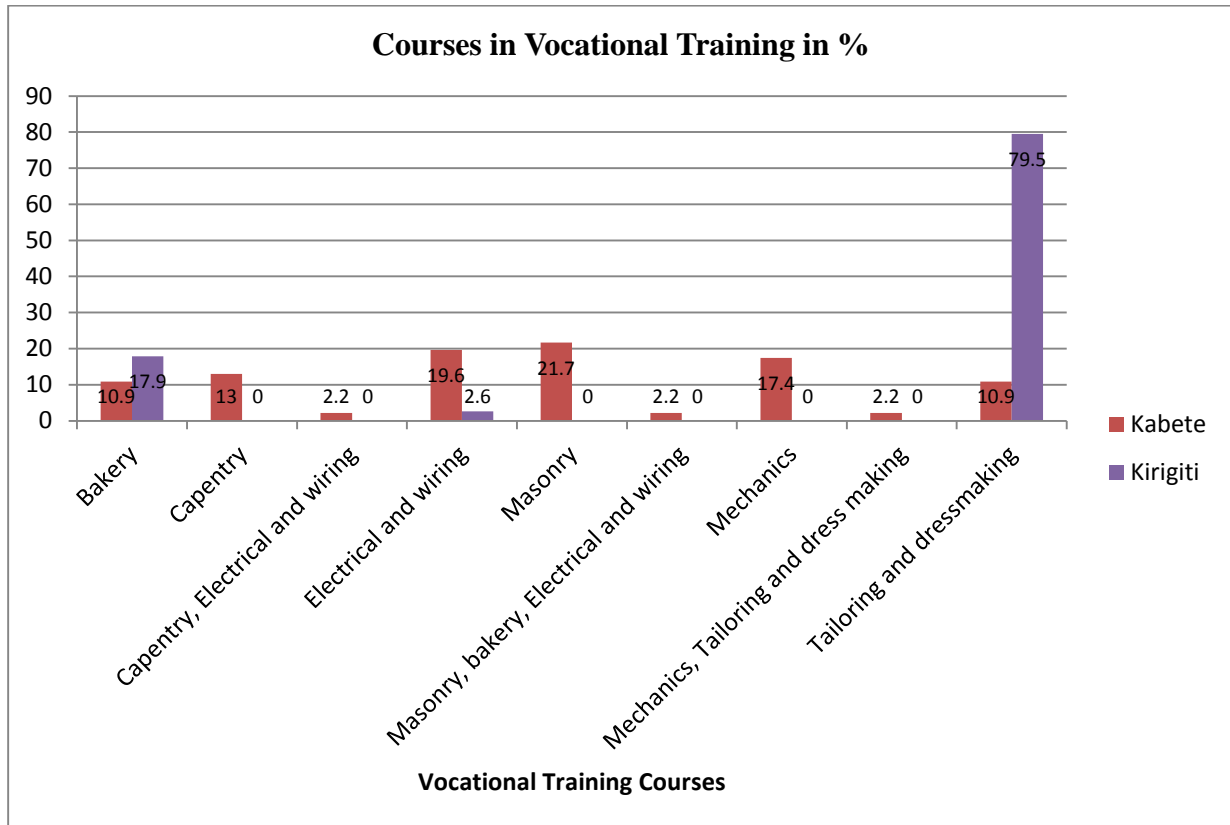
Reason	Kabete		Kirigiti		Total	
	n	%	n	%	n	%
I don't like counseling	3	100	2	40	5	62.5
I am still undecided	0	0	3	60	3	37.5
Totals	3	100	5	100	8	100

The highest number of juveniles indicated that they did not like counseling at the rate of 62.5% while 37.5% stated that they were undecided on the programmes to participate in. Gender wise, 100% of the boys stated that they did not like counseling while 40% of the girls stated the same. Girls at the rate of 60% were still undecided on the programmes to participate in while all the boys were decided on the programmes.

4.4.6 Specific Courses/ Subjects Taught under each Programme

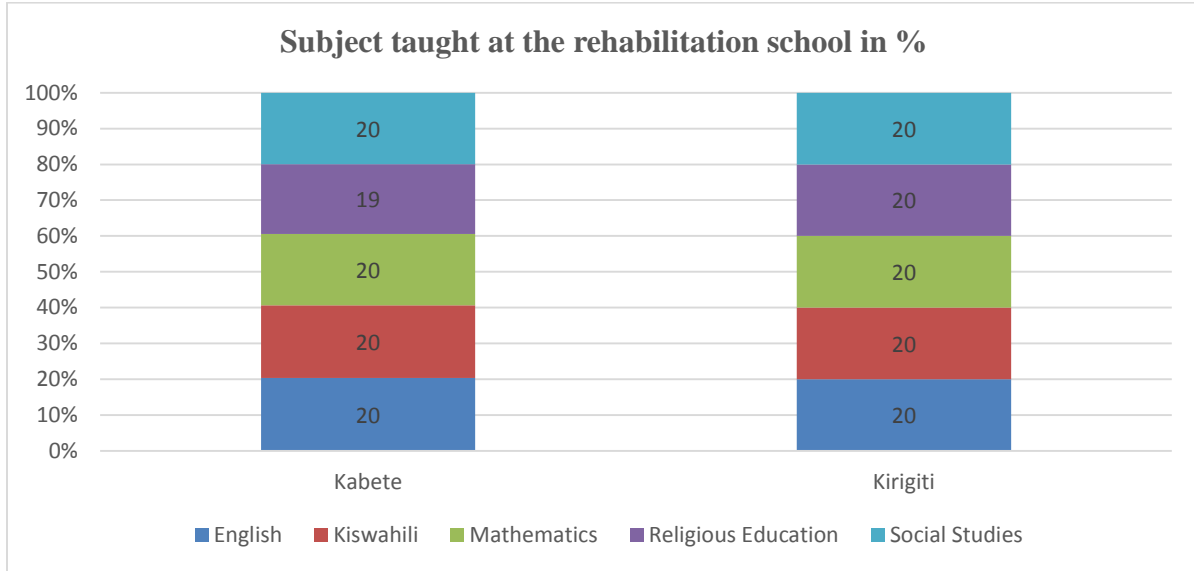
The study sought to establish the specific programmes and courses/ subjects taught under each programme. The responses were presented below.

Figure 4.13: Vocational Training Courses



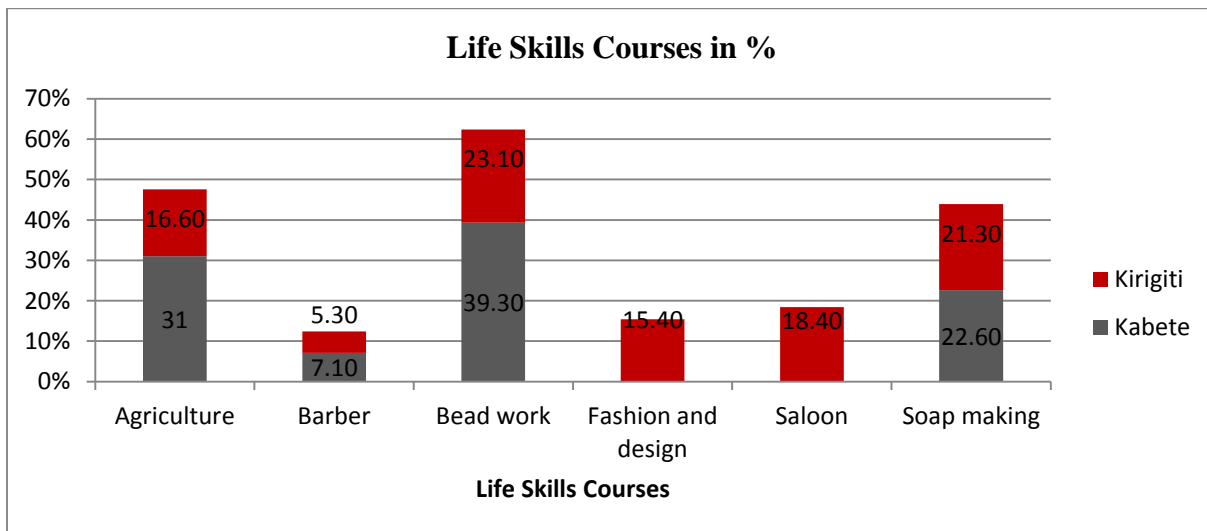
Tailoring and dressmaking had the highest participation by the girls at the rate of 79.5% while the boys were 10.9%. Bakery was the second ranked for girls at 17.9% while boys were 10.9%. This may be attributed to gender issues considering that tailoring, dressmaking and bakery are associated more with women. For boys, masonry had the highest participation at 21.7%, electrical and wiring had 19.6%, mechanics had 17.4% and carpentry 13% while girls' participation in those courses was zero except electrical wiring where girls' participation was 2.6%. Masonry, electrical and wiring and mechanics are considered masculine courses hence high participation by the boys and/or zero and/or very low participation by the girls.

Figure 4.14: Subjects Taught in Academics



The subjects taught were English, Kiswahili, Mathematics, Religious Education and Social Studies. The participation by the boys and girls was 20% for all the subjects for both girls and boys except Religious Education which had 19% participation by the boys. Academics were compulsory hence almost equal percentages in participation by both genders.

Figure 4.15: Life Skills Training Courses

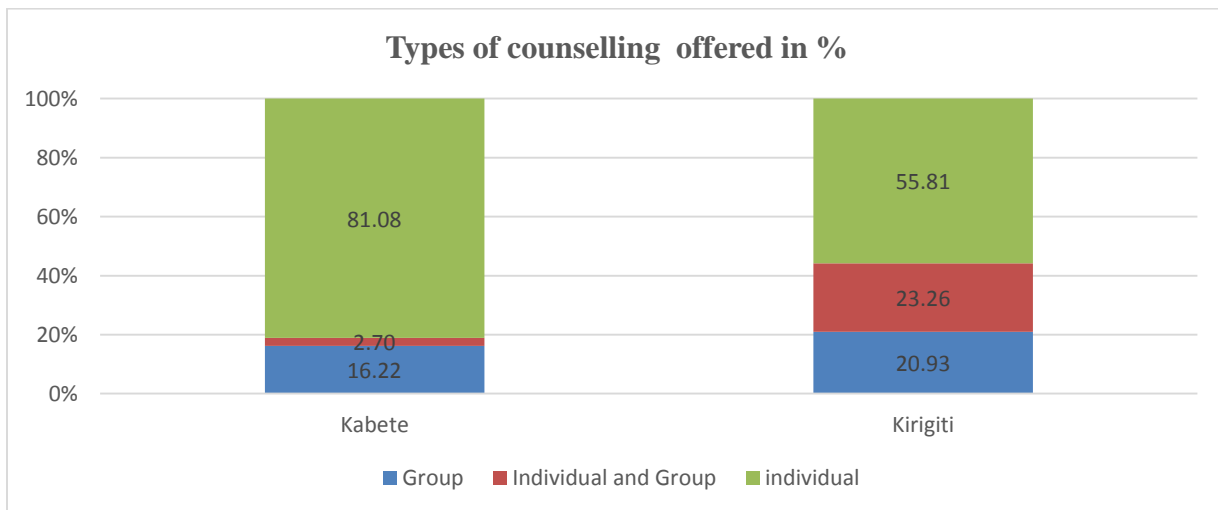


Beadwork had the highest participation by boys at the rate of 39.3% while girls' rate was 23.1%. The second for boys was agriculture at the rate of 31% while 16.6% of the girls were involved in the same. 22.6% of the boys were involved in soap making while 21.3% of the girls were involved in the same. There were very few juveniles participating in barbering at 7.1% for boys and 5.3% for girls. Girls who were involved in barbering indicated that they did it as part of advanced saloon course. Fashion and design and saloon courses were only done by girls at the rates of 15.4% and 18.4% respectively.

4.4.7 Types of Counseling Offered to the Juvenile Delinquents

The study sought to establish the types of counseling offered to the juveniles while at the rehabilitation schools. The responses were presented in figure 4.16.

Figure 4.16: Types of Counseling Offered to the Juvenile Delinquents



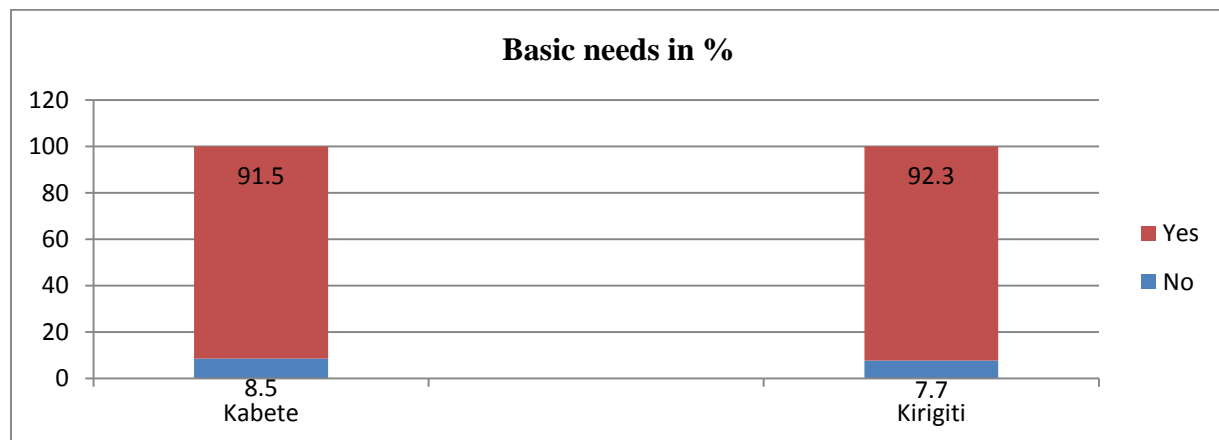
The most common forms of counseling practiced at the rehabilitation schools were individual and group counseling, family therapy was not practiced in any of the rehabilitation schools and its practice was at zero percent. Individual counseling was the most popular at the rate of 81.1% for

the boys and 55.8% for the girls; group counseling was second at the rates of 20.9% for the girls and 16.2% for the boys. There were few juveniles who participated in both individual and group counseling at 23.3% for the girls and 2.7% for the boys.

4.4.8 Provision of Basic Needs to the Juvenile Delinquents

The study sought to know whether the basic needs of the juvenile delinquents were fully met while at the institution and whether the provision of the basic needs had helped in behavior modification of the juveniles. The responses were presented below.

Figure 4.17: Provision of Basic Needs to the Juvenile Delinquents



Most of the juveniles stated that the basic needs were fully met while at the institution at the rates of 92.3% for the girls and 91.5% for the boys. 8.5% of the boys however stated that the basic needs were not met while at the institution while 7.7% of the girls stated the same. Despite the fact that most of the juveniles stated that basic needs were fully met while at the institutions most of them stated that some basic items like shoes, inner wears, socks, tooth brushes and pastes, mathematical sets among others were not provided by the institutions. The juveniles called their families to provide and in other instances they relied on the well wishers to provide these items.

Table 4.6: Importance of the Provision of Basic Needs

Importance of Provision of Basic Needs	Kabete		Kirigiti		Total	
	n	%	n	%	n	%
Everything is provided I don't steal	3	6.51	15	29.42	18	18.54
I am able to concentrate in class	11	23.87	8	15.68	19	19.57
I have learnt self control and no longer sneaks	8	15.19	8	15.68	16	16.48
I have improved in self hygiene	1	2.17	2	3.92	3	3.09
I have become more responsible, obedient and follows the rule of law	14	29.39	5	9.80	19	19.57
I have learnt to be innovative	1	2.17	3	5.88	4	4.12
I like providing for myself	0	0.00	3	4.88	3	3.09
I personally decided to change and stopped abusing drugs	7	15.19	4	7.84	11	11.33
Not met fully and parents are called to provide	1	2.17	3	5.88	3	4.12
Totals	46	100	51	100	97	100

The juveniles gave various reasons for the importance of the provision of basic needs. The highest number of juveniles at the rate of 19.6% stated that they had become more responsible, obedient and followed the rule of law. Gender wise, 29.4% of the boys and 9.8% of the girls had become more responsible. Juveniles at the rate of 18.5% stated that everything was provided for and they didn't have to steal of which 6.5% were boys and 29.4% were girls while 16.5% stated that they had learnt self control and no longer sneaked out of the rehabilitation schools of which 15.2% were boys and 15.7% were girls. Juveniles at the rate of 19.6% stated that they were able to concentrate in class of which 23.9% were boys and 15.7% were girls.

There were few cases of juveniles who stated that the schools did not fully provide for their basic needs and that their families were called upon to provide at the rate of 4.1% while 1% stated that they liked providing for themselves, they never liked being provided for. A boy aged 16 years stated:

“I was the provider for my younger siblings, my parents who were drunkards were never seen at home. I had to drop out of school to work in the nearest market and raise money for food so that my siblings would survive.

Rehabilitation offered me a chance to go back to school and have learnt skills that will help me get a job and pay fees for my siblings.”

4.5 Role of Families in Rehabilitation

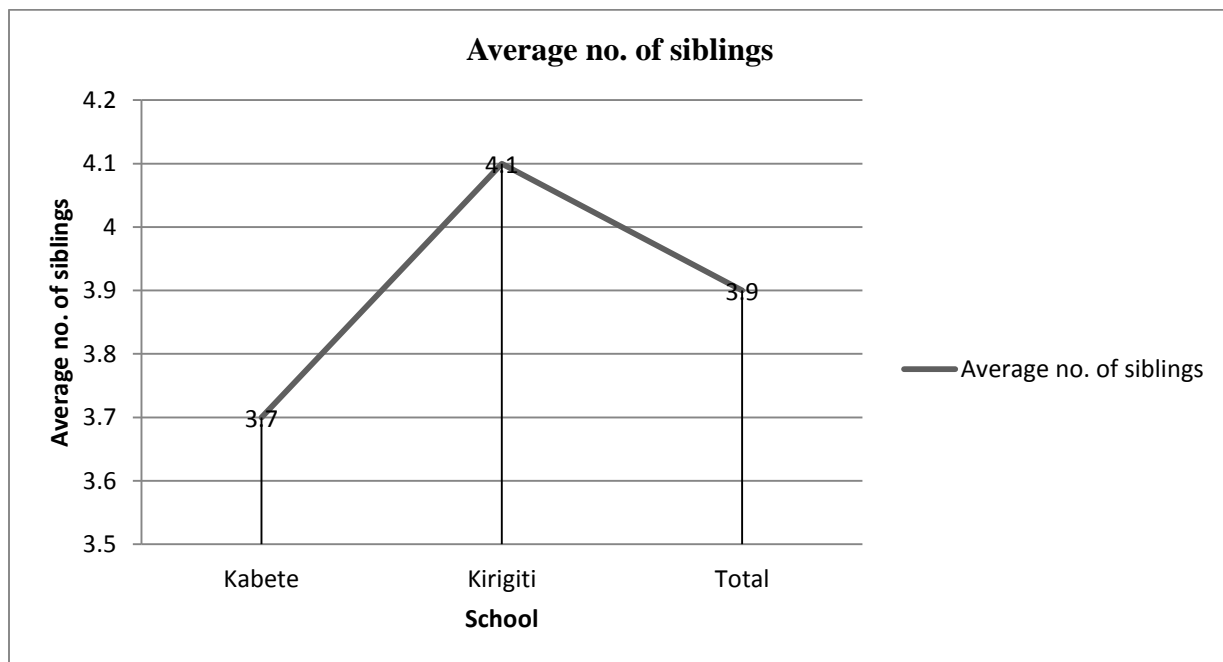
The study sought to establish the family sizes, family relationships, history of crime in the family, participation of the family in the rehabilitation process and the challenges faced in parenting.

4.5.1 Family Size

The study sought to establish family sizes by establishing the number of siblings in each family.

The findings were presented in the figure 4.18.

Figure 4.18: Average Number of Siblings



The study established that the families of respondents in Kabete had an average number of three children while Kirigiti had an average of four children. The families were not so huge and the numbers of children in the families were manageable.

4.5.2 Family Relationships

The study sought to establish the relationships of the juvenile with his/ her family after he/ she was committed to the rehabilitation school. The findings were presented below.

Table 4.7: Family Relationships

Relationship after arrest	Kabete		Kirigiti		Total	
	n	%	n	%	n	%
I don't know	0	0.00	3	5.76	3	3.03
It has been very bad	10	21.30	11	21.14	21	21.21
We have a strong relationship	5	10.65	10	19.21	15	15.15
It has improved, we never used to talk but nowadays we do	31	64.98	27	51.89	58	57.57
No one knows my whereabouts	0	0.00	1	1.92	1	1.01
With my mother and siblings its good but with my stepfather no change	1	2.13	0	0.00	1	1.01
Totals	47	100	52	100	99	100

The highest number of juveniles stated that their relationships with the families had improved since they were arrested and committed to the rehabilitation schools at the rate of 57.6% of which 64.5% were boys and 52.9% were girls. A 14 year's old girl stated:

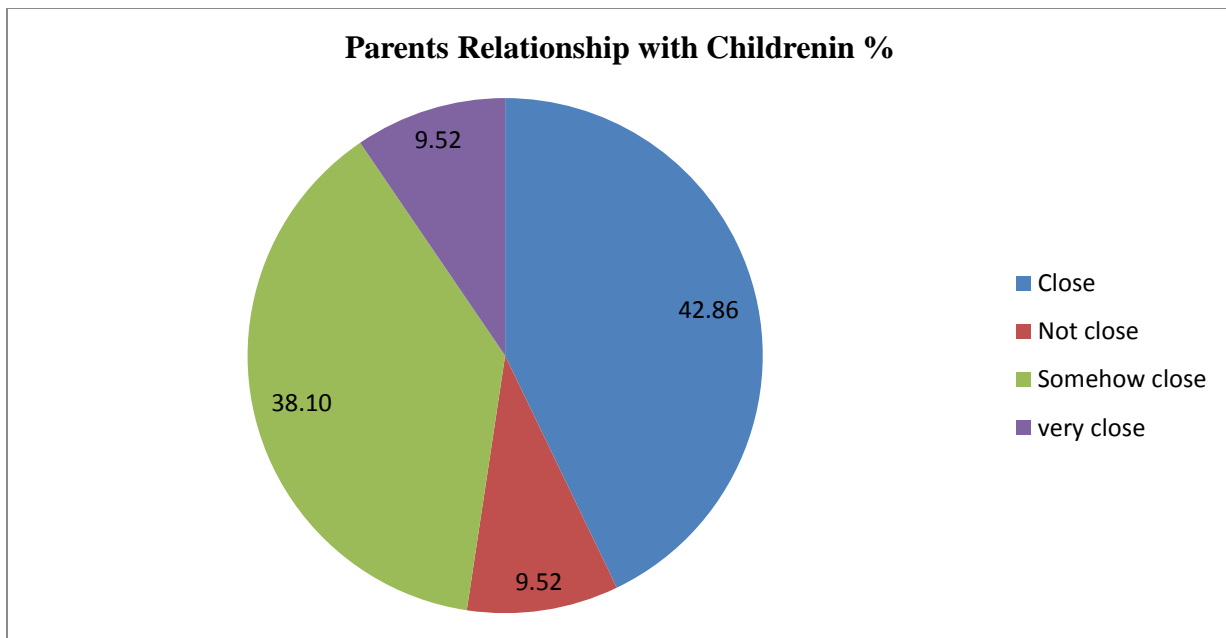
“When I was arrested and taken to the police station, my parents never followed up on me, actually when they were called in court none came. While at the remand, they never used to pick my calls and no one knew what happened to me until a year later when the rehabilitation school did home tracing and my family was shocked to see me reformed. Since then, we reconciled and they have been visiting me and providing my needs while at the institution, this has actually helped me to change and I look forward to the day I will leave this institution”.

Juveniles at the rate of 21.2% stated that their relationships with their families were still very bad, some parents even never used to pick calls from their children. Some stated that their parents had threatened to kill them if they ever tried calling them, others had been disowned by their families calling them “*black sheep*”, others “*bad omen*”, and their families didn't want to relate with them. Some stated that their relationships with their families were still very strong and not affected in any way by the committal to the rehabilitation schools at the rate of 15.2%.

A few juveniles stated that no one knew about their whereabouts while others stated that their relationships with their siblings and mothers were not affected but their relationships with their stepfathers were very bad at the rates of 1% for both while 3% did not know how their relationships with their families were. A girl aged 17 years who had stayed at the institution for 2 years stated:

“I am still bitter about my mother, she used to bring men at home to sleep with me and get paid, and I will never forgive her and I never wish to go back to that family. I will look for my father when I am released to go and live with him, if he does not love me, I will have no option but to go and live with my grandmother”.

Figure 4.19: Responses on Parents Children Relationships

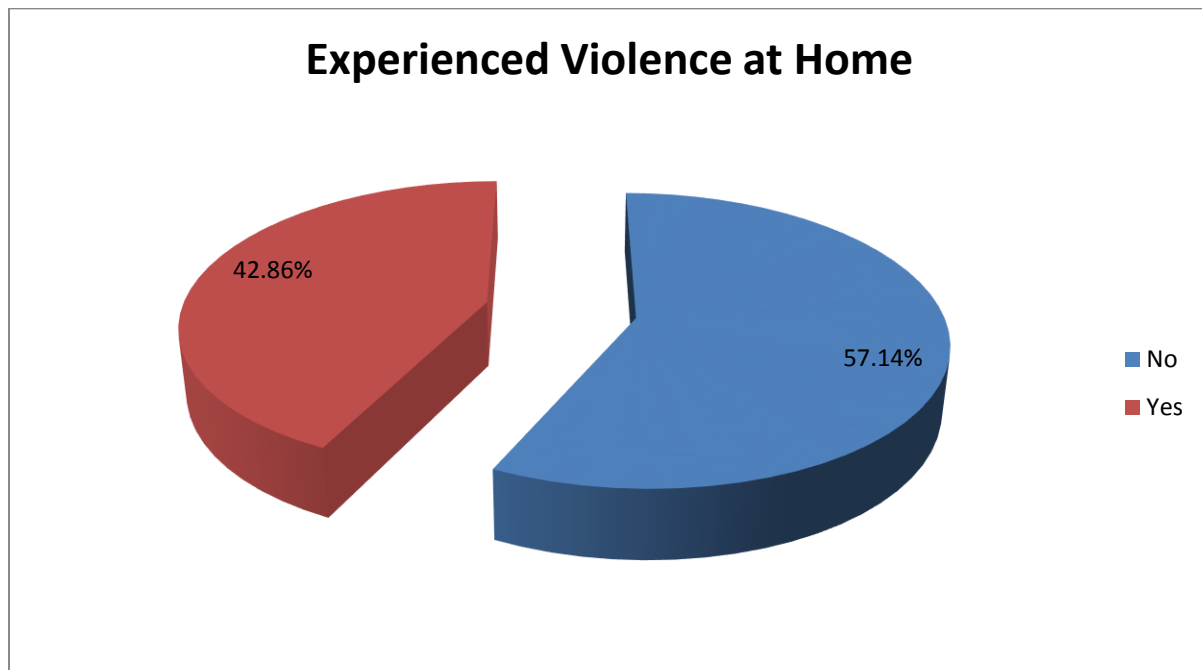


Parents were asked to state their relationships with their children; a high number stated that their relationships with their children were close at the rate of 42.9% while 38.1% stated that their relationships were somehow close. A few parents however, at the rate of 9.5% of the parents stated that their relationships with their children were still very close. Similarly, 9.5% of the parents also stated that their relationships with their children were not close.

4.5.3 Violence at Home

The study sought to establish whether there were cases of violence at the homes of the juvenile delinquents. The results were presented in figure 4.20.

Figure 4.20: Parents Responses on Violence at Home

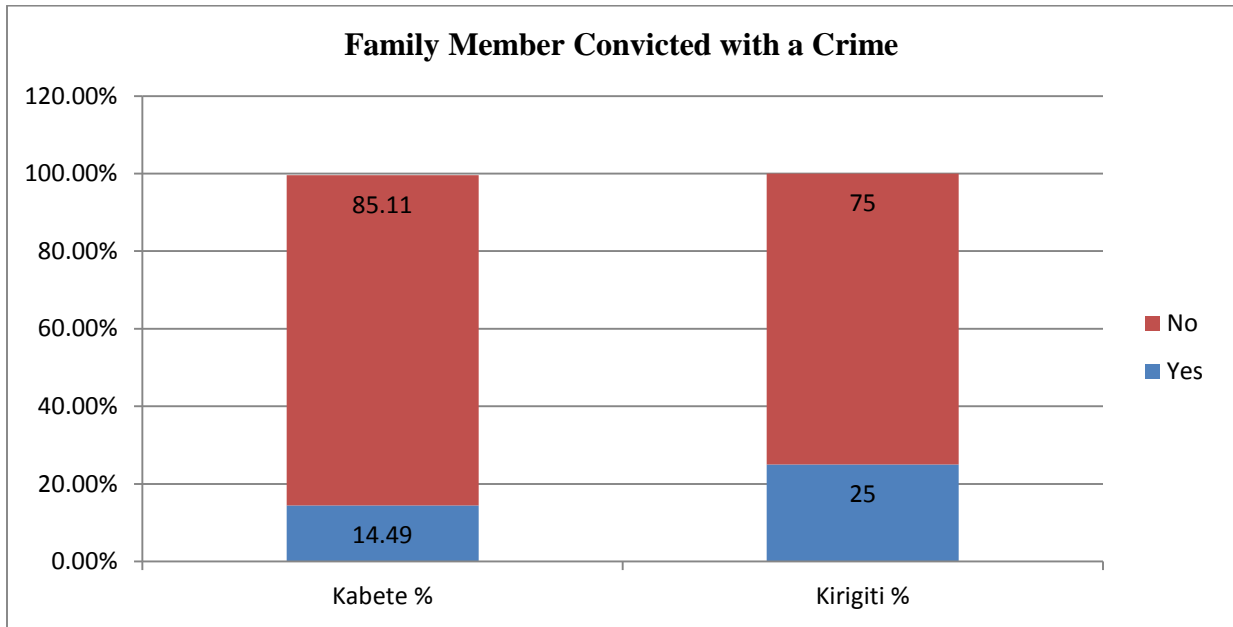


A large number of parents at the rate of 57.1% stated that they had never experienced any forms of violence at home while 42.9% had experienced violence at home. This however shows that cases of violence at home were still high and most of them went unreported. Almost all the parents who had experienced violence stated that they had never reported violence cases in any office except two who had reported at the children offices.

4.5.4 History of crime

The study sought to establish whether any member of the family had been convicted of any crime and the type of crime committed. The results were presented below.

Figure 4.21: History of Crime



Juveniles were requested to state whether any of their family members was convicted with a crime, 14.5% of the juvenile stated that a family member had been convicted with a crime while 25% of the girls stated the same. Boys and girls at the rates of 85.1% and 75% consecutively did not have any of their family members convicted in crime. Elements of crime in the juveniles' families were therefore evident even though not in high magnitudes.

Table 4.8: Type of Crime Committed by Family Members

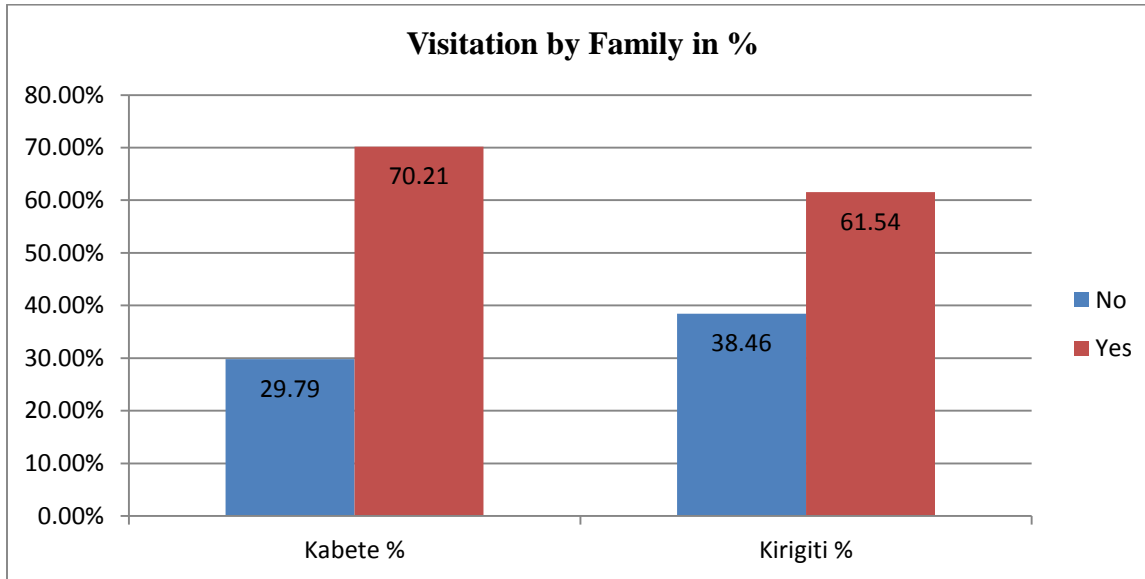
Crime they Committed	Kabete		Kirigiti		Total	
	n	%	n	%	n	%
I don't know, I was young	1	14.29	1	7.69	2	10
Abusing family members	0	0.00	2	15.38	2	10
Assault	0	0.00	1	7.69	1	5
Child neglect and prostitution	0	0.00	2	15.38	2	10
Destruction of property	0	0.00	1	7.69	1	5
Driving with no license & drunkenness	1	14.29	0	0.00	1	5
Drug trafficking	1	14.29	1	7.69	2	10
Robbery, rape and arson	0	0.00	1	7.69	1	5
Stealing	4	57.15	4	30.77	8	40
Totals	7	100	13	100	20	100

The highest rates of convictions were as a result of stealing at the rate of 40%. Drug trafficking, abusing family members, child neglect and prostitution were the second at the rates of 10%. Cases of assault, robbery, rape, arson and destruction of property followed at the rates of 5%. 10% of the juveniles stated that they were young when the family members were convicted so they did not know the crimes they had committed. The family members mentioned in these crimes mainly were fathers, a small number of mothers and elder brothers.

4.5.5 Visitation of the Juveniles by the Family Members

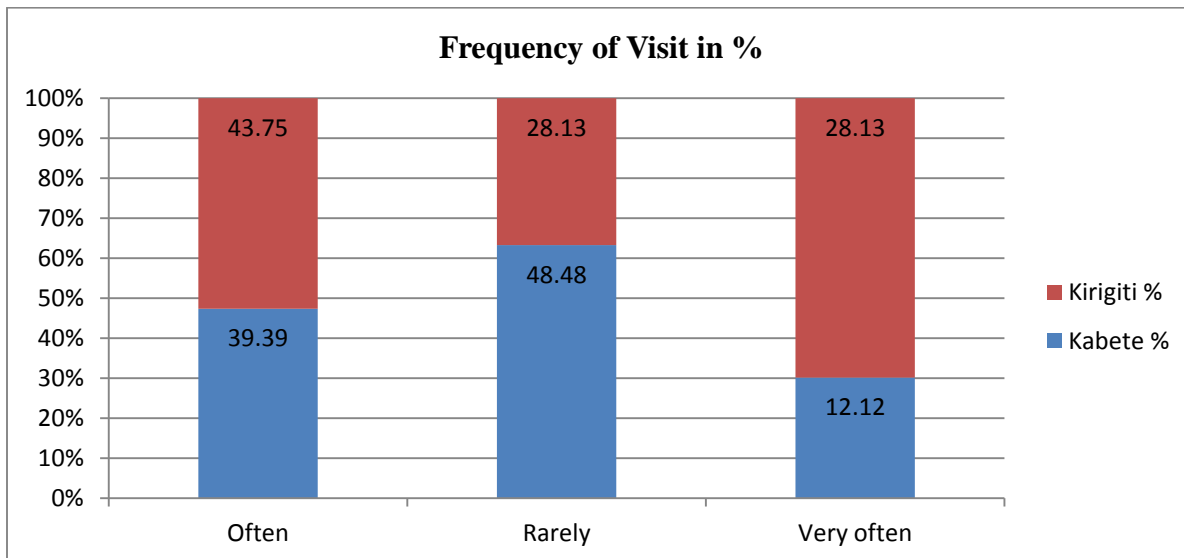
The study sought to establish whether the juveniles were visited by their families while at the rehabilitation schools. It also sought to establish the frequency of the visits. The results were presented below.

Figure 4.22: Visitation of the Juvenile by the Family



Most of the juveniles stated that they were visited at the rates of 70.2% and 61.5% of the boys and girls consecutively. Boys at the rate of 29.8% stated that they were not visited while 38.5% of the girls stated the same. More boys were visited compared to the girls.

Figure 4.23: Frequency of the Visits



Those who were visited while at the rehabilitation schools were requested to state the frequency of the visits. Girls were visited often at the rate of 43.8% while 39.4% of the boys stated the same. Boys were rarely visited at the rate of 48.5% while 28.1% of the girls stated the same. Some of the juveniles were only visited during the annual open days in Kabete while in Kirigiti at least the girls were visited once while at the rehabilitation school. Girls and boys at the rates of 28.1% and 12.1% consecutively were visited very often.

4.5.6 Family Support During Rehabilitation

The study sought to establish whether the families were supportive to the juvenile delinquents during the rehabilitation process. The findings were presented in table 4.9.

Table 4.9: Family Support During the Rehabilitation Process

Family Support	Kabete		Kirigiti		Total	
	n	%	n	%	n	%
Regular communication and provision of basic needs	9	19.17	17	32.65	26	26.26
I have nothing to do with them, they hate me	1	2.13	2	3.84	3	3.03
I have never communicated with them	8	17.04	10	19.20	18	18.18
They advise and encourage me to change	8	17.04	7	13.44	15	15.15
Frequently visit me	19	40.47	10	19.20	29	29.29
They have never visited even though they keep promising to	2	4.26	5	9.60	7	7.07
They are seeking my release since they believe I have changed	0	0.00	1	1.92	1	1.01
Totals	47	100	52	100	99	100

The highest number of juveniles at the rate of 29.3 stated that their families frequently visited them during the rehabilitation process of which 40.5% were boys and 19.2% were girls. More boys were visited by their families compared to the girls. Kabete had annual open days where parents were invited to attend and this was not the case in Kirigiti, this encouraged regular contact and visits by the families at least once per year even though not all parents attended the open days. Juveniles at

the rate of 26.3% stated that they had regular communication with their families and also provided their basic needs of which 17.2% were boys and 36.7% were girls indicating that more girls communicated and received basic needs from their families compared to the boys. Respondents at the rate of 1% stated that their families believed they had fully changed and they were seeking for her early release from the rehabilitation school.

Juveniles at the rate of 18.2% had never received any support from their families since they were committed to the rehabilitation schools and they had never communicated with their families while some families did not know the whereabouts of their children at the rates of 17% for boys and 19.2% girls. Others at the rate of 7.1% stated that their families had never visited them even though some kept promising they would visit; as a result some felt that their families no longer loved them while 3% of the juveniles stated they had nothing to do with their families, they were still bitter about the fact that they were not living with their families. A girl aged 14 years who had not yet reconciled with his family stated:

“I hate my parents, my mother took me to the police and she has never visited me, my father is always drunk and never cares about us. My parents never provided for our basic needs, if they would have met our basic needs I would not result to stealing”.

4.5.7 Role of Families in Rehabilitation of Juveniles

The study sought to ascertain the role families played for effective rehabilitation of the juvenile delinquents. The findings were presented as below.

Table 4.10: Role of Families in the Rehabilitation Process

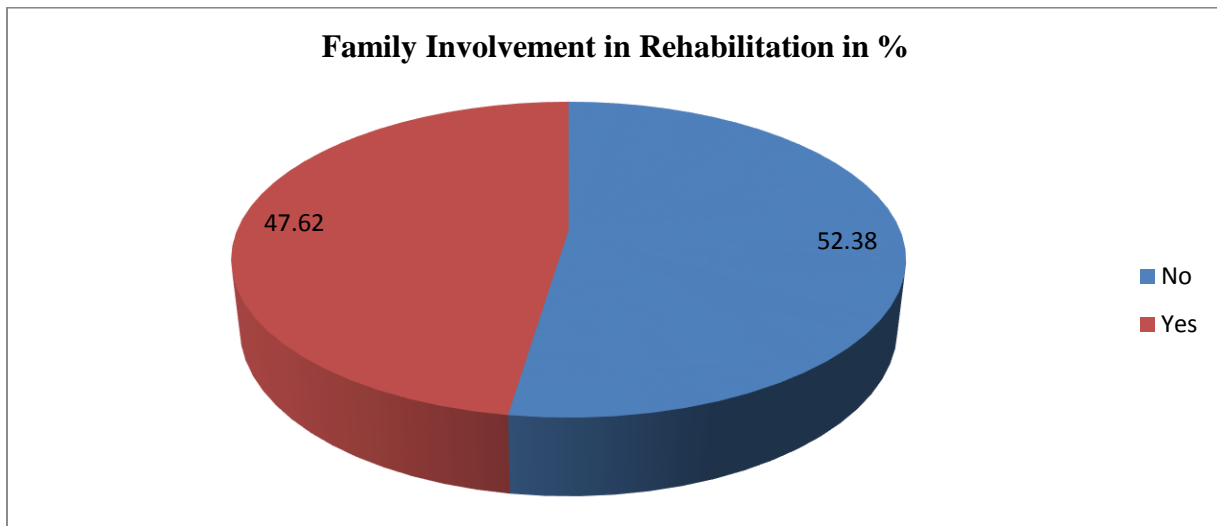
Role of families	Kabete		Kirigiti		Total	
	n	%	n	%	n	%
Providing parental advice	4	8.51	8	15.38	12	12.12
Following up on me and visiting me	12	25.53	8	15.38	20	20.20
Requesting the school for my leave of absence during holidays	0	0	1	1.92	1	1.01
The family has no role, it will do monitoring when we are released	14	29.79	19	36.54	33	33.33
Provide basic needs	17	36.20	15	28.85	32	32.32
Family to initiate reconciliation process	0	0.00	1	1.92	1	1.01
Totals	47	100	52	100	99	100

Most of the juveniles at the rate of 32.3% stated that the role of families in rehabilitation was to provide basic needs of the juveniles while at the institution at the rates of 36.2% for boys and 28.9% for girls. Some stated that the schools provided basic needs but it was not enough so families were called upon to provide for them and also provide pocket money for them while at the school. Juveniles at the rate of 20.2% stated that the role of families was following up on their progress while at the institution and also visiting them while 12.1% stated that the role of parents was providing parental advice to the juveniles. Juveniles stated that the role of families was to initiate reconciliation between the juveniles and their families and request for their leave of absence during the holidays at the same rate of 1%.

However, 33.3% of the juveniles stated that the families did not have any role in the rehabilitation process; their role was monitoring them after release at the rates of 29.8% for boys and 36.5% for girls. Some stated that rehabilitation was the duty of the rehabilitation schools and families should not be involved in the rehabilitation process in any way. Others stated that families should only be involved after reintegration to monitor the juveniles and not during rehabilitation. A boy aged 16 years who had been in the institution for 2 years had not yet reformed stated:

“I am the one to decide to change or not, even if my family is involved and I am not willing to change, this will not help in any way. Let the school do the rehabilitation and the decision to change remains within me and not with my family. They were not able to change my behavior and that’s why they handed me over to the government to rehabilitate me”.

Figure 4.24: Responses of Parents on their Involvement in the Rehabilitation Process



Most of the parents at the rate of 52.4% stated that they were not involved in the rehabilitation process of the juvenile delinquents. Some stated that they learnt of the whereabouts of their children just a few weeks before release when they were called by the schools and asked to send fare for their children; while others were visited by the rehabilitation school staff a few weeks to their release and informed that their children would be released to the family. A parent of a boy who had been released from Kabete Rehabilitation School after rehabilitation stated:

“It was so stressing when a staff visited us and informed me that my son would be released from the rehabilitation school in three weeks’ time. I did not know where he was all this time. We were in bad terms with him because of his behavior. I was relieved when the police informed me that he had been arrested and had a pending case in court. I was not ready to accept him back to the family as the staff indicated. This boy was a ‘black sheep’ in the family and I did not want him to teach his younger siblings bad behaviors, he being at the hands of government was safe for us.”

Parents at the rate of 47.6% stated that they were involved in the rehabilitation process of the juvenile delinquents. The involvement however was very minimal they since they were mainly called upon to provide basic needs for the juveniles like books, shoes, buying medication, visiting them in schools once in a while and attending the annual open days.

Table 4.11: Responses by Parents on Family Involvement in the Rehabilitation Process

How family was Involved in Rehabilitation	Kabete		Kirigiti		Total	
	n	%	n	%	n	%
Attending parents annual open days only	2	20	0	0	2	12.50
Visiting while in rehabilitation school occasionally	4	40	5	83.35	9	57.25
The family was never involved, but was informed a few days before reintegration	3	20	1	16.67	4	25
Phone calls by my child	1	10	0	0	1	6.25
Totals	10	100	6	100	16	100

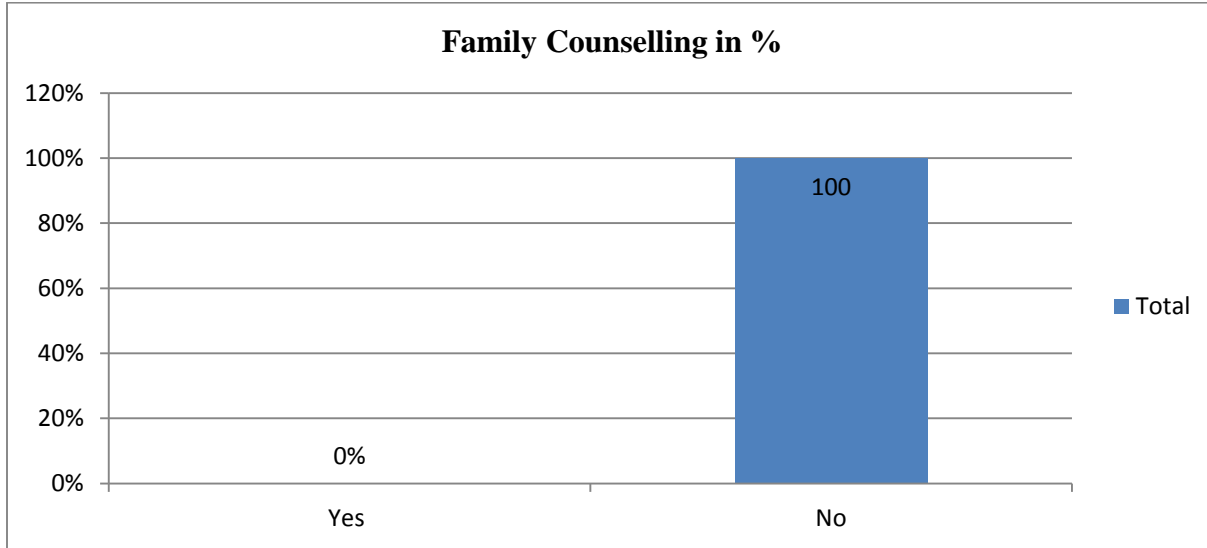
Most parents at the rate of 57.3% stated that they were involved by visiting their children while at the rehabilitation schools, 12.5% were involved by attending annual open days, while 6.3% were involved by phone communication with their children. This is an indication of minimal involvement of families in the rehabilitation process of juvenile delinquents. Those who visited their children at the rehabilitation school stated that they were given time to see their children but the staff never updated them on the progress of their children.

Parents at the rate of 25% indicated that they were never involved in the rehabilitation process in any way but they were informed a few days before the release of the juveniles by the staff.

4.5.8 Family Counseling During and After Rehabilitation

The study sought to establish whether the families received any form of counseling before and after the committal of the juvenile delinquents to the rehabilitation schools. The findings were presented in figure 4.25.

Figure 4.25: Family Counseling During and After Rehabilitation



All the parents interviewed stated that they were not involved in any form of counseling during and after the rehabilitation of the juvenile delinquents at the rate of 100%. Some parents however stated that their children received counseling while at the rehabilitation schools but no one else in the family received any form of counseling.

4.6 Training and Competence Levels of Staff

This section consists of the highest level of education for the staff, Years of experience, how the experience and Qualifications helped in their work, ratings of welfare officers, teachers and vocational instructors on their ability and effectiveness in delivering rehabilitation programmes, friendliness of the staff when addressing rehabilitation needs and whether the institutions had qualified counselors.

4.6.1 Highest Level of Education of the Staff

The study sought to establish the highest levels of education of the welfare officers, teachers and technical instructors working in the rehabilitation schools. The findings were presented below.

Table 4.12: Highest Levels of Education of the Staff

Highest Level of Education	Kabete	Kirigiti	Total
Certificate	2	5	7
Degree (on going)	0	1	1
Diploma (on going)	8	2	10
Totals	10	8	18

The highest level of education of the staff was a degree which was still on progress by only one staff in Kirigiti. A total of 10 staff were enrolled for various diploma courses which were still in progress: Kabete had 8 staff and Kirigiti had 2 staff. A total of 7 staff had graduated with various certificate courses Kabete having 2 certificate holders while Kirigiti had 5 certificate holders.

Table 4.13: Qualifications of Rehabilitation School Staff by Designation

Course	Designation of Staff	Kabete	Kirigiti	Total
Education management	Teachers	0	1	1
Technical Education	Vocational Instructors	1	0	1
Basic Counseling skills	Welfare Officers	0	3	3
Electrical Wireman Grade 2	Vocational Instructors	1	0	1
Fashion Design	Vocational Instructors	1	1	2
Institutional Management	Teachers	1	0	1
P1 Teacher	Teachers	1	1	2
Social work	Welfare Officers/ Vocational Instructor_Kirigiti)	4	1	5
Sociology	Teachers	0	1	1
Special Needs Education	Teachers	1	0	1
Total		10	8	18

The study established that most of the staff had done various courses most of which were done while working at the rehabilitation schools. The qualifications for welfare officers was a form four certificate however all the staff had enrolled for some courses while working at the schools. 4 welfare officers were pursuing a diploma in social work while 3 had a certificate in basic

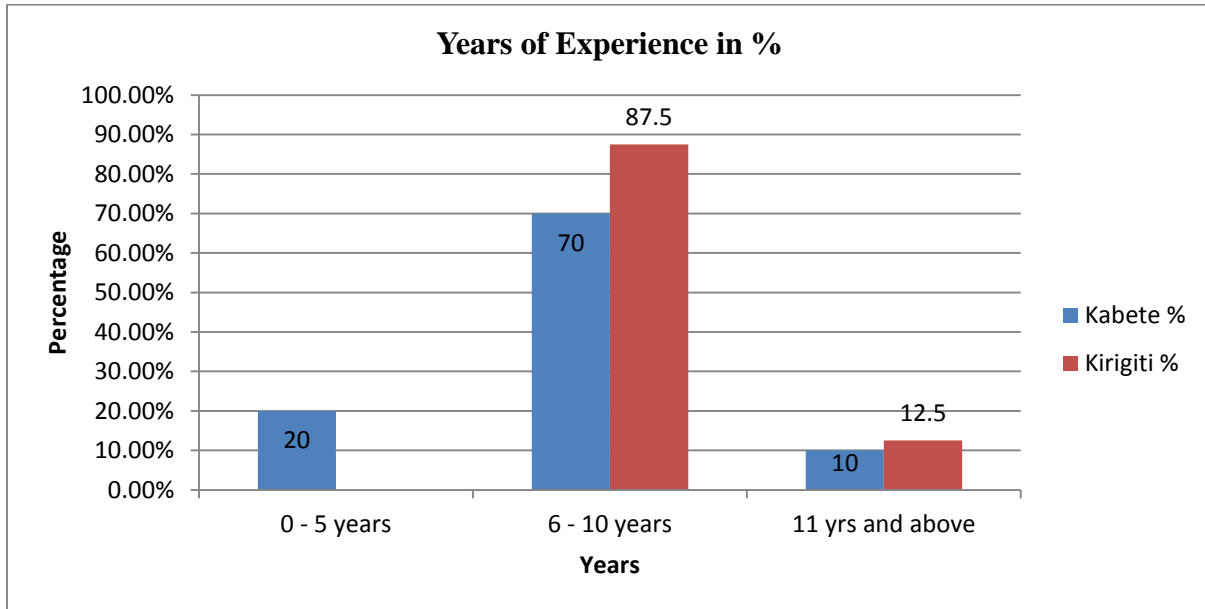
counseling skills. One vocational instructor from Kirigiti was pursuing a diploma in social work with the intention of redesignating to a Children's officer once s/he graduates with a degree. Teachers had done various courses which included certificate course in education (P1) done by two teachers, institutional management by 1 teacher and Special needs education by 1 teacher. One teacher was pursuing a degree in sociology with the intention of redesignating to a children's officer once s/he graduated. Vocational instructors had done various courses in vocational education, fashion and design and electrical wiremen.

From the qualifications above, most of the staff did not have basic skills on handling the juvenile delinquents. Staff working in these schools require special training on handling the juvenile delinquents so that they could be able to understand and also provide them with the support they required. The welfare officers especially required trainings on effective parenting skills since they acted like the parents of the juveniles while they were in the schools.

4.6.2 Staff's Years of Experience

The study sought to establish the years of experience the staff had while working in the rehabilitation schools. The findings were presented in figure 4.26.

Figure 4.26: Staff Years of Experience



Most of the staff had between 6-10 years of experience while working in the rehabilitation schools at the rate of 87.5% for Kirigiti and 70% for Kabete. 0-5 years of experience was rated second at 20% only in Kabete while 11 years and above was at 12.5% for Kirigiti and 10% for Kabete. Most of the staff had experience ranging from 5-10 years while working in the rehabilitation schools and this helped them while providing rehabilitation services to the juvenile delinquents. Some of the staff had been transferred to various rehabilitation schools across the country at the same positions while others had worked in the same rehabilitation schools since they were employed.

4.6.3 Did the Staff Qualifications and Experience Help in Rehabilitation

The study sought to establish whether the staff qualifications and years of experience helped in the effective rehabilitation process of the juvenile delinquents. The findings were presented in table 4.14.

Table 4.14: Staff Qualifications and Experience

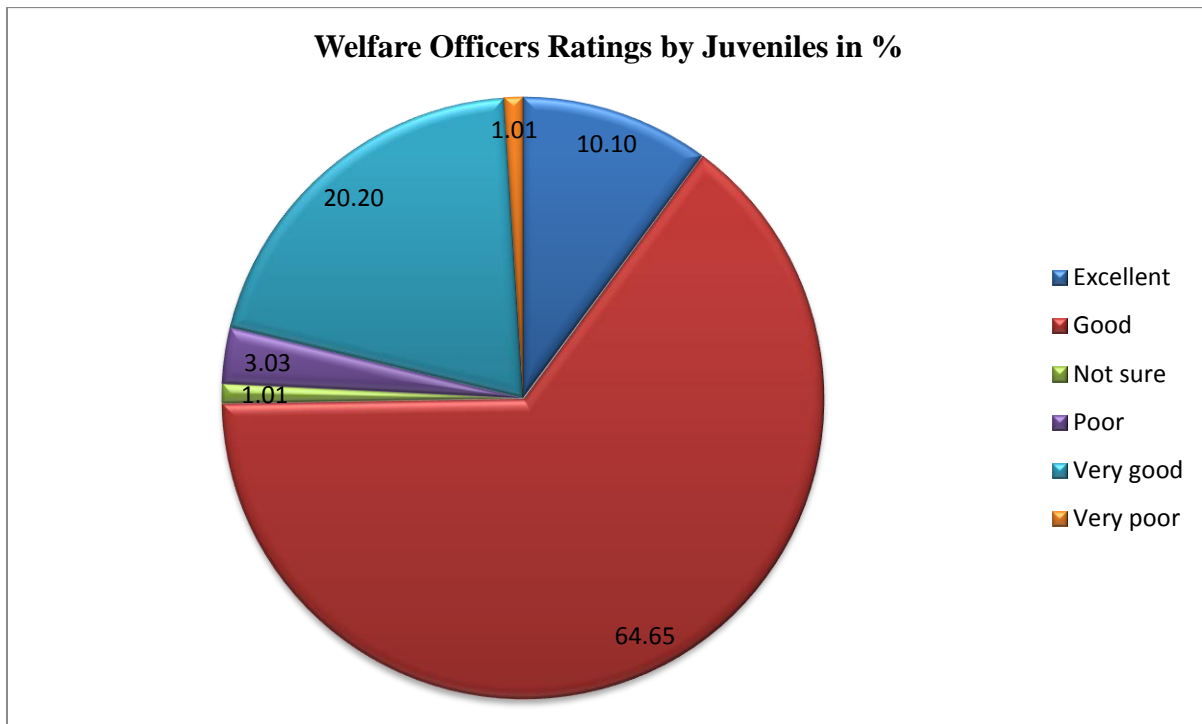
Qualifications and Experience	Kabete		Kirigiti		Total	
	n	%	n	%	n	%
I am no longer judgmental I deal with each case as it presented	2	20	3	37.50	5	27.78
It has helped me understand them better	4	40	2	25	6	33.33
It has helped me better my parenting skills	1	10	2	25	3	16.67
It has sharpened my skills in handling my clients	3	30	1	12.50	4	22.22
Total	10	100	8	100	18	100

The staff indicated that their qualifications and experience had helped them in handling juvenile delinquents, 33.3% stated that the qualifications and experience had helped them understand the juveniles in a better way and this assisted them while rehabilitating juveniles. Staff at the rate of 27.8% stated that they were no longer judgmental and they were able to deal with each case as it was presented while 22.2% stated that their qualification and experience had helped in sharpening their skills while handling their clients who in this case were the juvenile delinquents. Staff at the rate of 16.7% stated that their qualifications and experience had helped them to better their parenting skills.

4.6.4 Ratings on Staff Ability and Effectiveness in Delivering Rehabilitation Programmes

The study sought to ascertain the ability and effectiveness of the welfare officers, teachers and vocational instructors in delivering the rehabilitation programmes to the juvenile delinquents. The responses were presented below.

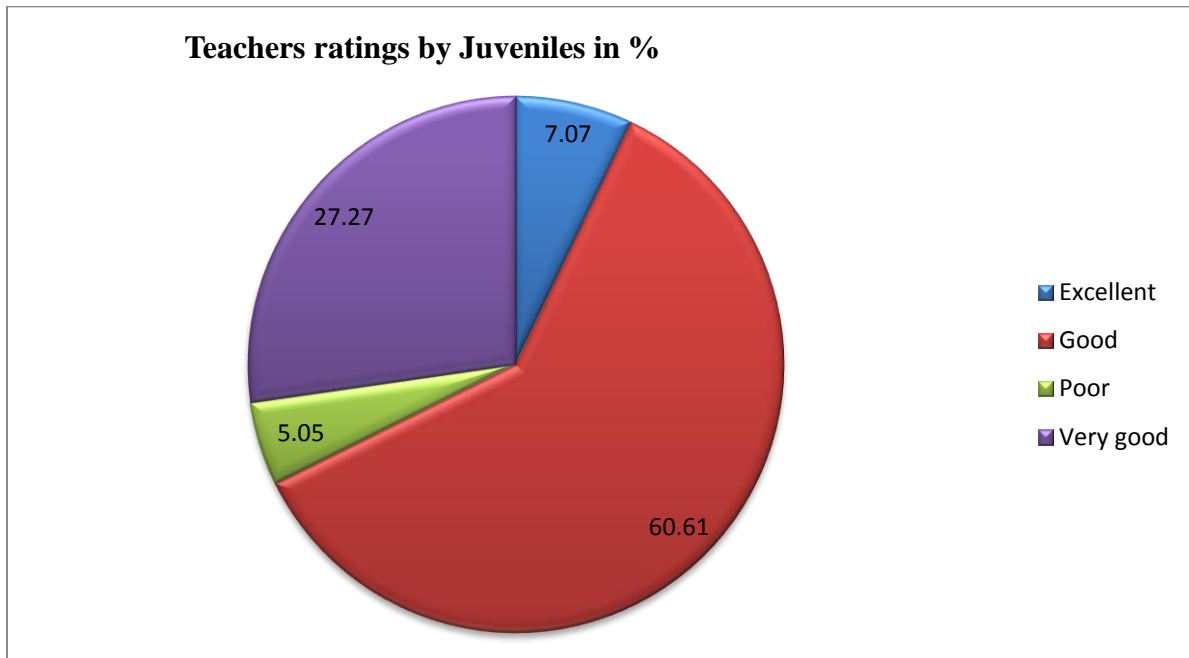
Figure 4.27: Ratings of Welfare Officers on their Ability and Effectiveness in Delivering the Rehabilitation Programmes



Most of the juveniles at the rate of 64.7% rated the welfare officers as good. The welfare officers were like parents to the juveniles, they ensured their basic needs were met while at the institution and that they were in contact with their families. They also understood them and treated them well and provided guidance and counseling to them. Juveniles at 20.2% rated the welfare officers as very good while 10.1% rated them as excellent. The juveniles stated that some of the welfare officers went an extra mile by using their own money to buy for them items that the schools did not provide. Juveniles at 3% rated the welfare officers as poor while 1% rated them as very poor and the same percentage were not sure. The juveniles stated that some of the welfare officers were very discriminative; they would favor juveniles from their own tribe and those who were very

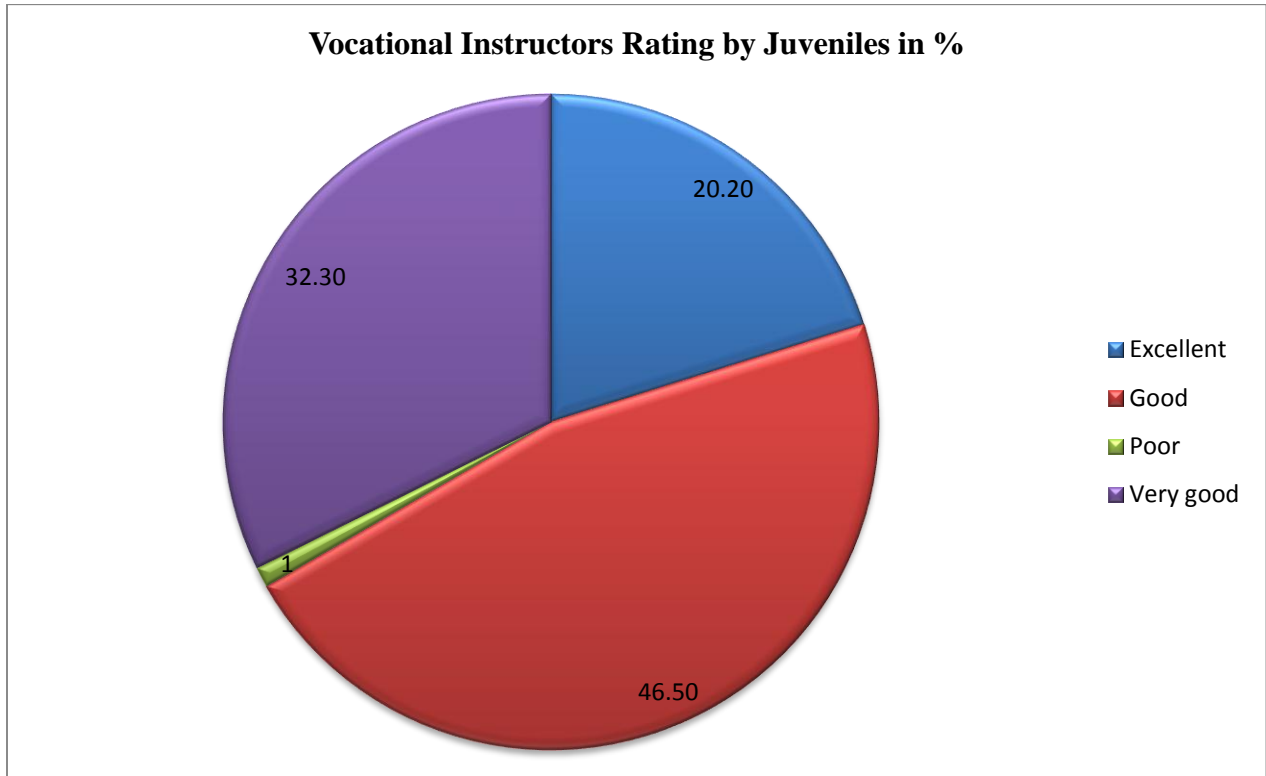
bright. Others were just abusive and never cared about the welfare of the juveniles while others would come to school drunk and call them names.

Figure 4.28: Ratings of Teachers on their Ability and Effectiveness in Delivering the Rehabilitation Programmes



Most of the juveniles rated the teachers as good at the rate of 60.6% while 27.3% rated them as very good; some of the teachers treated them like their own children while others sacrificed their times with their families to teach them in the evenings. Juveniles at 7.1% rated teachers as excellent; they understood the needs of the juveniles and gave special attention to the slow learners, they were available for consultation, helped the juveniles communicate with their families, gave them individual attention depending on their needs; they understood them and provided the right counsel. Juveniles at 5.1% rated the teachers as poor; some did not understand them, discriminated them and never allowed them to go out for school tours and they would also beat them when they committed the slightest mistake and treated some of them like criminals.

Figure 4.29: Ratings of Vocational Instructors on their Ability and Effectiveness in Delivering the Rehabilitation Programmes

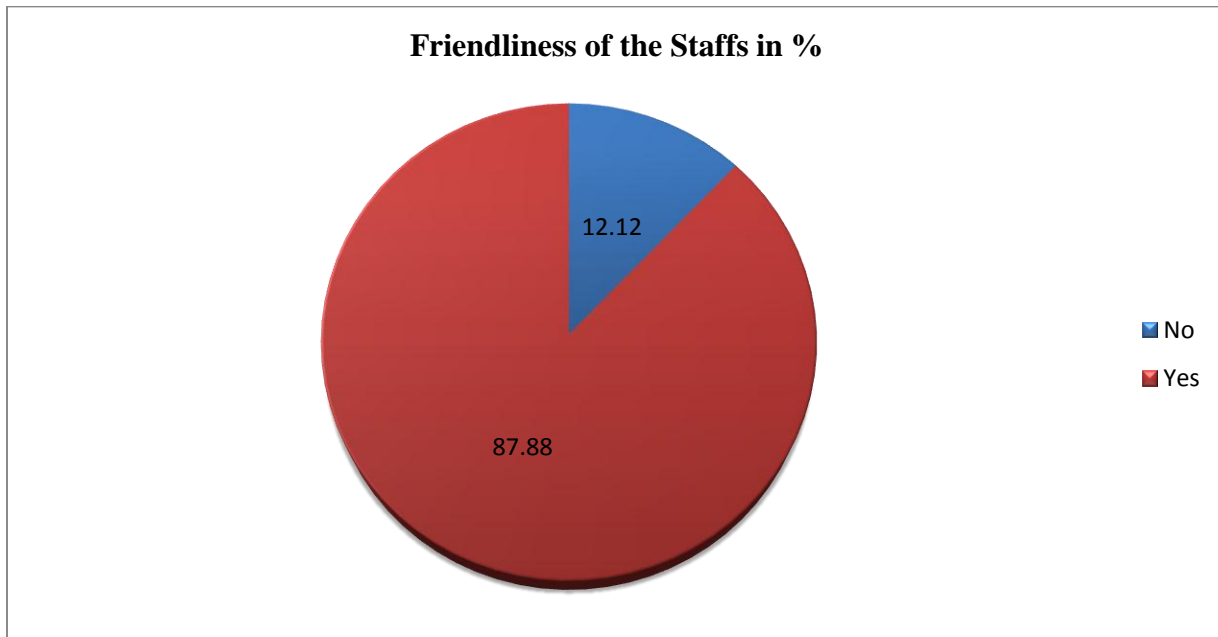


Most of the juveniles rated the vocational instructors as good at the rate of 46.5%, 32.3% rated them as very good while 20.2% rated them as excellent. The vocational instructors were non-judgmental, treated everyone equally, kept information shared with them confidentially, provided the support the juveniles required, they went an extra mile to provide the basic needs of the juveniles from their salaries and were always available for consultation and instead of punishing the juveniles when they committed offences, they always counseled them. Juveniles at the rate of 1% however rated the vocational instructors as poor; some would just miss classes without an explanation and were never available for consultations.

4.6.5 Friendliness of Staff to the Juvenile Delinquents

The study sought to establish whether the staff were friendly to the juvenile delinquents when addressing their rehabilitation needs. The responses were presented in figure 4.30.

Figure 4.30: Friendliness of Staff to the Juvenile Delinquents



Most of the juveniles at the rate of 87.9% stated that the staff were friendly. A boy who had been at the rehabilitation school for 2 years nine months stated:

“Some of the staff here treat us better than our parents used to treat us while at home. They ensure our basic needs are met and whenever we raise issues that need to be addressed, they report to the manager and the issues are addressed. They make us feel loved unlike before”.

A girl aged 16 years who had been at the rehabilitation school for one and a half years stated:

“My parents never used to bother whether I went to school or not, they never asked me where I was during school time. The teachers here have made me value school, they follow me up in case I miss classes, this is a sign that they care about me. I am hoping that this school will sponsor me up to form four because I am sure my family will not pay for my secondary education”.

Juveniles at the rate of 12% stated that the staff were not friendly to them while addressing their rehabilitation needs. A boy aged 17 years who had been at the institution for 3 years and believed that he had changed stated:

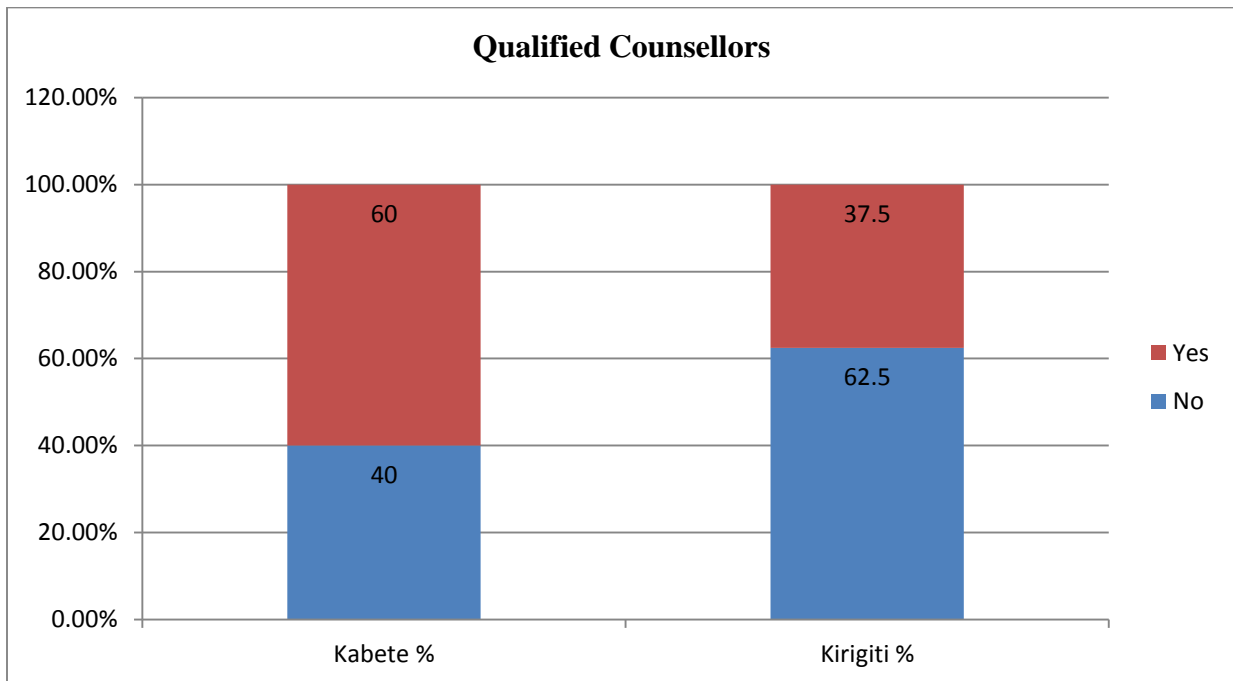
“I am treated like a criminal despite the fact that I have changed. The staff here don’t believe that I have reformed, I am always treated as a suspect and punished for offences I did not commit”.

Others stated that the staff were not friendly and sometimes they would punish everyone for a mistake done by one person. They stated that the staff needed trainings on understanding them and on how to be friendly to them.

4.6.6 Whether the Schools had Qualified Counselors

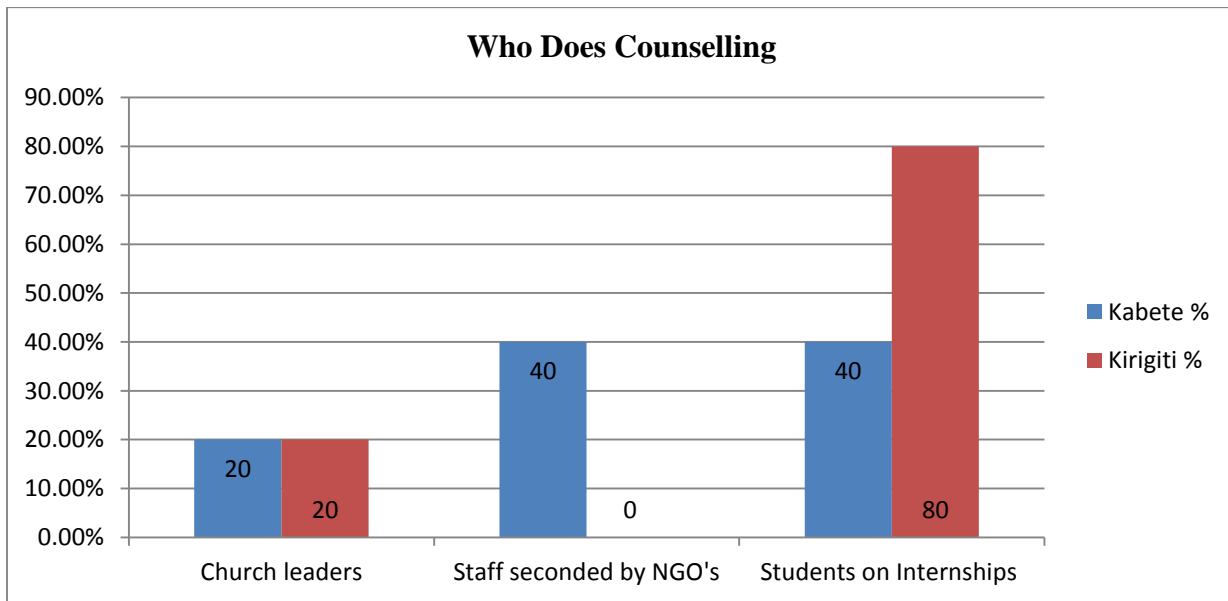
The study sought to establish whether the institutions had employed qualified counselors. The findings were presented below.

Figure 4.31: Staff Response on Whether the Schools had Qualified Counselors



A high number of staff in Kirigiti stated that the institutions did not employ qualified counselors at the rate of 62.5% while 40% in Kabete stated the same. In Kabete, 60% of the staff stated that the institution had employed qualified counselors while in Kirigiti 37.5 stated the same. Study established despite the fact that counseling was done in schools, the government did not employ qualified counselors; those who did counseling were welfare officers who had done basic counseling skills certificate courses.

Figure 4.32: Who did Counseling where no Counselors were Employed



In Kirigiti, 80% of the counseling was done by the students on internships while 20% was done by the church leaders who visited the institutions. Kabete mainly relied on staff seconded to the institution by the NGOs and students on internships at the rates of 40% and 20% was done by the church leaders. The schools counseling programmes therefore mainly relied on the well-wishers, incases the support by the well-wishers who did counseling in the schools were not available, then counseling was not done.

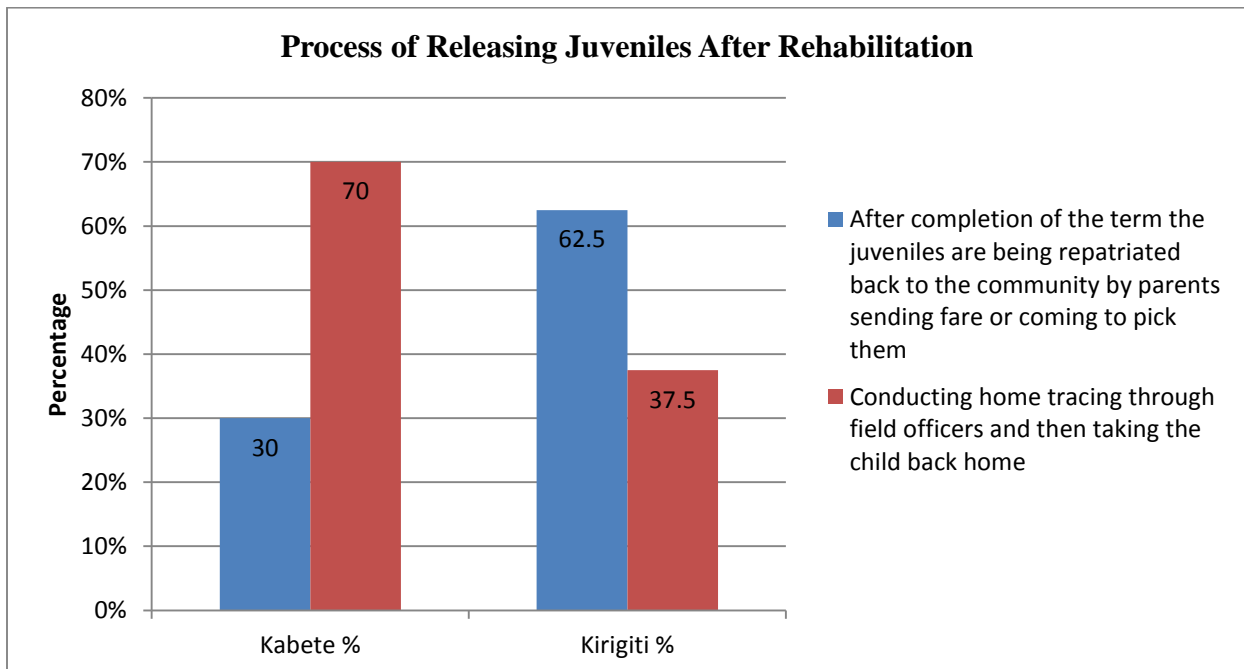
4.7 Follow up After Release

The study sought to establish whether the rehabilitation schools did follow ups after release of the juvenile delinquents back to their families. The section consists of: establishing the process of releasing the juveniles after rehabilitation, whether the rehabilitation schools do follow ups after release, importance of follow ups, what should be done to improve follow ups after reintegration, what should be done to reduce cases of recidivism and challenges faced in parenting that could result to juvenile delinquency.

4.7.1 Establishing the Process of Releasing the Juveniles After Rehabilitation

The study sought to establish the process the institutions used in releasing the juvenile delinquents. The findings were presented in figure 4.33.

Figure 4.33: Staff Responses on the Process of Releasing the Juvenile Delinquents

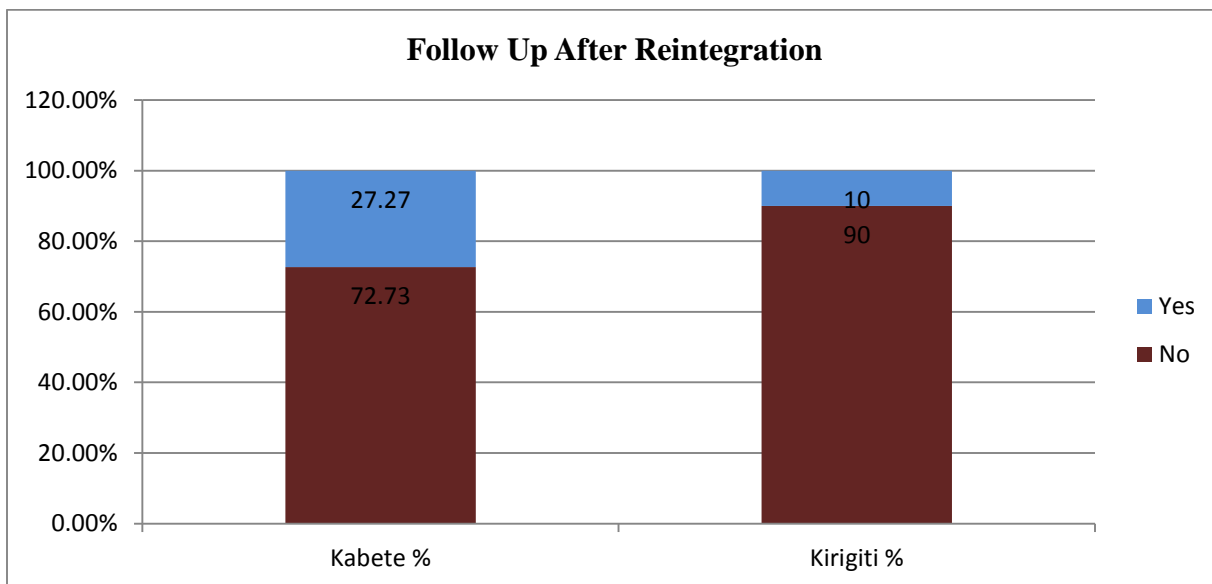


The study found out two major processes of releasing the juveniles after the rehabilitation. The first one included the repatriation of the juveniles back to the community by contacting parents and in some instances the parents would send fare or organize to come and pick them from the schools. This was very popular in Kirigiti at the rate of 62.5% while Kabete it was practiced at the rate of 30%. The second one included conducting home tracing through the field officers and then taking the children back home. This was popular in Kabete at the rate of 70% while in Kirigiti it was practiced at the rate of 37.5%. Follow up/ monitoring the juveniles after release which is very key in effective rehabilitation and reintegration is however not mentioned as part of the release process in any of the two institutions.

4.7.2 Is Follow up Done after Reintegration by the Rehabilitation School

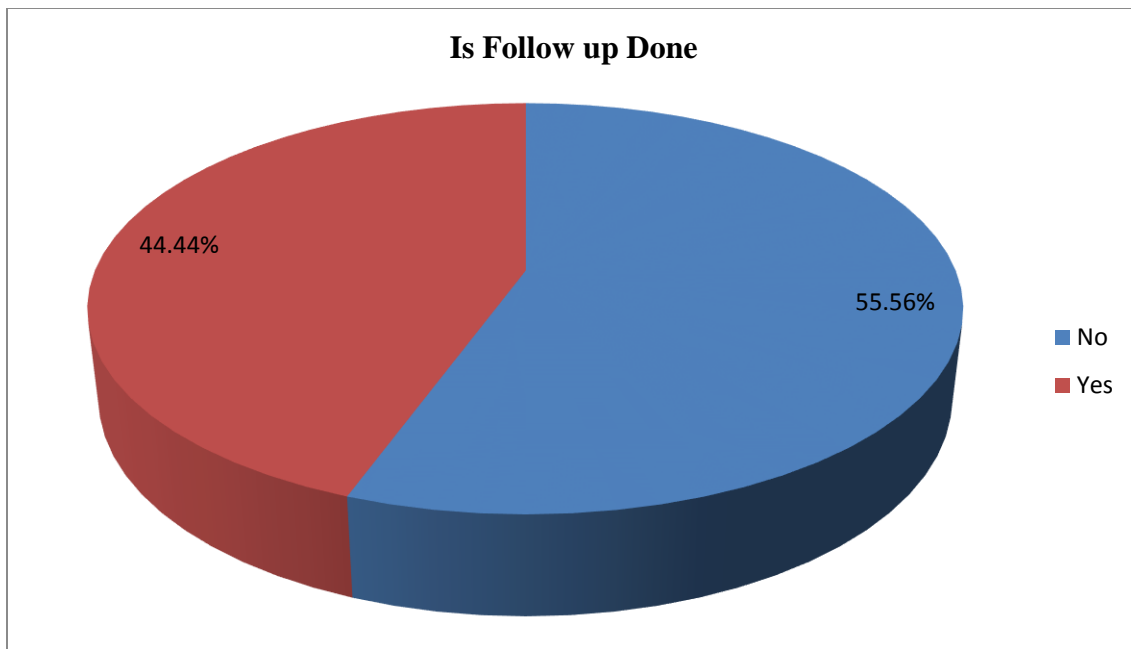
The study sought to establish whether the rehabilitation schools do follow ups of the juvenile delinquents after release from the rehabilitation schools. The responses were presented below.

Figure 4.34: Parents Response on Follow ups of the Juvenile Delinquents After Release



Most of the parents whose children had been released from Kirigiti indicated that follow ups were not done at the rate of 90% while 72.7% from Kabete stated the same. Only 10% and 27.3% of the parents from Kirigiti and Kabete consecutively stated that follow up was done after reintegration. Most of the parents who stated that their children were followed up by the schools after release stated that they had received some kind of support from the schools like sponsorship to join secondary schools for those who had passed well. Others had received toolkits from the vocational courses they had done and the institution followed them up for a short period to ensure that the toolkits were used for the intended purpose while others had been sponsored to continue with vocational training in polytechnics.

Figure 4.35: Staff’s Response on Follow Ups



Most of the staff interviewed stated that follow up was not done to the juveniles once they were released from the rehabilitation schools at the rate of 55.6% while 44.4% stated that follow up was done. Some of those who stated that follow up was done, indicated that the rehabilitation schools

did not do the follow ups directly, it was done by the field offices and other partners. The schools only followed up on cases that they sponsored for further education.

4.7.3 Importance of Follow ups After Release

The study sought to establish the importance of follow ups after release from the rehabilitation school. The responses were presented in table 4.15.

Table 4.15: Importance of Follow ups After Release

Importance of Follow Up After Reintegration	Kabete		Kirigiti		Total	
	n	%	n	%	n	%
I have reformed, no need for follow ups	9	19.17	7	13.44	16	16.16
Monitoring helps one remain on track	18	38.34	23	44.16	41	41.41
They can get a sponsor for those who come from poor families and cannot afford secondary fees	6	12.78	3	5.76	9	9.09
It helps children settle back and feel loved and supported	3	6.39	12	23.04	15	15.15
It helps in identifying cases that may have not reformed and take necessary action	9	19.17	6	11.52	15	15.15
Some get tool kits, it helps in ensuring they use them well	2	4.26	1	1.92	3	3.03
Total	47	100	52	100	99	100

Most of the juveniles stated that follow up was important since monitoring helped them remain on track at the rate of 41.4% while 15.2% stated that follow ups helped them settle back after release and made them feel loved and supported while the same number stated that it helped in identifying cases that may have not fully reformed. This would assist in taking the necessary action before it was too late. Juveniles at 9.1% stated that it was important since it would help in identifying needy cases that require sponsorship for the secondary education while 3% stated that follow up was important since some juveniles were given tool kits and it was important in ensuring that the tool kits were used for the intended purpose. However, 16.2% of the juveniles stated that they had reformed and did not require follow ups.

4.7.4 What Should be Done to Improve Follow Ups After Reintegration

The study sought to establish how follow ups could be improved so as to ensure that it was more effective. The responses were presented in table 4.16.

Table 4.16: Staff Responses on Improving Follow Ups After Release

How Follow up Can be Improved	Kabete		Kirigiti		Total	
	n	%	n	%	n	%
After care and follow up should be emphasized	3	30	3	37.50	6	33.33
Carry out proper home assessment before reintegration	1	10	0	0	1	5.56
Create awareness on parenting skills	1	10	1	12.5	2	11.11
Involve families in rehabilitation process	0	0	1	12.5	1	5.56
Counseling of the juvenile and their families	2	20	1	12.5	3	16.67
Involve the community in the after care of the juvenile	3	30	2	25	5	27.78
Totals	10	100	8	100	18	100

Most of the staff at the rate of 33.3% stated that follow up could be improved by emphasizing after care and follow ups of the juveniles after release while 27.8% stated that the community should be involved in the after care of the juveniles after release. Involving the community would assist in monitoring the juveniles and also in ensuring that they reintegrate well back to the community. Staff at 16.7% stated that there was need for families and the juveniles to be counseled while 11.1% stated that there was need to create awareness on parenting skills. Staff at 5.6% stated that there was need to carry out proper assessment of the homes before reintegration while the same number of participants stated that it was important to involve the families in the rehabilitation process of the juvenile delinquents.

4.7.5 How to Reduce Cases of Recidivism

The study sought to establish how cases of recidivism could be reduced among the juvenile delinquents. The responses were presented in table 4.17.

Table 4.17: Staff Responses on Reducing Cases of Recidivism

Reducing Recidivism	Kabete		Kirigiti		Total	
	n	%	n	%	n	%
Enhancing child participation in decision making helps have a sense of love and belonging	1	10	1	12.5	2	11.11
Regular family conferences to update each other on the progress made	5	50	5	62.5	10	55.56
Enhancing after care services	4	40	2	25	6	33.33
Totals	10	100	8	100	18	100

Most staff at the rate of 55.6% stated that cases of recidivism could be reduced by having regular family conferences to update each other on the progress made in the rehabilitation process. This helps in ensuring that the family is fully involved in the rehabilitation process of the juveniles and they are up to date with the progress the juveniles have made since committal. It also helps to ensure that the bond between the juvenile and the family is not broken and the family and community is prepared early in advance and also involved in the reintegration process. Staff at 33.3% stated that there was need to enhance after care services. This would be done by providing the necessary support to the juveniles and their families after release and also in monitoring their progress while 11.1% stated that enhancing child participation in decision making helped them have a sense of love and belonging hence reducing cases of delinquencies. Juveniles should therefore be involved in decision making in every stage.

4.7.6 Challenges in Parenting that could Result to Juvenile Delinquency

The study sought to find out the challenges that parents face in parenting their children that could result to juvenile delinquency. The responses were presented in table 4.18.

Table 4.18: Challenges in Parenting that could Result to Juvenile Delinquency

Challenges in Modern Day Parenting	Kabete		Kirigiti		Total	
	n	%	n	%	n	%
Being a single parent, it's a challenge to play multiple roles	2	18.18	0	0	2	9.52
Absent fathers, with parenting left to mothers alone	1	9.09	0	0	1	4.76
It's difficult to handle stubborn children	2	18.18	1	10	3	14.28
Parents are considered old and outdated by the young generation	1	9.09	2	20	3	14.28
Negative peer influence	2	18.18	0	0	2	9.52
Working parents hence parenting delegated to house girls	0	0	2	20	2	14.28
Poverty	1	9.09	2	20	3	14.28
Technology has influenced our children negatively	2	18.18	3	30	5	23.80
Total	11	100	10	100	21	100

Most of the parents cited the negative influence by technology as the greatest challenge in modern day parenting at the rate of 23.8%. Others cited poverty, working parents hence delegating the role of parenting to the house girls, parents being considered old and outdated by the young generation and it was difficult to handle stubborn children all at the rates of 14.3%. Negative peer influence was a challenge in modern day parenting and being single parents; it was a challenge to play multiple roles at the rates of 9.5% while 4.8% stated that some fathers were absentee fathers, with the role of parenting being left to mothers alone.

Most of the parents indicated that juveniles lacked role models to emulate, parents played multiple roles and due to the rising cost of living, they had to ensure that the basic needs of the children were met. Mothers no longer stayed at home to bring up children as it was done traditionally, all parents were working to ensure that their children never lacked but in the end, the children suffered from unintended neglect and lack of parental love and care.

4.8 Benefits of the Rehabilitation School Programmes

The study sought to establish whether the programmes offered in the rehabilitation schools were beneficial to the juveniles, their families and the community at large. This section covers: how rules and regulations had helped in behavior modification for the juvenile delinquents, establishing whether the rehabilitation programmes were relevant and beneficial in addressing the delinquent behavior, benefits of the rehabilitation process to the juveniles, families and community at large and establishing how the rehabilitation process could be improved to yield better results in behavior modifications of the juvenile delinquents.

4.8.1 Rules and Regulations

The study sought to establish whether rules and regulations existed in the rehabilitation schools and whether they had helped in the behavior modification of the juvenile delinquents. The responses were presented in the table 4.19.

Table 4.19: Rules and Regulations

Effects of Rules and regulations on Behavior Change	Kabete		Kirigiti		Total	
	n	%	n	%	n	%
I have learnt to be obedient	18	38.30	11	21.15	29	29.29
I have become a law abiding citizen	7	14.89	13	25.00	20	20.20
I have become more responsible and disciplined	6	12.77	15	28.85	21	21.21
I have been able to go back to school	1	2.13	0	0	1	1.01
I have learnt respect and self-control	6	12.77	4	7.69	10	10.10
I have learnt time management	1	2.13	1	1.92	2	2.02
I have learnt to relate well with others	3	6.38	1	1.92	4	4.04
I have stopped stealing, abusing drugs and escaping	5	10.64	5	9.62	10	10.10
They have not helped me at all	0	0	2	3.85	2	2.02
Totals	47	100	52	100	99	100

The juveniles stated that the schools had rules and regulations and they were introduced to them during their first week after committal. Most of the juveniles at the rate of 29.3% stated that the rules and regulations had helped them to become obedient, 21.2% had become responsible and disciplined while 20.2% had become law abiding citizens. Juveniles at 10.1% stated that they had learnt respect and self-control and others had stopped stealing, abusing drugs and escaping from schools while 4% stated that they had learnt to relate well with others, 2% had learnt time management while 1% had been able to go back to school. Juveniles at the rate of 2% however indicated that the rules had not helped them in any way.

4.8.2: Relevance of Rehabilitation Programmes in Addressing Delinquent Behavior

The study sought to establish whether the rehabilitation programmes were relevant and beneficial in addressing the delinquency behavior among the juveniles. The responses were presented in table 4.20.

Table 4.20: Relevance of Rehabilitation Programmes in Addressing Delinquent Behavior

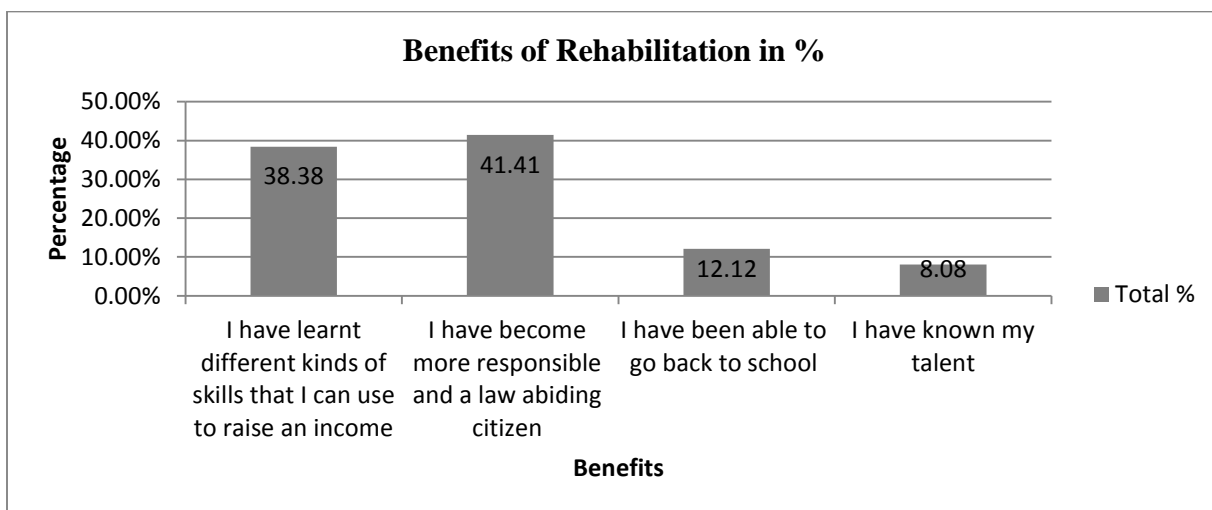
Programmes Relevance	Kabete		Kirigiti		Total	
	n	%	n	%	n	%
I have learnt skills that are beneficial and will help my family raise an income	21	44.68	18	34.62	39	39.39
I have been able to identify my talent	2	4.26	4	7.69	6	6.06
I am more responsible, respectful and relates well with others	8	17.02	11	21.15	19	19.19
I have been able to go back to school	7	14.89	4	7.69	11	11.11
I have become a law abiding citizen	7	14.89	11	21.15	18	18.18
I stopped using drugs and I am a youth campaigner of saying no to drugs	1	2.13	2	3.85	3	3.03
I am able to raise pocket money through the skills I have gained and become self reliant	1	2.13	1	1.92	2	2.02
Total	47	100	52	100	99	100

Juveniles stated that the rehabilitation programmes were beneficial to them and 39.4% stated that they had learnt skills that were beneficial and would help their families raise an income of which 44.7% were boys and 34.6% were girls. Gender wise, more boys than girls would use the skills learnt to raise an income that would be used to support their families. Others at 19.2% had become more responsible, respectful and were able to relate well with the others of which 17% were boys and 21.2% were girls while 18.2% had become law abiding citizens of which 14.9% were boys and 21.2% were girls. Juveniles at 11.1% were able to go back to school while 6.1% were able to identify their talents. Others had stopped abusing drugs and were youth campaigners of saying no to drugs while others were able to raise pocket money through the skills they had gained and had become self-reliant at the rates of 3% and 2% respectfully.

4.8.3 Benefits of Rehabilitation Programmes

The study sought to establish the benefits of the rehabilitation programmes to the juveniles, family and community at large. The findings were presented in figure 4.36.

Figure 4.36: Benefits of the Rehabilitation Programmes



Juveniles had benefitted in different ways from the rehabilitation programmes, 41.4% that they had become more responsible and law abiding citizens. A boy who had been at the institution for 3 years stated:

“I was easily influenced negatively by my friends, they used to send me to steal from our home and neighborhood and that’s how I found myself in crime. Rehabilitation and more so counseling has helped me to rediscover myself and to become more responsible, I am now a law abiding citizen who cannot be easily influenced negatively by my peers.”

Juveniles at the rate of 38.4% had learnt different kinds of skills that they would use to earn an income. A boy who had been at the institution for 3 years and had reformed stated:

“I have been able to go back to school and have learnt different skills like baking, wiring, bead work, soap making and agriculture; all these for free. If I was not brought here maybe I would have been killed a long time ago due to stealing. At least when I am released I will be able to start a job and even support my family. Rehabilitation has been good for me have gained a lot, but on the other hand it separates us from our families for a period of three years.”

Others were able to go back to school while some were able to discover their talents at the rates of 12.1% and 8.1% respectively.

Table 4.21: Response by Parents on How Family Benefits from Juveniles Activities after Release

How Family Benefits From Childs Activities after Release	Kabete		Kirigiti		Total	
	n	%	N	%	n	%
Uses skills gained to earn an income	4	36.36	5	50	9	42.86
Gone back to stealing and drug abuse	3	27.27	1	10	4	19.05
Does motivational speaking targeting the youths	2	18.18	2	20	4	19.05
S/he is responsible	1	9.09	2	20	3	14.29
Nothing	1	9.09	0	0	1	4.76
Total	11	100	10	100	21	100

Most of the parents at the rates of 42.9% stated that their children use the skills gained to earn an income. Some have created their own jobs while others have been employed while 19.1% had relapsed and were back to drug abuse and stealing. Some at 19.1% were doing motivational speaking where they would target the youths and teach them how to be responsible and to avoid crime, 14.3% stated that they had become more responsible while 4.8% stated that the juveniles do not do anything that benefits the family in any way. A mother of a boy who had been released from a rehabilitation school stated:

“Huyu kijana siku hizi amejijua alifundushwa na ulimwengu (This boy nowadays has rediscovered himself he was taught by the world), he is now very responsible and sometimes I leave him at home with his siblings, something which I could not do before he was arrested.”

Gender wise, more girls at the rate of 50% were able to use the skills they had gained to earn an income compared to 36.4% of the boys. More girls at the rate of 20% had become responsible and the same number were doing motivational speaking targeting the youths compared to boys at 9.1% and 18.2% respectively. More boys had relapsed and gone back to stealing and drug abuse at the rate of 27.3% compared to the girls at the rate of 10% while 9% of the boys were not doing anything after release from the rehabilitation school. Generally, girls had benefitted from the rehabilitation programmes more than boys.

4.8.4 How Rehabilitation Programmes Could be Improved

The study sought to establish how the rehabilitation programmes could be improved in order to yield better results in the rehabilitation process of the juvenile delinquents. The responses were presented in table 4.22.

Table 4.22: How to Improve Rehabilitation Programmes

Recommendations to improve Rehabilitation	Kabete		Kirigiti		Total	
	n	%	n	%	n	%
Improving the standard of living and fully meeting the basic needs	10	21.28	6	11.54	16	16.16
Introduce bonding time with families by having visiting days every term and us visiting our families during the holidays	2	4.26	5	9.62	7	7.07
The courts should grant hearing to the juveniles while in court	0	0	2	3.85	2	2.02
Increase the number class teachers and introduce a secondary school	11	23.40	4	7.69	15	15.15
Create room for more young children in the streets	0	0	2	3.85	2	2.02
Avoid any form of discriminations among the juveniles	1	2.13	3	5.77	4	4.04
Improve the workshops, classes, sports facilities and provide modern working tools in those workshops and classrooms	17	36.17	26	50	43	43.43
Staff should be child friendly	4	8.51	3	5.77	7	7.07
Provide sponsorship to the poor and the talented	2	4.26	1	1.92	3	3.03
Total	47	100	52	100	99	100

Most of the juveniles at the rate of 43.4% stated that there was need to improve the workshops, classes, sports facilities and provide modern working tools in those workshops and classrooms while 16.2% stated that there was need to improve the standard of living and fully meeting the basic needs of the juveniles instead of asking parents to provide and some parents never provided even when called upon to provide. Some juveniles lamented that they were being overworked by being told to carry firewood from the bushes to the store. A boy who had been at the institution for 2 years stated:

“We used to be given tea and bread for breakfast on Sundays, we no longer see them, we take porridge from Monday to Sunday. We need to feel like those who are at home.”

Juveniles stated that the number of classroom teachers needed to be increased and also the schools needed to introduce secondary section at the rate of 15.2%. Some were worried that once they were released from the rehabilitation school they would not be able to access secondary education due to the levels of poverty at home while those who were committed to the schools while in secondary schools had to repeat in primary levels.

The juveniles stated that there was need to introduce bonding time with families by having visiting days every term and the juveniles visiting their families during the holidays at the rates of 7.1%. Some juveniles had never been visited and had never communicated with their families since committal and they felt that this would help even in reconciling with their families and in improving their relationships with their families. Juveniles at the rate of 7.1% stated that the staff needed to be child friendly; some staff treated them like criminals and that they just needed someone to understand them and help them reform. Others felt that those who were bright were treated better than the rest and the staff were more friendly to them while the others were treated so harshly by the staff.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presented summaries of the research findings, conclusions and recommendations based on the specific objectives of the study.

5.2 Summary of the Research Findings

The study findings showed that most of the juveniles were admitted in the rehabilitation schools at the ages of 14 years, followed by 15 and 16 years. Girls were admitted at a much younger age of 11 and 12 years while most of the boys were admitted between the ages of 14 to 16 years. Most of the juvenile were admitted in the rehabilitation schools while in class 6. There were few cases of girls who were admitted while at secondary level; and they were forced to repeat in classes 7 since the schools did not have the secondary level.

The reasons for the juveniles committal to the rehabilitation schools included; truancy, stealing, drug abuse, loitering in the streets, defilement, robbery with violence among others. Most of the juveniles were committed as a result of truancy followed by stealing at the rates of 63.9% and 15.3% respectively. More boys were committed with cases of stealing and drug abuse compared to the girls while most of the girls were committed with cases of truancy.

New crime trends were noted by the study which included girls' gang raping boys while cases of defilement were across both genders. Once the juveniles were admitted into the rehabilitation schools, they were introduced to the timetable that used to guide the daily activities in those schools. The time tables were pinned in the institutions notice boards and they indicated that from

Monday to Friday, there were rehabilitation programmes while Saturday was dedicated for general cleaning and Sunday for church activities of the juveniles. The time tables were however not strictly followed due to; absence of teachers, disruptions by visitors who were given priority to address the juveniles, and in other instances there was no explanations as to why they were not followed. In such instances, the juveniles would just pass time and sometimes they were sent to the field for games. The schools had rule and regulations which were supposed to guide the juvenile delinquencies during their stay at the rehabilitation schools. Breaking the rules and regulations was however followed by sanctions and punishments and this helped the juveniles to become law abiding citizens since they feared the consequences of breaking the rules.

The juveniles were involved in various rehabilitation programmes which included: Academics, life skills, vocational training, counseling and scouts. Academics were compulsory for all the juveniles in the rehabilitation schools. The subjects studied under academics included: English, Kiswahili, Mathematics, Religious Education and Social Studies. The classes however started from class 5 up to class 8. Those who were below class 5 and in secondary level were disadvantaged since they were forced to move to classes above/ below their levels.

Vocational training was compulsory for all the juveniles in Kabete while in Kirigiti it was not compulsory. The courses studied included; bakery, carpentry, electrical and wiring, masonry, mechanics and tailoring and dress making. Tailoring and dressmaking was the most popular among the girls followed by bakery while masonry was the most popular among the boys followed by electrical and wiring, mechanics and carpentry. In life skills training, the courses offered included: agriculture, barber, beadwork, fashion and design, saloon and soap making. Girls preferred life skills compared to vocational training indicating that life skills was simple, they were more of

what a person liked rather than studying them for examination. Beadwork and soap making were the most popular course across both genders while agriculture was popular among the boys. Individual counseling was the most common across all the institutions followed by group counseling. Family counseling/ therapy was not practiced in any of the institutions.

The juveniles were provided with the basic needs while in the rehabilitation schools; they were however not fully met so the families were called upon to provide and in some instances the well-wishers who visited the institutions were called upon to provide. Items like slippers, tooth brushes and tooth pastes were fully provided by the well-wishers since the schools never provided. Provision of the basic needs helped the juveniles to stop stealing, access education, concentrate in class, improve in self hygiene and become responsible and law abiding citizens. On families it was found out that the average number of children in the juveniles households were four children. The relationships of the juveniles with their families since committal had generally improved. Some of the juveniles had bad relationships with their families before committal but it had improved and they could communicate well while some had not yet reconciled and were bitter about the past. Elements of violence in the juveniles' families were present with most cases unreported. Family members who mainly included fathers had been convicted with cases of crime.

Most of the juveniles were visited by their families while in the institutions, while others were not because of unresolved issues with the families. Kabete was the only institution that had open days even though it was more of a school closing ceremony since the families never had individual time with the staff to get an update of the progress of the juveniles. This made it possible for more juveniles to have contacts with their families in Kabete. Lack of communication and contact with

family members made some juveniles feel like their families never loved them while others had unresolved differences.

The role of families in the rehabilitation process included; providing parental guidance to the juveniles, providing basic needs, initiating reconciliation process and following up on their progress. Families were however not fully involved in the rehabilitation process of the juvenile delinquents, visiting, phone communication with juveniles and provision of basic needs did not amount to involvement of the families. Families needed to be involved in the day to day rehabilitation activities ranging from family therapies/ counseling, family conferences, updates on the progress of the juveniles, in major decision making concerning the juveniles and in the reintegration process and after care services.

The study findings established that staff had different levels of trainings mainly certificate courses. Others were pursuing diploma courses in different fields. Most of the welfare officers had certificates in basic counseling skills and social work while others were pursuing diploma in social work. Teachers had certificate courses in teaching (P1), others were pursuing diploma courses in special needs education, Institutional Management, Education management and one was pursuing a degree course in Sociology. The number of teachers however was very low, on average each institution had 3 teachers hence the need to employ more teachers to address the education needs of the juveniles. The vocational Instructors had trainings on Technical Education, Electrical wiremen, fashion and design and one was pursuing a diploma in social work. From the trainings above, most of the staff that were charged with the responsibility of rehabilitating the juveniles lacked special trainings on handling this special category of children.

The study also found out that most of the staff had between 6-10 years of experience while working in the rehabilitation schools. These helped while providing rehabilitation since they were able to understand the juvenile delinquents, were nonjudgmental when dealing with them and had improved their parenting skills. The welfare officers were rated as good by the juveniles, they acted as parents, ensured their basic needs were met and also provided counseling to them. There were however some who were abusive and discriminative. Teachers were also rated as good; they sacrificed their time to help the juveniles in class work. The vocational instructors were rated the best. They understood the juveniles and provided counsel instead of punishing them for mistakes they did. Generally, the staff needed to be; more friendly to the juveniles, some special trainings on how to understand/ handle/ treat the juvenile delinquents and training on effective parenting skills.

The study also found out that the institutions lacked qualified counselors employed by the government. Those who were charged with counseling the juveniles were the welfare officers and most of them lacked basic counseling skills. The institutions mainly relied on volunteers and students on internships and church leaders to do counseling. On follow up and release, the study established that there were two major processes used by the institutions and they included; 1) Conducting home tracing through field officers and then taking the juveniles back home and 2) After completion of the committal periods, the juveniles were repatriated back to the community by parents sending fares for the juveniles to travel or organizing to pick them from the rehabilitation schools. The first one was very popular in Kabete while the second was popular in Kirigiti. Follow up and after care services after release was not practiced in the institutions even though the juveniles, staff and parents noted that it was important.

Parents faced challenges in parenting that could result to juvenile delinquency and also to cases of recidivism if they were not addressed during rehabilitation and after release of the juveniles. Some of the challenges cited included; technology, poverty, negative peer influences, cases of single mothers, working parents, absentee fathers among others. Since there were no family therapies during and after rehabilitation and no follow ups after release, the root causes of the delinquency were not addressed hence increasing the chances of recidivism after release.

Cases of recidivism were reported by the parents; 4 out of the 21 parents who were interviewed reported that the juveniles had relapsed and were back to drug abuse and stealing; most of whom were boys. Follow ups helped in monitoring the progress of the juveniles after release, helped the juveniles settle back to the community, helped in identifying needy cases that required some support and in reducing cases of recidivism. It was however recommended that follow ups and after care needed to be improved as this would help in reducing cases of recidivism.

On the benefits of the rehabilitation school programmes, the study established that due to rules and regulations that guided the institutions, the juveniles had become responsible, respectful, disciplined, obedient and had become law abiding citizens. The vocational and life skills were ranked the most relevant in addressing the needs of the juveniles. They were able to learn skills that they would use to raise an income to support themselves and their families. Others were able to access and value education and also to identify their talents.

Girls had benefitted more in the rehabilitation process than the boys since most of the girls had put into better use the skills/ knowledge they had gained compared to the boys. For better results, there was need to review and improve the rehabilitation programmes.

5.3 Conclusions

The existing rehabilitation programmes for the juveniles in the rehabilitation schools in Kenya included: academics, vocational training, skills training, counseling and scouts. These programmes were guided by a timetable that was displayed in the notice boards. Academics were compulsory for all the juveniles admitted in the rehabilitation schools. There were very few teachers, on average every school had 3 teachers employed despite the number of children in those institutions and the teachers were supposed to teach all the classes.

This meant that some classes went unattended during every lesson. Tailoring and dressmaking and bakery were the most popular vocational training courses among the girls while masonry, electrical and wiring, mechanics and carpentry were the most popular courses among the boys. Girls preferred life skills courses compared to vocational training. Beadwork and soap making were the most popular life skills courses across both genders while agriculture was popular among the boys. Counseling was poorly implemented; it was done by the welfare officers since the institutions did not employ qualified counselors. They mainly relied on volunteers and students on internships and church leaders to do the counseling. Individual and group counseling were popular in the institutions; family counseling was not practiced in any of the institutions.

The study findings illustrated that the families of the juveniles were not involved in the rehabilitation process of the juvenile delinquents. Some got to know the whereabouts of their children just a few days before release while others had unresolved issues with their children. The major roles the parents played were the provision of basic needs to the juveniles while at the institutions and visiting them.

The staff had several years of experience between 6-10 years while working in the rehabilitation schools. The training levels of staff mainly were certificate courses in various fields and ongoing diploma courses for others. With the experiences the staff had coupled with the trainings, they were able to rehabilitate the juveniles and add some values to them like; being responsible, being respectful, discipline, personal hygiene among others.

The study found out that the institutions were not keen on follow ups of the juveniles after release from the rehabilitation schools. It was noted that proper follow ups and after care of the juveniles would assist in reducing cases of recidivism.

The findings on the benefits of the rehabilitation programmes indicated that vocational and life skills were most relevant courses. They provided skills that juveniles would use to earn an income that would support them and their families. They also learnt values like being responsible, respectful, obedient, disciplined and self-control. They were also able to know their talents and use them for their own benefits while others were able to access education. Girls benefited from the rehabilitation programmes more compared to the boys.

5.4 Recommendations

On the effectiveness of the rehabilitation programmes, the study recommends for a complete review of the rehabilitation programmes carried out in all the rehabilitation schools. The current rehabilitation programmes were not addressing the ever emerging rehabilitation needs of the juvenile delinquents. There was need to introduce important rehabilitation programmes like play therapies and psycho-drama, computer classes, crafts, entertaining activities like modeling and other activities that would address the emerging issues that could result to delinquency.

On the existing rehabilitation programmes; classes, workshops and the play grounds should be improved, upgraded and equipped with modern equipments so as to produce well skilled and marketable juveniles in different courses as well as diversifying in the games provided. Activities that allowed juveniles to reintegrate with the community should be encouraged as opposed to the current confining of the juveniles into the rehabilitation school activities.

The government should employ qualified counselors to provide counseling to the juvenile delinquents and their families. The qualifications for the counselors should be a diploma and/ or a degree for effective implementation of the counseling programme. Counseling is very important in the rehabilitation process and lack of qualified counselors in the institution greatly hampered effective rehabilitation. Family therapies should be included in the counseling programme and it should not only be done when the juveniles are in the rehabilitation schools, it should proceed after they are released. This would help in addressing issues that might emerge after release of the juveniles from the rehabilitation schools.

On the involvement of families in the rehabilitation process, the study recommends that for effective rehabilitation; families should be fully involved in the rehabilitation process since they play a very key role in the socialization process of the juveniles. Family conferences should be encouraged as this would help in reintegration of the juveniles with their families. As part of preparation for reintegration, leave of absence should be encouraged, as this would assist in preparing the juveniles, their families and community to receive them after release and it also helps the juveniles to familiarize with the family/ community environment.

On staff training and competence levels, the government should employ qualified social workers who would work as welfare officers since they played a very key role in rehabilitating the juvenile delinquents. The social workers should have at least a certificate course in social work since currently the qualifications were form four leavers. All the staff working in the rehabilitation schools should have some special trainings on; understanding/ handling and treating the juvenile delinquents, being child friendly and on effective parenting skills. More teachers should be employed since currently each institution had three teachers handling classes 5 to 8. The classes should run from the lowest to the highest levels so as to address the education needs of all the juveniles who were below classes 5 and in the secondary levels since their needs were not currently addressed by the current rehabilitation schools education systems. Effective mentorship programmes should be encouraged. The government could consider employing the ex-rehabilitees who were successfully rehabilitated and have attained the required qualifications.

On follow up and after care services there was need to conduct mapping of the services available to the juveniles at the community level after release. This could be achieved through a reintegration plan for the juvenile delinquents that should be implemented to the later. The government needed to consider economic support/ empowerment programmes for the needy families. This would help in reducing cases of poverty, enable the needy cases access education and also start small businesses using the skills gained while at the rehabilitation schools. On the assessing the benefits of the rehabilitation programmes, the government needed to conduct periodic audit of the rehabilitation programmes to assess whether they were performing the intended purpose and addressing the emerging issues. The government policies on through care and aftercare and other juvenile delinquency rehabilitation policies should be implemented to the later.

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APPENDICES

Appendix 1: Questionnaire for the Juvenile Delinquents

INTRODUCTION

Greetings! My name is Mercy W. Kithaka. I am a Master of Arts (Advanced Disaster Management) student at the University of Nairobi, Department of Sociology and Social Work. I am undertaking a study on the Assessment of the Effectiveness of the Rehabilitation Programmes for Juvenile Delinquents: A study of Kabete and Kirigiti Rehabilitation Schools. You have been chosen as one of the respondents in this study, kindly assist by providing me with the information that I require for my study. The study is purely voluntary and the information obtained will be used for academic purposes only. Confidentiality is highly assured, I therefore request for your honesty in providing information. Kindly note that you are not required to write your name at any point of the interview.

Thank you for your cooperation.

Section A: Personal Information

1. Sex? Male () Female ()
2. What is the name of your rehabilitation school? Kabete () Kirigiti ()
3. What is your county of origin?
4. How many siblings do you have?
5. Are your siblings in school? Yes () No (). If no, why
6. What was your age at the time of admission to the rehabilitation school?.....
7. Why were you committed to the rehabilitation school?
8. How long have you been in the rehabilitation school?.....
9. What was your level of education at the time of admission to the rehabilitation school? ...
10. Have you ever been committed to any other rehabilitation school before this current one? Yes () No (). If yes, for how long and why?

Section B: Existing Rehabilitation Programmes

11. a) Do you have a time table that guides your daily activities at the institution? Yes () No ()
b) Is the time table strictly followed? Yes () No ()
If no, why.....
12. Do you participate in all the activities listed in the time table? Yes () No ()
If no, why
13. Are you involved in the rehabilitative programmes? Yes () No ()
a) If yes, which ones? Vocational training () Academics () Counseling () Life skills () Any other (specify)

- b) If no, why?
- c) If vocational training, name the programmes you are involved in. Masonry () Carpentry () Electrical and wiring () Mechanics () Tailoring and dress making () Bakery () Any other, Specify
- d) If academics, name the subjects taught. English () Kiswahili () Mathematics () Social Science () Religious Education () Any other (Specify).....
- e) If counseling, what type of counseling? Individual () Group () Family therapy () Any other, Specify.....
- f) If life skills training, which ones? Bead work () Saloon () Agriculture () Fashion and design () Barber () Soap making () Any other, specify
14. a) Are your basic needs fully met while at the institution? Yes () No ()
 b) Has the provision of the basic needs helped in reforming your behavior? Yes () No (). Kindly, explain your answer

Section C: Role of Families in Rehabilitation

15. Who were you living with before the arrest? Mother and father () Mother () Father () Mother and stepfather () Father and stepmother () Others (specify)
16. How would you describe your relationship with your caregiver? Very close () Close () Somehow Close () Not close () Not Sure ()
17. Have you ever experienced violence in your home? Yes, all the time () Yes, Sometimes () Rarely () Never (). If yes, what type of violence
18. Do you spend time with your father and mother at the same time? Yes, always () Yes, sometimes () Rarely () Never ()
19. Were you usually left alone without the supervision of any of the caregivers? Yes, always () Yes, Sometimes () Rarely () Never ()
20. Which of your family members do you like spending most of your time with?
21. Has any of your family members been convicted of crime? Yes, father () Yes, mother () Yes, sibling () Never ()
 If yes, which type of crime
22. Have you ever been visited by any of your family members since you were admitted in this institution? Yes () No ()
 a) If yes, how frequently? Very often () Often () Rarely () Not sure ()
 b) If no, why?
- c) How would you describe your relationship with your family since you were arrested and later committed to the rehabilitation school?
23. Has your family been supportive during the rehabilitation process? Yes () No (). Kindly explain
24. What role does your family play for your effective rehabilitation?

Section D: Training and Competence Levels of Staff

25. How would you rate the staff named below on their ability and effectiveness in delivering the rehabilitation programmes?
- a) Welfare officers. Excellent () Very good () Good () Poor () Very poor () Not Sure (). Kindly explain.....
 - b) Teachers. Excellent () Very good () Good () Poor () Very poor () Not Sure (). Kindly explain
 - c) Vocational instructors. Excellent () Very good () Good () Poor () Very poor () Not Sure (). Kindly explain.....
26. Do the staff named below understand your needs and provide the support that you need during rehabilitation?
- a) Welfare officers. Yes () No (). Kindly explain
 - b) Teachers. Yes () No (). Kindly explain
 - c) Vocational Instructors. Yes () No (). Kindly explain
27. Are the staff friendly to you when addressing your rehabilitation needs? Yes () No (). Kindly explain

Section E: Follow ups After Release

28. Do you have friends who have been released from the rehabilitation school? Yes () No ()
29. Does the rehabilitation school do follow ups to the juvenile delinquents once they are released? Yes () No ()
30. Is follow up after reintegration important? Yes () No (). Kindly explain.....
31. What should be done to improve follow ups after reintegration?

Section F: Benefits of the Rehabilitation Programmes

32. a) Do you have rules and regulations that guide you at the institution? Yes () No ()
b) How has these rules affected your behavior change?
33. Are these rehabilitation programmes relevant and beneficial to address your delinquent behavior? Yes () No () Explain your answer
- a) In your opinion, do you think you have been rehabilitated into a responsible citizen? Yes () No ()
 - b) If yes, what are the benefits of the rehabilitation process to your behavior modification?
34. What are you planning to do with the knowledge you have received while at the rehabilitation school once you are released?
35. What do you think should be done to improve the rehabilitation process so as to yield better results in behavior modification?

Thank you for your participation

Appendix II: Interview Guide for the Staff

INTRODUCTION

Greetings! My name is Mercy W. Kithaka. I am a Master of Arts (Advanced Disaster Management) student at the University of Nairobi, Department of Sociology and Social Work. I am undertaking a study on the Assessment of the Effectiveness of the Rehabilitation Programmes for Juvenile Delinquents: A study of Kabete and Kirigiti Rehabilitation Schools. You have been chosen as one of the respondents in this study, kindly assist by providing me with the information that I require for my study. The study is purely voluntary and the information obtained will be used for academic purposes only. Confidentiality is highly assured, I therefore request for your honesty in providing information. Kindly note that you are not required to write your name at any point of the interview.

Thank you for your cooperation.

Name of institution:

Job Title Sex: Male () Female ()

1. a) What is the current population?
- b) What is the population capacity of this institution?
2. How many years of experience do you have working at this position? 0-5 yrs () 6-10 yrs () 11-15 yrs () 16-20 yrs () 21 yrs and above ()
3. a) What is your highest level of education? Phd () Masters () Degree () Diploma () Certificate () Any Other, specify
- b) Kindly state the course done,
- c) How has your experience and qualifications helped you in rehabilitating the juvenile delinquents?
4. a) Does this institution have a qualified counselor? Yes () No ()
- b) If no, how is counseling for the juvenile delinquents done?
5. a) Do you assess the risk levels of the juvenile delinquents? Yes () No ()
- b) How does the risk assessment help in the rehabilitation process?

6. a) What are some of the rehabilitation programmes offered in this institution?
- b) How relevant are these programmes in behavior modification of the juvenile delinquents?

- c) What should be improved in the rehabilitation process to make it more effective?
7. What are some of the challenges you face in the rehabilitation process of the juvenile delinquents?
8. How do you deal with anti social behavior among the juvenile delinquents in the institution?.....
9. a) Do you involve the families of the juvenile delinquents in the rehabilitation process?
 Yes () No (). Kindly explain
- b) In your opinion, do families play a role in the rehabilitation process of the juvenile delinquents? Yes () No (). Kindly explain
- c) How can families be involved in the rehabilitation process of the juvenile delinquents?

10. What is the process of releasing the juveniles after rehabilitation?
11. a) Do you do follow ups after release? Yes () No () Kindly explain,
- b) Do follow ups help in reducing cases of recidivism? Yes () No () Kindly explain, ...
- d) In your opinion, what should be done to reduce cases of recidivism among the juvenile delinquents?

Thank you for your participation

Appendix III: Interview Guide for the Parents

INTRODUCTION

Greetings! My name is Mercy W. Kithaka. I am a Master of Arts (Advanced Disaster Management) student at the University of Nairobi, Department of Sociology and Social Work. I am undertaking a study on the Assessment of the Effectiveness of the Rehabilitation Programmes for Juvenile Delinquents: A study of Kabete and Kirigiti Rehabilitation Schools. You have been chosen as one of the respondents in this study, kindly assist by providing me with the information that I require for my study. The study is purely voluntary and the information obtained will be used for academic purposes only. Confidentiality is highly assured, I therefore request for your honesty in providing information. Kindly note that you are not required to write your name at any point of the interview.

Thank you for your cooperation.

1. Sex Male () Female ()
2. What is your age? 20-30 yrs () 31-40 yrs () 41-50 yrs () 51 and above ()
3. How many children do you have?
4. How would you describe your relationship with your children? Very Close () Close () Somehow Close () Not Close () Not sure ()
5. Have you ever experienced any form of violence in your family? Yes () No (). Kindly explain,.....
6. Has your son/ daughter ever been to a rehabilitation school? Yes () No (). If yes, which school? Kabete () Dagoretti () Any other, specify
7. What offence did your child commit?
8. How old was your son/ daughter during admission to the rehabilitation school? 10-12 yrs () 13-15 yrs () 16-18 Yrs ()
9. Were you involved in the rehabilitation process? Yes () No (). Kindly explain
10. Did you ever receive any form of counseling before and after your child was committed to the rehabilitation school? Yes () No (). Kindly explain,

11. Did rehabilitation help your child in behavior change? Yes () No () Kindly explain ...
12. In your opinion, what are the benefits of rehabilitation?
13. a) What is your child doing currently that is as result of rehabilitation?
- b) How do you as a family and community at large benefit from your child's current activities?
14. a) Was follow up done to your child by the government staff after release from the rehabilitation school? Yes () No ()
- b) If yes, has the follow up helped your child in any way?
15. What would you recommend to the government so as to improve the rehabilitation process of juvenile delinquents in Kenya?.....
16. What challenges do you face in parenting that could result to delinquency of your child and how can they be addressed?

Thank you for your participation

Appendix IV: Letter of Authorization



UNIVERSITY OF NAIROBI

DEPARTMENT OF SOCIOLOGY & SOCIAL WORK

Fax 254-2-245566
Telex 22095
Varsity Nairobi Kenya
Tel. 318262/5 Ext. 28167

P.O. Box 30197, Nairobi -
Kenya
Email: dept-sociology@uonbi.ac.ke

27/11/2017

TO WHOM IT MAY CONCERN

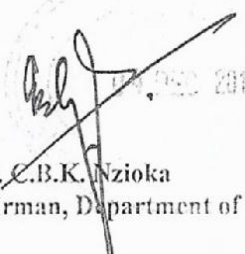
RE: MERCY WANJIRU KITHIACA- C50/67403/2013

Through this letter, I wish to confirm that the above named is a bonafide postgraduate student at the Department of Sociology & Social Work, University of Nairobi. She has presented her project proposal entitled; **“An Assessment of the Effectiveness of Rehabilitation Programmes for Juvenile Delinquents: A Study of Kabete & Kirigiti Rehabilitation Schools.”**

Mercy is required to collect data pertaining to the research problem from the selected organization to enable her complete his thesis which is a requirement of the Masters degree.

Kindly give her any assistance she may need.

Thank you.


Prof. C.B.K. Nzioka
Chairman, Department of Sociology & Social Work

(Faint circular stamp: UNIVERSITY OF NAIROBI, 2017)

Appendix V: Letter of Consent from the Department of Children's Services



REPUBLIC OF KENYA

**MINISTRY OF EAST AFRICAN COMMUNITY, LABOUR AND SOCIAL PROTECTION
STATE DEPARTMENT FOR SOCIAL PROTECTION
DEPARTMENT OF CHILDREN'S SERVICES**

Telephone: +254-020- 2729800
Fax: +254-020-2726222
E-Mail: pssocialsecurity@labour.go.ke
When Replying please quote

Social Security House
Block 'A' Eastern
Bishop Road
P.O. Box 40326-00100,
NAIROBI

REF: CS/6/11 Vol VI (58)

13th December, 2017

The Managers,

Kabete Rehabilitation School

Kirigiti Rehabilitation School

RE: AUTHORITY TO CONDUCT RESEARCH

The bearer of this letter **Mercy Wanjiru Kithaka, ID No. 24234780** is a student at the University of Nairobi pursuing Masters of Arts in Sociology (Advanced Disaster Management!).

The course requires that the student conduct research in her area of study.

In this regard, authority has been granted to enable her undertake research at Kabete and Kirigiti Rehabilitation Schools.

Kindly give her the necessary assistance.

**Justus Muthoka
FOR: DIRECTOR CHILDREN'S SERVICES**

Appendix VI: Rules and Regulations; Kabete Rehabilitation School

KABETE REHABILITATION SCHOOL: RULES AND REGULATIONS

1. Respect all members of staff and fellow children
2. All children should be in school uniform at all times unless otherwise with approval of the officer in charge of that activity
3. Observe high standard of hygiene
4. Fighting among children is prohibited
5. Stealing of any kind is prohibited
6. Smoking and taking drugs is not allowed
7. Institution properties should be taken with care and destruction will not be tolerated
8. Shouting and using abusive language is prohibited
9. All children should participate in school activities
10. Escape is illegal and therefore not allowed at all
11. Carrying or being in possession of dangerous weapon is prohibited
12. Every child is entitled to air his views on matters affecting them
13. Getting out of school compound without permission is not allowed
14. Avoid tampering with electricity it is very dangerous to you and your fellow children
15. Assaulting a member of staff shall not be tolerated
16. Being in possession of unauthorized articles is not allowed
17. Hiding articles or making unauthorized articles is not allowed; including money
18. You are not allowed to associate with the outsiders without knowledge and or permission from the officer on duty
19. Tattooing or cuttings on any part of your body is not allowed
20. All sick children should seek immediate medical attention without further delay at our school dispensary

Appendix VII: Daily Schedule; Kirigiti Girls Rehabilitation School

**KIRIGITI GIRLS REHAB
DAILY SCHEDULE**

TIME	ACTIVITIES
6:30 AM	UNLOCK
06:30 AM - 07:00 AM	MORNING ACTIVITIES: GENERAL CLEANLINESS, PERSONAL PREPARATION, INSPECTION
07:00 AM - 08:00AM	BREAKFAST
08:00 AM - 09:00 AM	ASSEMBLY, MORNING DEVOTION, ALLOCATION TO ACTIVITIES
09:00 AM - 12:30 PM	ADMISSION & CLASSIFICATION, ACADEMIC ASSESSMENT, LIFE AND SKILLS TRAINING, OBSERVATION, VISIT TO DISPENSARY, CREATIVE LEARNING, INTERVIEWS AND REPORT WRITING, RECORD SHEET-OPENING
12:30 PM - 02:00 PM	LUNCH BREAK
02:00 PM - 04:00 PM	ADMISSION AND CLASSIFICATION, ACADEMIC ASSESSMENT, GUIDANCE AND COUNSELLING, LIFE AND SKILLS TRAINING, DOCUMENTATION OF PROGRESS REPORTS, VISIT TO DISPENSARY, CREATIVE LEARNING, INTERVIEWS & RECORD SHEET OPENING & FORESTATION EDUCATION
04:00 PM - 05:30 PM	SPORTS, DEBATE, DRAMA, MUSIC AND CULTURAL ACTIVITIES
05:30 PM - 06:30 PM	WASHING CLOTHES AND PERSONAL HYGEINE
06:30 PM - 07:30 PM	SUPPER
07:30 PM - 08:00 PM	T.V, PREPS, ENTERTAINMENT, STOR TELLING, DAIRY WRITING AND INDOOR GAMES
8:30 PM	LOCK UP

Appendix VIII: Menu; Rehabilitation School

MENU

DAY	MORNING	LUNCH	SUPPER
MON	UJI	GITHERI	UGALI AND BEANS
TUE	UJI	RICE AND NDENGU	GITHERI
WED	UJI	GITHERI	UGALI BEANS AND MEAT
THU	UJI	RICE AND NDENGU	GITHERI
FRI	UJI	GITHERI	UGALI AND BEANS
SAT	UJI	RICE AND NDENGU	GITHERI
SUN	UJI	GITHERI	UGALI AND BEANS
PUBLIC HOLIDAYS	UJI	GITHERI / RICE	CHAPATI, MEAT AND BEANS

Appendix IX: Kabete Rehabilitation Programme

KABETE REHABILITATION SCHOOL PROGRAMME							
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY		
6.30-7.15 AM	Unlock, bathing and tidying up of the dorms	Unlock, bathing and tidying up of the dorms	Unlock, bathing and tidying up of the dorms	Unlock, bathing and tidying up of the dorms	Unlock, bathing and tidying up of the dorms		
7.15 – 8.00 am	Breakfast and cleaning up the dining area	Breakfast and cleaning up the dining area	Breakfast and cleaning up the dining area	Breakfast and cleaning up the dining area	Breakfast and cleaning up the dining area		
8.00 – 8.25 am	Morning devotions,	Morning devotions	Morning devotions	Morning devotions	Morning devotions		
8.00-8.30am	Morning parade, roll call and handing over the children to the academic section	Morning parade, roll call and handing over the children to the academic section	Morning parade, roll call and handing over the children to the academic section	Morning parade, roll call and handing over the children to the academic section	Morning parade, roll call and handing over the children to the academic section		
8.30 AM– 12.40 PM	CLASSES/ VOCATIONAL TRAININGS						
12.40 – 2.00PM	LUNCH BREAK						
2 – 3.00PM	Classes/ vocational trainings						
3 – 4.00 PM	GUIDANCE AND COUNSELING HOUSE MASTERS	FOOTBALL MR SHINYA	CLUBS PATRONS	FOOTBALL MR SHINYA	ALPHA		
4.00 – 6.00 PM	Bathing and personal hygiene/ TV Viewing						
6.00 – 7.00 PM	Supper and lock up						
SATURDAY							
7.00 – 8.30 am Unlock and breakfast	8.30 – 9.00 am Roll call and duty allocations	9.00 – 10.00 General cleaning/ personal cleaning	10.00 – 12.30 – Preps	12.30 – 2.00pm Lunch break	2.00-4.00pm Recreation	4.00 –5.30 pm Games	5.30pm -7.00pm Supper and lock up
SUNDAY							
7.00 – 8.30 am Unlock and breakfast	8.30 am – 11.00 am Sunday services	11.00 – 2.00pm Recreation / lunch	2.00pm-3.00pm Personal cleaning	3.00-5.00pm Games (Don Bosco)	5.00pm-7.00pm Supper/ Lock up		