

**EFFECTIVENESS OF REHABILITATION PROGRAMMES ON JUVENILE  
DELINQUENTS IN KENYA**

**A SURVEY OF REHABILITATION SCHOOLS IN NAIROBI COUNTY**

**BY**

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Sociology and Social Work of the University of Nairobi.**

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## DECLARATION

I declare that this is my original work and has never been presented for examination in any other institution for award of a degree or a diploma.

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## **DEDICATION**

This project is a special dedication to my children, Fiona Akinyi Odera and Jeff Onyango Odera for their moral support and encouragement during the study. May the Almighty God bless you abundantly.

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My most sincere gratitude goes to my supervisor Prof, E.K. Mburugu who guided, encouraged and supervised this project to its' successful conclusion. The University of Nairobi fraternity stands applauded for the opportunity accorded to me to pursue my studies at masters' level. Let me also take this special opportunity to sincerely thank my boss - director children services, Mr. Ahmed Hussein and the Children's department as a whole for giving me the opportunity to pursue my masters program at the University of Nairobi. The staff members from Kabete, Getathuru and Dagoretti rehabilitation schools, truly you deserve recognition for your co-operation and positive contributions that led to the success of this project. To all the children from the above mentioned schools who took part during data collection, thank you very much for the valuable information you gave.

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## ABSTRACT

The purpose of this study was to examine the effectiveness of rehabilitation programmes on juvenile delinquents in Kenya. The study was carried out in government rehabilitation schools in Nairobi County which included Kabete, Getathuru and Dagoretti. Specifically the study sought to establish the existing rehabilitative programmes in the institutions, environmental settings of the institutions, competence level of the officers working in the institutions, management policies and guidelines for these institutions. Overall, the study intended to find out how these factors affected the rehabilitation of juvenile delinquents committed to these institutions by looking at both short and long term benefits of the rehabilitation programmes to the juveniles delinquents.

The study was a survey of the juvenile rehabilitation schools in Nairobi County. The target population were the 3<sup>rd</sup> year juvenile delinquents, welfare officers, class teachers and vocational training instructors from the three institutions who were 179 in total and purposively selected. Out of this, the study selected a sample size of 89 respondents. The data for the study was collected using questionnaires, interview schedules, focus group discussion and observation. After data collection, it was analyzed descriptively using excel, word and SPSS and then presented in tables, figures and prose form.

The study found out that the rehabilitation programmes for the juvenile delinquents in Kenyan rehabilitation schools were counseling, Education, spiritual welfare, vocational training and life skills training courses which included - masonry, mechanic, tailoring & dressmaking, carpentry & joinery and barber for the boys, hair dressing, tailoring & dressmaking, fashion & design and bakery for the girls. Training in agriculture and personal hygiene were common for all the children in the institutions.

These programmes were carried out in deplorable conditions which have greatly affected the juvenile's rehabilitation process. Therefore most of the juveniles have not benefited from the rehabilitation programmes. The personnel that have been deployed within the rehabilitation schools are well trained and competent enough to effectively take the children through the process. At the same time the programmes that were provided within the institutions were carried out according to the management principles and guidelines.

The study recommended that vocational training courses should not be gendered as the current society does not distinguish between the male and female skills but should address areas where the juveniles are strong and areas of interest. Training in other courses should also be made more interesting especially education which improves on the country's literacy levels. The stakeholders should put the necessary efforts to make living conditions more favourable for the children and learning facilities should be provided to facilitate effective delivery of the rehabilitation programmes. The government should increase the staffing/personnel of the juvenile rehabilitation schools and ensure that they are adequately trained to aid the juveniles through rehabilitation process. Boys need to be assessed on the challenges that are impeding on their rehabilitation process. The boys' schools should evaluate the conditions provided in the institutions which seemed to be the greatest challenge while that of the girls should be given more favourable conditions to enhance their rehabilitation process.

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## LIST OF ACRONYMS

CDC	Center for Diseases Control
COR	Code of Regulation
CRE	Christian Religious Education
CSPro	Census and Survey Processing System
IRE	Islamic Religious Education
ITP	Individual Treatment Plans
KISE	Kenya Institute of Special Education
KNEC	Kenya National Examination Council
KTTC	Kenya Technical Training College
NGOs	Non-Governmental Organizations
SPSS	Statistical Package for Social Sciences
UN	United Nations
UNICEF	United Nations Children Education Fund
US	United States

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1: Background of the study**

Through the decades there have been many trends in rehabilitation programmes for juvenile delinquents world over and there continues to be many more new and innovative ways to help halt or reverse the growing problems through juvenile justice system. Juvenile justice system is a comprehensive term for dealing with children who come into conflict with the law (Griffin, 2010). The system is categorised as criminal justice system, civil justice system, administrative justice system and the informal justice system such as customary/traditional courts or tribunals.

Children's justice system looks at the applicable norms, laws, procedures, structures and institutions in order to ensure that the children's rights and legal safeguards are fully respected and protected. Children in conflict with the law must be dealt with through a specialised justice system where measures specific to the needs and evolving capacities of children apply within specified rehabilitative platforms inform of programmes (U.S Department of Justice 2007).

In the early days punishment which 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. The juvenile delinquent rehabilitative model focuses on the counselling/guidance/treatment of the offender with the assumption that interventions such as probation supervision, work readiness, incarceration, training, cognitive skills training and behaviour therapy will change behaviour and reduce the frequency of juvenile offenses (Bradshaw and Roseborough, 2005).

McGuire (2001) defines rehabilitation programmes for juvenile delinquents as a plan of learning opportunities which shares much in common with the notion of curriculum in educational setting. It constitutes a circumscribed set of activities that has specific objectives and it consists of a number of inter-connected elements. More broadly however, in criminal justice settings the term programme can be used to describe

initiatives like mentoring schemes for young offenders or therapeutic communities for drug mis-users. In much of the existing literature there is an assumption that rehabilitation programmes denote interventions delivered to groups of offenders. Holling and Palmer (2000) reviewed some of the main benefits associated with group work provisions, however it is worth noting that the notions of a programme is not in fact synonymous with group work. In principal, programmes can be delivered to a single offender or to a group of individuals.

Rehabilitative programmes may be set up to provide legal alternatives for income generation for instance supplying adolescents and young people with increased economic opportunities, professional training, education, increased role and responsibility of local communities in dealing with juvenile delinquents, provision of new places/environment and assistance to help prevent the offenders involvement in delinquent activities. It is essential for juvenile delinquents re-entry into the mainstream society because being rehabilitated sets the foundation to lead a healthy lifestyle in the community once out of the juvenile justice system (Bradshaw and Roseborough, 2005). At the same time some of the rehabilitative methods address personal needs of juvenile delinquents and gives them realistic options to make within the society without having to recidivate (Lober, Farrington and Petechuk 2003).

The problem with juvenile delinquency is becoming more complicated and the programmes aimed at their treatments now proliferate in almost all institutions/communities (U.S Department of Justice, 2007). However these programmes are either ill-equipped to deal with the present realities or are not implemented fully. Many countries have done little or nothing to deal with these problems and international programmes are proving insufficient. The countries are engaged in activities aimed at juvenile crime prevention but the overall effect of these programmes is rather weak because the mechanisms in place are often inadequate to address the existing situation (Campaign For Youth Justice, 2007, Acoca, 1999). In the United States for instance, the congress passed the Juvenile Delinquency Prevention and Control Act in 1968. This was

later revised in 1972 and renamed the Juvenile Delinquency Prevention Act (U.S Department of Justice, 2007).

The said statute creates juvenile courts and provides for methods of dealing with juvenile delinquency as an acceptable extension of state police power to ensure the safety and welfare of the children. It advocates for the doctrine of *parens patriae* (parent of the nation) which authorizes the state to legislate for the protection, care, custody and maintenance of children within its jurisdiction (U.S Department of Justice, 2009).

In the United Kingdom more and more teens now are being incarcerated alongside adults in prison. This represents society's recent shift towards taking a harsher view of adolescents' culpability. There has not been a lot of extensive research into the impact of laws making it easier to try kids as adults. But the studies that do exist indicate that *the get tough approach* has had little or no effect on the rate of juvenile crime. Moreover, these studies show that trying juveniles in adult criminal courts may actually result in higher rates of re-offending, (Acoca, 1999).

The juvenile justice system in Africa is often the end of the line for youth facing multiple risks. Children born poor, with unmet health needs and/or have been victims of violence and spend time in foster care are at increased risk of ending up in the criminal justice system. Every year approximately 87,000 youth are housed in juvenile residential placements ranging from non-secure community-based group homes to long-term confinement in youth prisons (CDC, 2007). An additional 10,000 youth are in adult jails and prisons awaiting trial or serving sentences. As youth return to their communities from confinement, challenges continue, they may need support to stay in school, find a job, and manage substance abuse and mental illness. Too often they end up re-entering the system or moving on in the prison pipeline (Campaign for Youth Justice, 2007).

In Kenya the number of juvenile delinquents that go to correctional facilities to serve time for the crimes they have committed has been on the rise. At the same time incarcerated youth return to the justice system at alarmingly high rates. Minority youth

make up approximately two-thirds of the youth in the juvenile justice system (Griffin, 2010). Total juvenile arrest rates peaked in 1996 at 9,443 per 100,000 youth ages 10 to 17 and fell by one-third in 2008 (to 6,318 per 100,000).

This trend has however changed with the current juveniles in custody having increased by over 60 percent (2008 – 2012) from 6,318 to 13,108 per 100,000. On distribution of juvenile crime across the provinces of Kenya, Nairobi province has the highest incidences compared with the other seven provinces (Muchai and Jefferson, 2012).

### **1.2: Statement of the Research Problem.**

The juvenile delinquents rehabilitative system has serious implications on a juvenile's immediate life and future well being. The programmes include counselling, education, vocational training work and community involvement and the focus is on helping the youth grow out of delinquent behaviours as they take into account a troubled background or abuse and treat juveniles as adolescents who have room to learn and grow (Ziedenberg and Holman, 2006). They are meant to promote personal responsibility and provide offenders with real opportunities to succeed in legitimate occupations. Siegal (2002) adds that educational, vocational training and specific counselling strategies can be effective if they are intensive, relate to programme goals and meet adolescent's individual needs.

In Kenya, juvenile offenders are taken to the Rehabilitation Schools for character reformation. However the ability of these schools to deliver the programmes in a manner that is beneficial to this group of youth is questionable. For instance in his study, Kikuvi (2011) showed that none of the schools have all classes (1-8) leading to non-continuity even in the counselling process and subsequent rehabilitation process. At the same time there are no trained counsellors with a staffing rate of (7.7 percent) for combined nursing and counselling while another (15.5 percent) combined teaching and counseling.

There is also 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(s) of being there. At the same time



parents are not fully committed or co-operating during the rehabilitation process. Finally the adolescents reported that they were unhappy with caning and punishment (76 percent) and the attendance of teachers in class (55 percent) and being locked up early (48.3 percent) (Kikuvi, 2011).

There exists a minimal research on the effectiveness of rehabilitation programmes on juvenile delinquents. For instance, Achieng (2009) investigated the *socio-economic* factors leading to juvenile delinquency in Nairobi. Nyabonyi (2000) touches on delinquent behaviours in various categories of primary schools and compares delinquent behaviours between female and male primary school pupils.

Oluoch (1993) looks at the adolescent and theft, intervention by the juvenile courts while, Kiunjuri (2002) investigated on the factors leading to juvenile delinquency in Nairobi. Grace (2007) examined the phenomenon of youth crime in Nairobi especially in relation to youth gangs. The case paid special attention to the *Mungiki* movement and street families. It also examined some of the organized responses to crime of this nature while Kikuvi (2011), studied the Rehabilitation of Delinquent Adolescents in Kenya by exploring on the Challenges and Implications for Counselling.

In relation to the current study, Achieng has aided the researcher in indentifying the socio-economical context of juvenile delinquency in Kenya while Nyabonyi highlights on the behaviours exhibited by delinquents and shows gender perspective of juvenile delinquency in Kenya. Oluoch informs the current study by tackling on the interventions employed by Kenyan courts in dealing with juvenile delinquency which then refers them to the rehabilitation schools, Grace examined the youths in trouble with the law (*Mungiki* and street families) and the organized responses by the Government in dealing with these groups of gang members involving youths and Kikuvi (2011) looks at the implication of counselling on juvenile delinquency.

However none of these studies have studied on the current juvenile rehabilitation programmes from the delinquent's perspective so as to be able to establish the

institutional effectiveness of these programmes on the lives of the juveniles both during and after rehabilitation which is the basis of the current study.

### **1.3: Research Questions**

- i. Which are the rehabilitation programmes for juvenile delinquents in Kenya?
- ii. How is the environmental setting of rehabilitation schools in Kenya?
- iii. What is the competence level of the staff handling juvenile delinquents in Kenya?
- iv. What are the management policies and guidelines used in Kenyan rehabilitation schools?
- v. Which are the benefits of rehabilitation programmes to the juvenile delinquents in Kenya?

### **1.4: Objectives of the Study**

#### **1.4.1: General Objective of the Study.**

The main aim of this study was to examine the effectiveness of rehabilitation programmes on the juvenile delinquents in Kenyan rehabilitation schools.

#### **1.4.2: Study's specific objectives.**

- i. To establish the existing rehabilitation programmes for the juvenile delinquents in Kenyan rehabilitation schools.
- ii. To examine the environmental settings of rehabilitation schools in Kenya
- iii. To establish competence level of the staff handling juvenile delinquents in the Kenyan rehabilitation schools.
- iv. To establish the management policies and guidelines used in Kenyan rehabilitation schools.
- v. To establish the benefits of rehabilitation programmes to the juvenile delinquents in Kenya.

### **1.5: Justification for the study.**

The largest proportion of crime in Kenya is committed by youth making it imperative to address youth crime as a special focus of crime prevention efforts and transformation of this group both as victims and offenders. As is the case all over the world persons who are most likely to offend are also at greatest risk of being victims themselves. Effective intervention therefore plays an essential role in any strategy designed to diminish the rates of juvenile delinquency.

Individuals who are employed in the juvenile justice system apply various forms of intervention as an important component of dispositional sanctions imposed on juvenile cases. This is particularly true for serious, violent, and chronic juvenile offenders who have the potential for long and harmful criminal careers and who in the absence of effective interventions, are likely to recidivate while at the age for peak offending. Therefore it calls for an extensive and intensive scrutiny of the current rehabilitative programmes in order to gauge their suitability and relevancy in reforming this group of children as a form of restoring back the juveniles to the society and transforming them into responsible and productive citizens in their future adult lives.

### **1.6: Scope and Limitation of the Study**

This study focused on the effectiveness of rehabilitation programmes for the juvenile delinquents in Kenya. The study was carried in three (3) Government rehabilitation schools within Nairobi County, namely, Kabete Boys Rehabilitation School, Getathuru Boys National reception, Assessment and Classification School and Dagoretti Girls Rehabilitation School.

The target population at the time of study was 179 comprising of Juvenile delinquents who were about to graduate from the schools (3<sup>rd</sup> years) and staff members of 144 and 35 respectively. The staff members used in this study were class teachers, welfare officers and vocational instructors working within the selected schools. The sample size that the study finally focused on was 89 with juvenile delinquents and staff members of 72 and 17 respectively. Specific areas of focus were the existing rehabilitation programmes,

environmental settings of the rehabilitation schools, competence level of the staff handling the juvenile delinquents, management policies and guidelines of the institutions and the benefits of the rehabilitation programmes to the juvenile delinquents.

Due to the nature of this inquiry, the following limitations were encountered. The researcher was denied access to some the information regarding the juveniles which could have enriched this study further because these institutions are regarded as penal and correctional centers and therefore not accessible to the general public. However, this problem was addressed by acquiring consent letter from the Director, Children Services but still with limited access to information on juvenile's personal files. This was contrary to the researcher's earlier perception of being a staff and therefore would have easy access to all the information required.

Language barrier was another limitation since majority of the juvenile delinquents who took part in the study were not comfortable with English language used in the questionnaire. This problem was solved by translating the questions into Kiswahili language which finally helped them to respond to all the questions asked though with more time taken in data collection than expected.

Time frame for this study was inadequate and therefore the researcher missed the opportunity to engage the ex- juvenile delinquents in the study who would have given a practical experience about the effectiveness of rehabilitation programmes.

### **1.7: Conceptual Definition of Key Terms:**

#### **Rehabilitation**

Is used in this report to refer to those types of practices in Juvenile Justice that are most directly aimed at reducing re - offending in young people and is also used to refer to specific forms of intervention rather than the social or administrative context in which interventions take place.

## **Programmes**

These are the strategies, methods and modes employed in the process of reforming the juvenile delinquents.

## **Juvenile**

In the context of this study, juveniles are those people who haven't reached adulthood or the age of majority or children in the age of ten to eighteen years.

## **Delinquency**

Delinquency is defined as the committing of offences considered crimes by the state by children who are not yet adults or the juveniles who in one way or another come into conflict with the law of the state.

## **Juvenile detention center**

This is a short-term residential facility that houses youth offenders while they are awaiting court hearings or placement in a long-term program. Judges typically send young offenders to a juvenile hall in order to ensure public safety, as well as to encourage the well-being of the children. In general, juveniles are not treated the same as adult criminals. Rather, they are considered under a form of protective supervision. The characteristics of detention centers can differ from place to place.

## **Environmental Setting**

These are the conditions, facilities, resources, infrastructure, organizational culture and orientation of the juvenile correctional facilities in Kenya.

## **Staff Competency**

The ability of the staff working in the juvenile delinquents rehabilitation schools to effectively dispense the programmes in a manner that is set out in the guidelines and beneficial to the juveniles.

**Management policies and guidelines**

The standards and directives under which the juvenile rehabilitation programmes are carried out within the institutions.

**Benefits**

These are the achievements and advantages that come with the rehabilitation programmes for the juveniles.

## CHAPTER TWO

### LITERATURE REVIEW AND THEORETICAL FRAMEWORK:

#### **2.1: Introduction.**

This section presented relevant literature on the effectiveness of rehabilitation programmes on the juvenile delinquents. The literature was reviewed on the existing rehabilitation programmes for the juvenile delinquents, environmental settings of rehabilitation schools, staff competence levels, management policies and guidelines for the rehabilitation programmes and the benefits of rehabilitation programmes to the juvenile delinquents. More so the literature relevant theories on rehabilitation of the juvenile delinquents have been reviewed and finally the section wound up with a conceptual framework.

#### **2.2: Theoretical Review.**

Delinquent behaviors among juveniles encompass aggressive acts like theft, vandalism, fire setting, truancy, running away from school / home, defying authority and other anti-social behaviors. All these could be halted if delinquent adolescents were effectively rehabilitated within the rehabilitation schools. According to the (Child Care Act, 2011), it is the principal objective of children rehabilitation schools to provide appropriate educational and training programmes and facilities for children referred to them by a court and by having regard to their health, safety, welfare and interests, including their physical, psychological and emotional wellbeing, providing proper care, guidance and supervision for them, preserving and developing satisfactory relationships between them and their families, exercising proper moral and disciplinary influences on them, recognizing personal, cultural and linguistic identity of each of them (Children's Act, 2001).

This is to promote the children's reintegration into society and prepare them to take their place in the community as persons who observe the law and are capable of making a positive and productive contribution to society (Kikuvi, 2011). Lauer and Prescott (1998) contend that effective rehabilitation programs are those that focus on changing behavior

and beliefs conducive to crime. According to Siegel (2002) if successful rehabilitation were not the ultimate goal of juvenile corrections, then 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.

### **2.3 Empirical Review.**

A number of analytical reviews have been published in the last twenty years suggesting some form of rehabilitation for the juvenile delinquents and substantial evidence suggesting that interventions to reduce re - offending led to an overall positive net gain when treated groups were compared to non-treated groups. Oluoch (1993) analyzed on adolescent and theft and intervention by the juvenile courts. His study involved serious and violent juvenile offenders in detention. He reported that the best intervention programs were capable of reducing recidivism rates by as much as (40 percent). He regarded this figure as an accomplishment of considerable practical value in terms of expenses and social damage associated with the delinquent behavior of these juveniles.

The current study took a similar approach by analyzing the effectiveness of rehabilitation programmes on juvenile delinquents by examining the specific rehabilitation programmes available for the juvenile delinquents and also conducted a comparative analysis against their effectiveness on juvenile delinquents and made recommendations on the best programmes among the ones provided in Kenyan juvenile justice system. Further, the study focused on the juveniles who were just about to graduate from the Kenyan rehabilitation schools after spending the maximum recommended period of three (3) years but not the level of offence committed.

Children in conflict with the law were one of the less privileged groups which Stephanie and Corinne (2011) chose to study in order to assess the effectiveness of the juvenile justice system in Ghana or how the justice system in Ghana worked for juveniles. The major aim of the study was to assess Ghana's compliance in law and in practice with the relevant international and regional human rights instruments that it had ratified.



The study findings indicated that in terms of infrastructure the buildings at the compound of the remand homes were built in 1946 and very little had been updated since then and there was no sufficient space to adequately house the juveniles. On staffing, there were only three social workers at the Boy's Remand Home and another three at the Girl's Remand Home and Correctional Centre. This was insufficient due to the number of juveniles at the facility and the supervision required. The Acting Warden of the Boy's Remand Home reported that the boys required strict supervision due to their tendency to fight with each other and yet there were no enough staff to provide this. In addition, the social workers played every role at the remand homes and correctional centre as a counselor, teacher and supervisor.

There was only one security guard at the compound and he must watch over all four facilities. He also only worked at night. During the day, there was no one on duty to ensure that the juveniles stay within the facility. The gates were open and the juveniles could easily leave the premises especially if the social worker was busy with other tasks. Since the remand home was viewed as a temporary location for the boys (for a maximum stay of 3 months), there was no funding given towards training them with a useful skill. However the study showed that the boys often stayed longer than the prescribed 3 years and there was usually plenty of time for them to learn a skill. In general, the juvenile justice system suffered from lack of funding and the remand homes greatly relied on support from UNICEF and NGOs since government was unwilling to commit funding for the skills training (Stephanie and Corinne, 2011).

The current study evaluated similar conditions as mentioned above but was carried out in Kenya. Other than just giving the existing rehabilitative programmes, status of the rehabilitation schools based on the environmental conditions, staff competence level, management policies and guidelines and the benefits of rehabilitation programmes to the juveniles, this study highlighted these factors and went further to assess their effects on the rehabilitation process of the juvenile delinquents. Whereas the above study was informed by the need to assess Ghana's compliance in law and in practice with the relevant international and regional human rights instruments that it had ratified. The

current study was informed by the rate at which juvenile recidivism was growing and therefore wanted to find out the relationship between effectiveness of rehabilitation programmes and recidivism among the juvenile delinquents from the rehabilitation schools in Kenya.

A strategy paper by the United Nations (2009) sets out the global context for concern about the plight of young people in urban settings, the extent and nature of those problems for African youth with a specific focus on the youths in Nairobi-Kenya and the urgency of the need for widespread and concerted action. Secondly, the paper outlined the crucial role which national and local governments must play in meeting these challenges including the adaptation of government structures which will foster and enable the rights of children and young people to be protected and supported. It also looked at the development of youth policies and participatory mechanisms available for the youth. It was intended for elected city officials, local government administrators and services as well as others who worked at the local level in the public and private sectors.

The paper recommended that the government should implement legislation to protect human rights as they related to youth and adopted / implemented social crime prevention policies and programmes. At the same time allocated financial resources for the prevention, protection, rehabilitation and reintegration appropriate for children and youth in disadvantaged social conditions and who were at risk. It gave high priority to marginalized, vulnerable and disadvantaged youth especially those who were separated from their families and children living or working on the streets. They devolved and decentralized some of the responsibilities for criminal justice to the local authorities and set up mechanisms for local authorities actively involved in preventing youth crime and reintegrating young offenders.

The local community took the lead in peer-to-peer training to stimulate, support and facilitated the role of marginalized and vulnerable youth in the wider society by recognizing that young people were the best agents for delivering positive change for other young people. To network, develop and institutionalize mechanisms for sustained

youth empowerment and participation in decision-making at all levels with particular emphasis on local-to-local exchanges. They ensured that the family was supported as the cornerstone of the community and facilitated the integration of youth into society through education, providing support, transmitting values and contributing to the development of young women and men into responsible adults (United Nations, 2009).

The current study was a case study of the Kenyan juvenile justice system. It did not just make recommendations on what should be done to reduce juvenile delinquency, but examined the rehabilitation programmes that have been put in place to rehabilitate juvenile delinquents who have been in the justice system. The study took an analytical context in evaluating the rehabilitative programmes and assessing their effectiveness on the juvenile delinquents in Kenya.

Grace (2007) examined the phenomenon of youth crime in Nairobi especially in relation to youth gangs. The case paid special attention to the *Mungiki* movement and street families. It also examined some of the organized responses to crime of this nature. The study found out that the most effective organized responses to these crimes were through interventions focusing on family functioning, behavioral treatment programs, interpersonal skills and community integration.

There was also evidence that intervention programs delivered in the community were more effective and focusing on systemic risk and protective factors within families, peers and schools with increased chances of positive outcomes and that rehabilitation programs were also cost effective. The current study differed with Grace's in the sense that it did not only focus on the juvenile delinquents rehabilitation programmes but also took into account the manner in which the programmes were delivered to the juveniles, the conditions under which the programmes were carried out and the ultimate benefits achieved by the juveniles.

In his exploration on the challenges and implication for Counselling (Kikuvi, 2011) examined the rehabilitation of delinquent adolescents in Kenya. The study sought to

establish qualifications of staff members, find out the perception of the rehabilitation schools by the rehabilitees, identify the rehabilitation programs in place, assess parents' involvement in the rehabilitation process and establish whether the schools environment was conducive for rehabilitation. Study findings showed that none of the schools had all classes leading to non-continuity even in the counselling process and subsequent rehabilitation process. There was lack of understanding among the adolescents as to why they were in the rehabilitation schools. The main programs in the schools were guidance and counselling, educational, vocational and spiritual training. And at the same time staff members indicated a below average involvement of parents in the rehabilitation with their children and that the school climate was non-conducive for rehabilitation to occur.

The current study was very similar with Kikuvi's except that it examined the effectiveness of the existing rehabilitation programs, environmental settings under which the programmes were carried out and staff competence levels. The study did not assess the juvenile's perception of the schools and parental involvement instead it focused on the management policies and guidelines aiding the dispensation of the rehabilitation programmes and the benefits of the rehabilitation programmes to the juvenile delinquents. Whereas Kikuvi's was general, the current study was carried out in 3 rehabilitation schools namely: Kabete, Gatethuru and Dagoreti and took a comparative approach during data analysis to compare the effectiveness of the rehabilitation programmes among the schools alongside the study objectives.

A study by Wategi (2008) focusing on the youth and crime employed the use of focus group discussions by selecting a few youth group members to describe the crime situation in the Eastland region of Nairobi and unstructured interview which encouraged the youths to talk freely about the issue of crime.

The study found out that the police had been killing these youths indiscriminately as a way of halting youth crimes among the slum dwellers. The few surviving ones have either been educated or nurtured by the church to escape crime or have joined a youth group for provision of basic needs. All the youth interviewed knew at least three other

youth who had been killed by either the police or a mob due to crime. At the same time a few youths also residing in the slums and facing the same living conditions had devised youth groups as a survival strategy. Through these groups, they came up with small projects to provide them with income for survival.

The current study took a similar analysis of youth and crime but specifically focusing on the rehabilitation process of the youths that have been incarcerated in the Kenyan juvenile rehabilitation schools. The study assessed the rehabilitation programmes that had been put in place to help the youths lead responsible lives and re-enter back into the society as productive members of the society. The other difference is that the current study is descriptive in nature and employed the use of questionnaires and structured interview schedules as data collection tools.

## **2.4 Theoretical Framework**

### **Introduction**

In the discipline of sociology there are theories that explain social behaviour. It is from these theories that an understanding was developed about the juvenile delinquents on specific phenomena in their daily lives within the institutions. In this section, the discussion was based on sociological theories that explained the effectiveness of rehabilitation programmes on the juvenile delinquents.

The theories identified in this case were analysed, supported and criticized in an attempt to show how they explained the effectiveness of rehabilitation programmes on juvenile delinquents. In addition the theoretical review gave the reasons as to why juvenile delinquents required effective rehabilitation programmes in order to lead a healthy life during and after graduating from the rehabilitation schools. The theories for this particular study included: Social disorganization theory developed by Chicago School (Ecological School, in 1920s and 1930s, (Fine, 1995), Social learning theory by Bandura (1977) and Rehabilitative model by Cressy and Ward (1969).

### **2.4.1: Social Disorganization Theory.**

A core principle of social disorganization theory is that place matters, one's residential location as much or more than one's individual characteristics (age, gender, race) in shaping the likelihood that a person will become involved in illegal activities (Cavan, 1983). Thomas and Znaniecki (1918–1920) introduced the idea that a person's thinking processes and attitudes are constructed by the interaction between that person's situation and his or her behavior. Attitudes are not innate but stem from a process of acculturation. Any proposed action will have social importance to an individual both because it relates to the objective situation within which the subject has to act and because it has been shaped by attitudes formed through a lifetime of social and cultural experiences (Thomas and Znaniecki, 1920).

This is based on the 'four wishes' of the Thomas theorem, if men define situations as real, they are real in their consequences. These four wishes are the desire for new experiences, the desire for recognition, the desire for domination, and the desire for security. Combined with the cultural values of a pre-existing situation, the four wishes give rise to certain attitudes which subjectively defined meanings and shared experience strongly emphasized and embodied in specific institutions.

Social disorganization theory grew out of research conducted in Chicago by Shaw and McKay (1942). Using spatial maps to examine the residential locations of juveniles referred to Chicago courts, Shaw and McKay discovered that rates of crime were not evenly dispersed across time and space in the city. Instead crime tended to be concentrated in particular areas of the city and importantly remained relatively stable within different areas despite continual changes in the populations who lived in each area.

They concluded that crime was likely a function of neighbourhood dynamics as a result of lack of behavioural regulation where socially disorganized neighbourhoods tended to produce *criminal traditions* that could be passed to successive generations of youth. This system of pro-delinquency attitudes could be easily learned by youth through their daily contact with older juveniles. Neighbourhood characterized by social disorganization

provides fertile ground for crime and delinquency in two ways: through lack of behavioural control mechanisms and through cultural transmission of delinquent values.

From a critical aspect the social disorganization perspective remained both popular and influential throughout the 1950s and 1960s. As Bursik and Grasmick (1992) noted, however, with the refinement of survey approaches to data collection and the increased interest in social-psychological theories of control, deterrence, social learning and labelling, the focus of the discipline significantly began to shift from group dynamics to individual processes during the 1960s and 1970s. This trend moved away from macro-level criminological theory and research showed that the social disorganization tradition fall into relative disfavour among criminologists many of whom viewed it as irrelevant or at best marginal to modern criminology (Arnold and Brungardt, 1983; Davidson, 1981, Byrne and Sampson, 1986).

The root of new attitudes arise from the formation of new relationships and interaction between the person and the world outside the community. In this study the rehabilitation schools were viewed as the institutions presenting new forms of interactions between the juvenile delinquents and their behaviors where the main objectives of the rehabilitation process was to reform these delinquents and therefore they tended to impart positive social and cultural experiences on the juvenile delinquents.

On the basis of the four wishes, the study argued that these institutions provided the juvenile delinquents with recognitions, desire for domination and security combined with cultural values to subjectively defined meanings and shared experience strongly emphasized and embodied in the delinquents which was the root of new attitudes arising from the formation of new relationships and interaction between the person and the world outside the community.

#### **2.4.2: Social Learning Theory.**

The social learning theory focuses on the individuals conditioning processes which proposes that observational learning can occur in relation to three models, live model in which an actual person is demonstrating the desired behaviour, verbal instruction in

which an individual describes the desired behaviour in detail and instructs the participant on how to engage in the behaviour and symbolic in which modelling occurs by means of the media including movies, television, internet, literature and radio. This type of modelling involves a real or fictional character demonstrating the behaviour, (Bandura, 1977).

This theory is based on how an individual conforms and accepts the rules, laws and morals of society. When there are positive role models within the home and community the individual is able to learn positive ways of achieving goals. When there is violence in the home the individual learns that violence is the only available way of coping with frustrations. This means that the more positive the environment a child is placed in the more likely s/he is able to conform to society and become a non delinquent (Champion, 2004).

The theory has been applied in Social Control Theories, conflict criminology and labeling theories that tried to explain the emerging and more radical social environment. Moreover, people believe that they could observe behavior and see the process of social learning e.g. parents watched their own children and saw the influence of other children on their own, they could also see what kind of effect they had on their own children i.e. the processes of differential association and reinforcement. The conservative political parties were advocating an increase in punishment to deter crime. Unlike labeling theory, social learning theory actually supports the use of punishment which translates into longer sentences for those convicted and helps to explain the increase in the prison population that began in the early 1970s ( Burgess and Akers, 1969)

Although the approach appears less mechanistic than behaviorism, social learning theorists generally do not believe in free will and take a deterministic view of human behavior. Their emphasis on the role of cognitive and motivational factors may appear to give freedom of choice a role in behavior but it should be remembered that a person's motivation is the product of learning that took place at an earlier time and that therefore their 'choices' are not free.



They share with the behaviorists a tendency to favour the nature side of the nature-nature debate although it is generally assumed that the capacity for observational learning must be innate. Like behaviorism and other scientific approaches to psychology, social learning theory is a representation of concepts /constructs of interest in a study, their observable manifestations and the interrelationships among and between them (nomological) in its outlook and holds the similarities between people to be more important than the differences. Along with the *nomological* outlook comes a reductionist approach to explaining behavior, whereby even the most complex things that people do are explained in terms of relatively simple fundamental processes of learning.

In the context of this study, the theory is related to the environment under which juvenile delinquents have been placed i.e. if the conditions have positive role models, the juvenile delinquents are able to learn and acquire positive habits which can be more influential in the recovery process otherwise they may recidivate if put in conditions where people do not conform to the rule of law.

#### **2.4.3: Rehabilitative model.**

The rehabilitative model is anchored on the idea that people are different and thus free to express their will that are also different. These ‘individual difference’ shapes how people behave including risk factors such as lack of parental love and supervision, exposure to delinquent peers, the internalization of anti-social values or an impulsive temperament. They are more likely to be involved in crime than people not having these experiences and traits. The model is traced to the positive criminology which argues that given proper care and treatment, criminals can be transformed into productive law-abiding citizens.

The rehabilitative model has been used to differentiate between traditional prisons and modern rehabilitation schools. Whereas the traditional prisons were considered as secure confinement for prisoners and punishment for their wrong doing by making prison life so unpleasant that the prisoner will upon the release hesitate to commit crimes, the core principal in the modern rehabilitative schools is treatment to cure the inmate off his criminality and rehabilitate him from his fallen state.

Arguments for rehabilitation based on recent work (Raynor and Robinson, 2006) and drawing particularly on experience in England and Wales where, currently both penal trends are that strong imprisonment has increased. In these countries histories of the Probation Service usually start from the Church of England Temperance Society's decision in 1876 to establish a missionary service in certain police courts (McWilliams, 1983).

This was an extension of their normal work of trying to persuade sinners and particularly drunkards to reform. Ultimately this was for the good of their souls as well as to reduce the harm they would otherwise continue to do to themselves and others such as their families. The missionaries' activity was clearly related to the rehabilitative tradition. A successful outcome was therefore a respectable, self-supporting, abstinent citizen making his way in the world, or a dutiful, thrifty, abstinent wife and mother.

The ultimate goal and justification however was their spiritual welfare, the successfully helped offender was 'saved' rather than 'lost', Christians had a duty to show mercy to sinners and charity gave this a practical form but active and caring human contact was necessary to persuade sinners and unfortunates to reform (Vanstone, 2004). Paradoxically critiques of the model argue that the array of correctional treatments has no appreciable effect (positive or negative) on rates of recidivism of convicted offenders. The rehabilitative efforts that have been reported so far have no appreciable effect on recidivism.

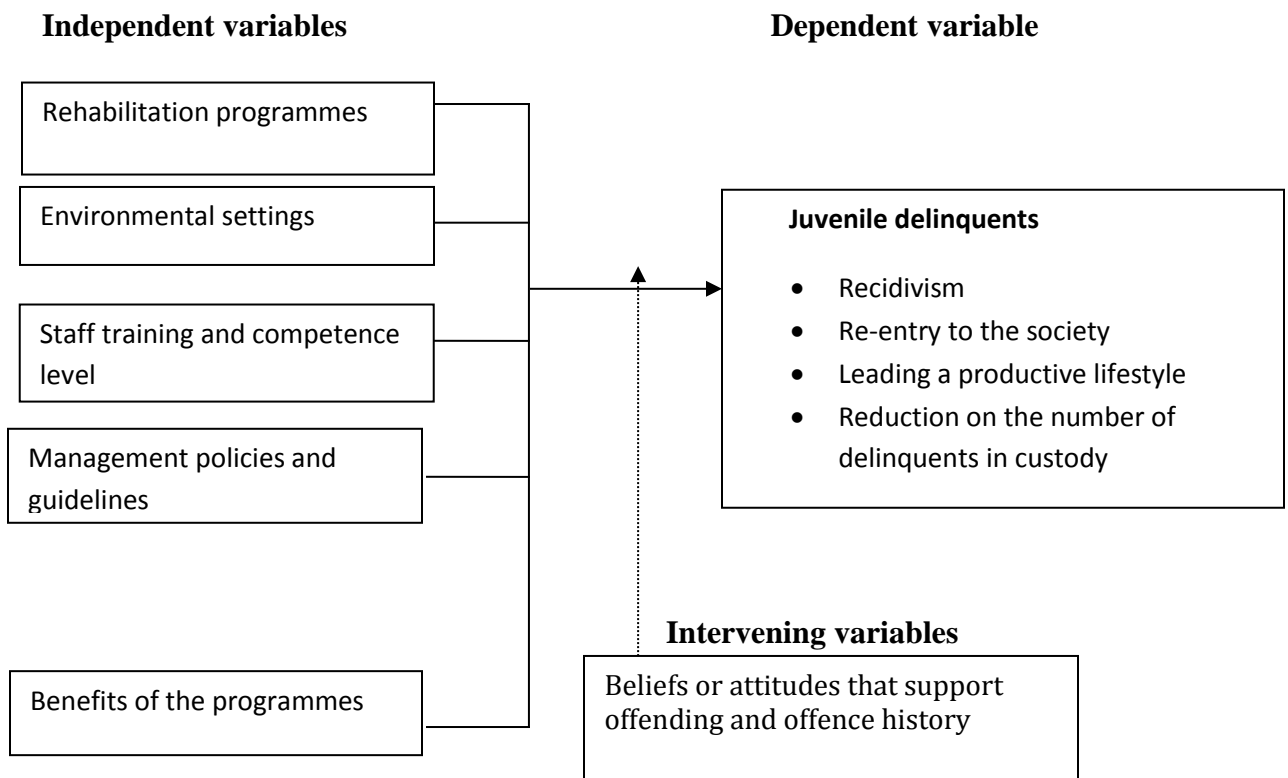
It has been used to define the state of Californian prison system which is often considered a model of this enlightened penology. The name of the institution itself (department of corrections) proclaims its liberal rehabilitative intent. The official image of the department is that it uses its benevolent authority to constructively change the inmates from violent, antisocial criminals to good citizens and at the same time the National Offender Management Service has been an energetic participant in international aid programmes aimed at establishing or strengthening probation services in other countries. This model has been used in this study to show that the purpose of juvenile rehabilitation

schools in Kenya is for character reformation and re-education and to inculcate attitudes and interests that will make for good citizenship for the juvenile delinquents later.

**2.5: Conceptual Framework.**

In this study, rehabilitation programmes, environmental settings of the rehabilitation schools, staff competence level of officers working in the juvenile rehabilitation schools, management policies / guidelines and benefits of the programmes to the juveniles were the independent variables while juvenile delinquent is the dependent variable as presented on figure 2.1.

**Figure 2.1: Conceptual Framework.**



The researcher conceptualized that effective rehabilitation of juvenile delinquents in the Kenyan rehabilitation schools was hampered by the rehabilitation programmes that were available within the institutions. Effective rehabilitation of the juveniles was further affected by the environmental settings of the rehabilitation schools, staff competence level, management policies and guidelines for the administration of the programmes in

the institutions which affected the final benefits of the rehabilitation programmes to the juvenile delinquents. However effective rehabilitation of the juvenile delinquents could not be achieved if the juveniles did not change on their attitude (beliefs) towards delinquency which got worsened by the juvenile's offence history.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1: Introduction.**

This section discussed about the methodology used in carrying out the study. It was subdivided into site selection and description, research design, target population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques and chapter summary.

#### **3.2: Site selection and description**

The study was conducted in three government rehabilitation schools in Nairobi County namely: Kabete, Getathuru and Dagoretti.

##### **3.2.1 Kabete Boys Rehabilitation School**

Kabete rehabilitation school has a capacity of 300 children while the total population at the time of this study was 134 children. The institution (formally Kabete Approved School) was established between 1910 –1912 to cater for youths who had failed to register themselves or carry the ‘Kipande’ by the colonial government. Upon admission the youth offenders were trained on blacksmith, carpentry, tractor driving or plant operations, motor vehicle mechanic, leather work, crop and animal farming, tailoring, masonry, sign writing and painting. Over the years, there are several changes which have taken place starting with the incorporation of academic education – primary level, from standard four (4) in 1980s. In 1980, secondary section within the school was started having the first form one (1) intake in 1981 to impart academic knowledge alongside training.

In the year 2004, the secondary section was phased out owing to the implementation of the National standards which categorized the institution as one offering primary and vocational training courses. The school is situated 12 Kms from Nairobi City along lower Kabete Road. It caters for children who in one way or another come into conflict with the law as enshrined in the children Act, 2001 chapter 586 of laws of Kenya. The school is under the Ministry of Gender, Children and Social development – Children’s department.

The school admits children from Getathuru Boys National reception, Assessment and Classification school. The main objective of the school is to provide psycho-social rehabilitation and character formation besides academic and skills training to the juvenile delinquents. Therefore all the programs in place are geared towards ensuring that the children are adequately provided for and rehabilitated so as to fit well into the society after their release (Kabete, Annual report, 2012 / 2013).

### **3.2.2 Getathuru Boys National Reception, Assessment and Classification School**

Getathuru rehabilitation school has a capacity of 80 children while the total population at the time of this study was 120 children. The institution was established in 1959 by the colonial administration as a national reception and transitional centre for boys to all the rehabilitation schools within the republic of Kenya. It directly receives children (boys) aged 10-17 years old committed by various law courts. The school covers an average of 37 hectares of land. It is a fully fledged government institution under the Ministry of Gender, Children and Social Development, pursuant to section – 47(1) of the children Act, 2001 No 586.

The institution is located within Nairobi Province, Westlands Division, lower Kabete area. It is about 12 kms from Nairobi town. The core functions of the institution are admission, assessment, classification, provision of basic needs, orientation, guidance and counselling, spiritual welfare, development of Individual Treatment Plans (ITP), placements of children, transfer and escort of children (boys) to other rehabilitation schools based on the risk levels. Cases committed to the centre are of two categories i.e children offenders and children in need of care and protection (Getathuru Annual Report, 2012 / 2013).

### **3.2.3 Dagorreti Girls' Rehabilitation School**

Dagorreti rehabilitation school has a capacity of 160 children while the total population at the time of this study was 104 children. The institution was one of the statutory institutions established under the Office of the Vice President and Ministry of Home Affairs but is today under the Ministry of Gender, Children and Social Development. It

opened its doors in the year 1945 just immediately after World War II and later Mau Mau war of 1947-1966 for displaced and homeless children. The school is situated in Kiambu District, but operates administratively under Nairobi Province. It occupies an area measuring 49.1 acres of land.

Until the year 2003 Dagoretti Rehabilitation School was catering for boys when it was changed to a girls' institution. Following this transformation, the institution now receives girls from Kirigiti Girls' Rehabilitation School which now serves as a reception centre for girls. The girls committed to the institution are classified into two categories mainly Welfare (Protection and Care) and Child Offenders (Protection and Discipline). However, the mandate of the school remains to rehabilitate young girls in conflict with the law (Dagoretti Rehabilitation School, Annual Report, 2012 / 2013).

### **3.3: Survey design**

The researcher surveyed three rehabilitation schools in Nairobi County. These were Kabete, Gatathuru and Dagoretti by hiring two independent local research assistants to collect data. The survey was designed to assess juvenile delinquent rehabilitative programmes in-order to establish their effectiveness in reforming the juvenile delinquents in Kenya. As Mugenda and Mugenda (2003) puts it, by gathering data from many subjects (instances) inferences can be made about the likeliness that the measured trait generalizes to a greater population.

### **3.4 Unit of Analysis and Units of Observation**

Mulisa (1990) defines the unit of analysis as the most elementary part of a phenomenon to be studied. In this study, the unit of analysis was the effectiveness of rehabilitation programmes on juvenile delinquency in Kenya. While unit of observation is the unit described by the data that one analyzes (Mugenda and Mugenda's, 1999). The units of observation were the existing rehabilitation programmes provided in the Kenyan juvenile rehabilitation schools, environmental settings under which the programmes were provided, competence level of the officers charged with the dispensation of juvenile rehabilitation programmes within the schools, management policies and guidelines under

which the programmes were carried out and the benefits of rehabilitation programmes to the juveniles delinquents.

### **3.5: Target Population**

The study targeted government rehabilitation schools in Kenya with particular reference to the rehabilitation schools within Nairobi County. Currently there are nine (9) rehabilitation schools in Kenya. Out of these, the study picked on 3 schools in Nairobi County which is in agreement with Mugenda and Mugenda's (1999) recommendation of a 10 - 30 percent sample of the entire study population.

Precisely the targeted schools were Kabete Boys Rehabilitation school, Getathuru Boys National Reception, Assessment and Classification rehabilitation school and Dagoretti Girls rehabilitation school. These schools were chosen because for instance Kabete Boys was the first rehabilitation school in Kenya having been established in 1910 and therefore was expected to be more productive in monitoring the trends in the rehabilitation programmes and processes since its establishment. Getathuru Rehabilitation school which was established in 1959, is an institution with the mandate to assess and classify juvenile delinquents (boys) and then later places them to various rehabilitation schools in Kenya according to their risk levels and needs. It is the first referral point for juvenile delinquents from the juvenile (children) courts.

Dagoretti Girls was established in 1945 was the only girls' rehabilitation school involved in this study which was found within the scope of the study (Nairobi County) as there are only two girls rehabilitation schools in Kenya. The specific target population sampled from these institutions were the juveniles who were about to graduate from the rehabilitation schools (3<sup>rd</sup> years), welfare officers, class teachers and vocational training instructors. This was because they are the ones who could give relevant information based on the aim of this study. The target population has been distributed as presented in table 3.1.



**Table 3.1: Distribution of the Target Population**

Category		Kabete	Getathuru	Dagoretti	Total
Juveniles	3 <sup>rd</sup> years	40	78	26	144
Staff population	Welfare officers	5	6	5	16
	Class teachers	4	2	4	10
	Vocational instructors	5	2	2	9
<b>Total</b>		<b>54</b>	<b>88</b>	<b>37</b>	<b>179</b>

### **3.6: Sampling and Sample Size**

Sampling is the procedure a researcher uses to gather people or things to study (Kombo and Tromp, 2006). A sample is a finite part of a statistical population whose properties are studied to gain information. A sample is a small proportion of a population selected for observation and analysis (Best and Kahn, 2007). It's relevant when the researcher is concerned with universe and understanding the audience (Kombo and Tromp, 2006). The study employed various sampling methods in settling on the actual sample size of respondents who participated in the study.

The first sampling technique was convenience. Convenience sampling technique was used in choosing the three schools i.e Kabate, Getathuru and Dagoretti because of their location within Nairobi County and very convenient for the researcher in obtaining the data. Purposive sampling was also used in picking on the juveniles who were in 3<sup>rd</sup> year, the welfare officers, class teachers and vocational training instructors because they were the ones well equipped (key informants) and could give relevant information based on the of the study purpose.

Stratified sampling technique was used in classifying the respondents into various categories of participation in the study. The juveniles were grouped according to the period that they have stayed/been in the institutions, these were the 1<sup>st</sup> years, 2<sup>nd</sup> years and 3<sup>rd</sup> years where the 3<sup>rd</sup> years were picked as the respondents under the juveniles group. The staff members were grouped based to their specific/various responsibilities in the institutions, these groups were the managers, welfare officers, class teachers,

vocational training instructors and sub-ordinate staff. From these groups the study selected the welfare officers, class teachers and vocational training instructors as the respondents under the staff members' category.

According to the target population table (table 3.1) the total population was 179. From this, the actual sample size of the respondents was arrived at by applying Mugenda and Mugenda's, (2003) recommendation of a sample of 10 to 30 % of the target population. However in a small universe a larger proportion could be selected. In this case 50 % of the juvenile population (3<sup>rd</sup> years) was picked which was 72 respondents while the staff were 30 % which was 17 staff members. This was distributed as presented in table 3.2.

**Table 3.2: Sampling Table**

<b>Category</b>	<b>Kabete</b>	<b>Getathuru</b>	<b>Dagoretti</b>	<b>Total</b>
Juvenile delinquents (3 <sup>rd</sup> years)	20	39	13	72
Welfare officers	2	3	2	7
Class teachers	2	1	2	5
Vocational training instructors	2	1	2	5
<b>Total</b>	<b>26</b>	<b>44</b>	<b>19</b>	<b>89</b>

Once the above numbers had been identified, the researcher employed systematic sampling technique in settling on the actual juveniles who participated in the study. They were picked using an interval of 3 where the 1<sup>st</sup> juvenile was used as a base. The researcher then skipped the next two and picked on the 3<sup>rd</sup> juvenile in that order until the sample size for each institution was achieved.

### **3.7: Survey Instruments**

The study was based on both secondary and primary data collected through documentary analysis, questionnaire, interview schedules and focus group discussions. The research instruments were designed and first tested in the field before being applied by the research team during the actual data collection. They were structured according to the

research objectives where the survey data was obtained by administering structured questionnaires containing both closed and open ended questions for the juveniles.

Further qualitative data was also obtained from juvenile delinquents who were treated as focus groups. The focus groups were randomly selected from the 3<sup>rd</sup> year juveniles consisting of 9 - 12 members while key informant schedules was used to obtain data from the staff member's i.e. welfare officers, class teachers and vocational training instructors.

### **3.8: Orientation of the Field Researcher and Pre-testing of Research Instruments**

A two-day orientation was held in each target school in which the researcher trained the two research assistants on the methods and process of data collection. It was designed to familiarize them with the research instruments as well as enhancing their skills and techniques in administering the survey. Before the actual administration of interview schedules and constituting of the focus groups, a pre-test was conducted to establish whether the research assistants correctly understood data collection techniques and got the correct skills and proper research ethics. After the pre-test, an extensive clarification of issues, confusions and concerns on the contents of the survey was conducted with the assistants.

### **3.9: Data Management and Analysis**

After collecting the data, the researcher cross-checked the instruments for completeness, validity, consistency and accuracy. Quantitative data was entered into a computer system using Statistical Package for Social Sciences (SPSS) for analysis. Qualitative data was clustered according to the type of responses and then coded to interpret findings while descriptive analytical statistics such as frequency distributions, cross tabulations and percentages were used to analyze key assessment variables. The analyzed data was then presented in form of tables, charts, graphs and prose for interpretation, summary, conclusions and recommendations.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION:

#### 4.1: Introduction.

This chapter contains the findings on the effectiveness of rehabilitation programmes on juvenile delinquents in Kenya. The chapter included research instruments return rate, demographic information of the respondents, existing rehabilitation programmes for the juvenile delinquents in the selected schools, environmental settings of the rehabilitation schools, competence level of staff members, management policies and guidelines that guided the running of the schools and the benefits of the rehabilitation programmes to the juveniles.

#### 4.2: Research instruments return rate.

The study was carried out in three (3) rehabilitation schools within Nairobi County. These were Kabete, Getathuru and Dagoretti. Out of these, Dagoretti was the only girls' school while the remaining two were boys' schools. The sample size for the study was composed of 3<sup>rd</sup> year juveniles, the welfare officers, class teachers and vocational training instructors classified as 72 juveniles, 7 welfare officers, 5 class teachers and 5 vocational training instructors summing up to 89 respondents. All the sampled respondents participated in the study at a response rate of 100%. The response rate is presented in table 4.1.

**Table 4.1: Research instruments return rate.**

<b>School</b>	<b>Welfare officers</b>	<b>Class teachers</b>	<b>Vocational instructors</b>	<b>Juveniles</b>	<b>Focus groups</b>
Kabete	2	2	2	20	2
Dagoretti	2	2	2	13	1
Getathuru	3	1	1	39	3
<b>Total</b>	<b>7</b>	<b>5</b>	<b>5</b>	<b>72</b>	<b>6</b>

The above table showed that 72 juveniles participated in the study at a response rate of 81%, all the welfare officers in the schools responded to the study at a rating of 7.1% while class teachers and vocational training instructors were represented in the study at 5.1 % each. In terms of specific response rate per school, Getathuru had the highest number of respondents with the juveniles leading at 43 % (39). The table further showed that 6 focus groups were constituted with Getathuru giving the highest number of 3 focus groups consisting of the maximum number of 12 members per group, Kabete had 2 consisting of 11 and 9 members each while Dagoretti had 1 focus group which had 12 members.

#### **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 and the duration of time they have been in the institutions. These were presented as follows.

##### **4.3.1: Distribution of juveniles according to schools and gender.**

The researcher distributed juveniles according to schools and gender as shown in table 4.2.

**Table 4.2: Distribution of juveniles according to schools and gender.**

Name of school	Gender		Total	
	Male	Female	Frequency	Percent
Kabete	20	-	20	27.8
Dagorreti	-	13	13	18.1
Getathuru	39	-	39	54.1
Total	59	13	72	100

The table showed that both Kabete and Getathuru rehabilitation schools had only boys at 28% and 54 % respectively while Dagoretti had only girls at 18%. Looking at the results from a gendered perspective, there were more boys at 82% than girls at 18%. This implied that more boys were involved in delinquency than girls.

#### 4.3.2: Ages of the juveniles at the time of admission.

The juveniles were asked to state their ages at the time they were admitted to the schools.

The response was presented in table 4.3.

**Table 4.3: Age of Juveniles at admission.**

Age	Frequency	Percentage
11-12 years	9	12.5
13-14 years	18	25.0
15-16 years	24	33.3
17-18 years	21	29.2
Total	72	100

The study found out that majority of the juveniles were admitted at 15 – 16 years at a response rate of 33.3 %, they were followed by those who were admitted at 17 – 18 years at 29.2 %, then those who were aged between 13 – 14 years came third at 25% with the youngest being those who were admitted at 11 – 12 years at a response rate of 12.5%.

A comparison between gender and ages of the juveniles at the time of admission showed that boys began offending at much younger ages than girls. The response was presented in table 4.4.

**Table 4.4: Age at admission and gender cross tabulation.**

Age at admission	Gender			
	Male		Female	
	Freq.	Percentage	Freq.	Percentage
11-12 years	8	13.6	1	7.7
13-14 years	13	22.0	5	38.5
15-16 years	18	30.5	6	46.1
17-18 years	20	33.9	1	7.7
Total	59	100	13	100

The table showed that 13.6 (8) boys were admitted at 11-12 years than girls at 7.7 % (1). The rate at which girls offended increased sharply between 12 – 16 years at 7 % and 8.3 % but dropped drastically when approaching 18 years at 1.4% while for boys the rate of delinquency increased continuously from age 11 to 18 years. These were rated at 18% for those who were admitted at 13 – 14 years, 25 % for those admitted at 15 – 16 years and 20 % for those admitted at 17 – 18 years.

**4.3.3: Duration of stay in the institutions.**

The juveniles were asked to indicate the period they had stayed in the institutions since admission. The response was presented in table 4.5.

**Table 4.5: Duration of stay in school.**

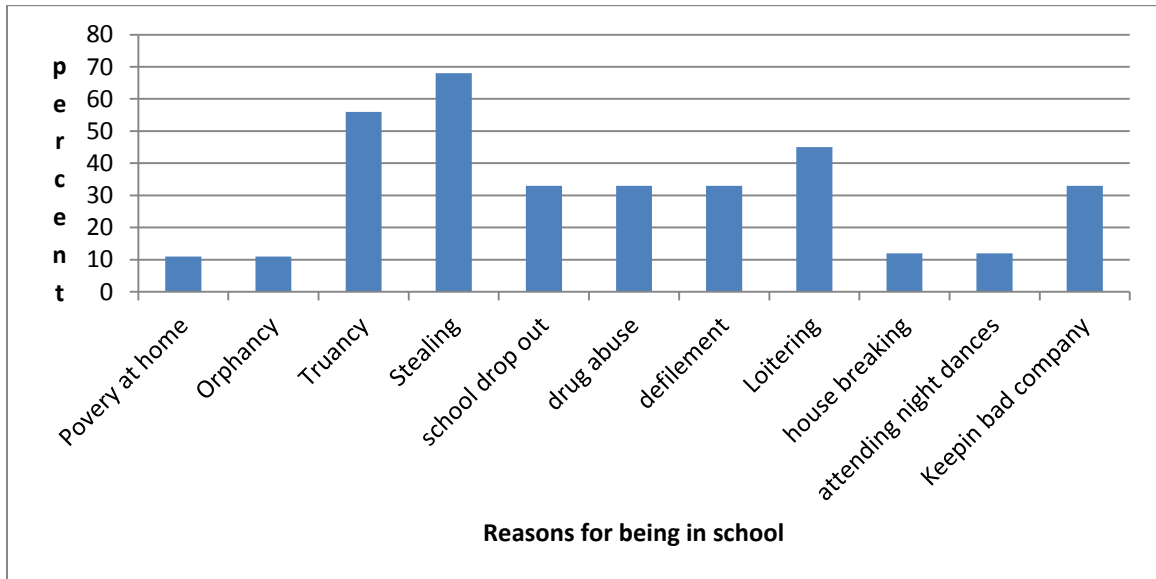
Number of years	Frequency	Percentage
3 years	70	97.2
More than 3 years	2	2.8
Total	72	100

The study found out that most of the juveniles had stayed in the institutions for the recommended period of 3 years while those who had stayed past three years were just two to three months ahead awaiting graduation from the institutions. This confirmed the researcher’s intentions’ of dealing with the juveniles who were in their third year or just about to graduate.

**4.3.4. Reasons for the juveniles’ admission into the schools.**

The juveniles were asked to give reasons as to why they had been admitted /committed to the institutions. The response was presented in figure 4.1.

**Figure 4.1: Reasons for admission in rehabilitation schools.**



**Key:** attending night..... = attending night discos  
 Keeping bad..... = keeping bad company

Most of the juveniles got involved in stealing at 94.4 % (68), truancy took second place at 77.8% (56). This was followed by loitering which involved mostly the street children at 62.5% (45). The other cases of delinquency that were common among the juveniles in custody were school dropout, drug abuse and keeping bad companies at 45.8% (33) in each case with cases of house breaking and attending night discos being the least among the cases of delinquency for which the juveniles were being arrested at 16.7% and 15.2% respectively.

**4.4 Existing rehabilitation programmes for the juvenile delinquents.**

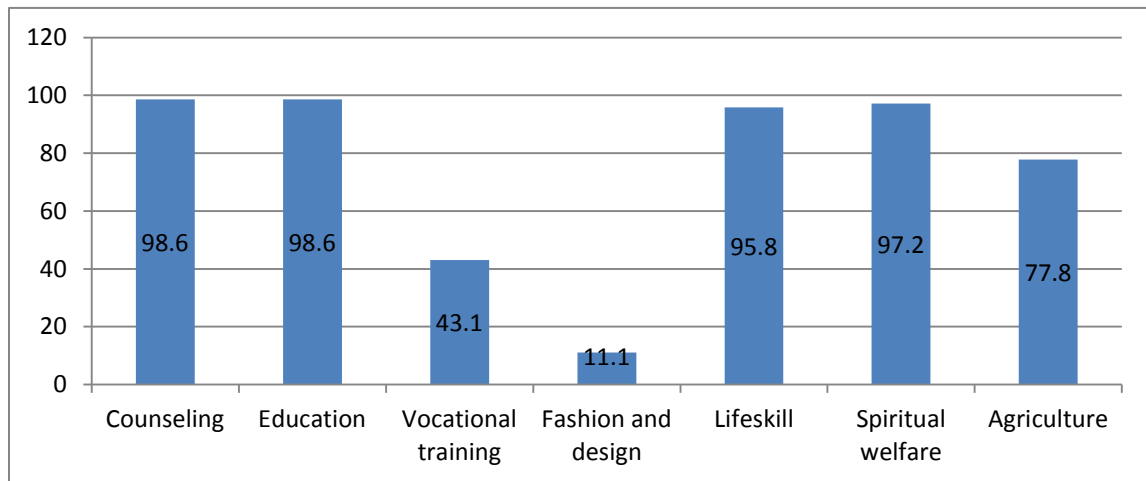
This section presented information on the existing rehabilitative programmes that were available for the juvenile delinquents, availability of timetables to guide the delivery of the programmes and whether the programmes have been able to address the conditions of the juvenile delinquents. These were presented as follows.



#### 4.4.1: Rehabilitation programmes for the juveniles.

The study sought to establish the existing rehabilitation programmes that the juveniles were taken through during their stay in the institutions. The response was presented in figure 4.2.

**Figure 4.2: Rehabilitation programmes available for the juveniles.**



The figure showed that the rehabilitative programmes that were common among the schools for the juveniles were counseling and education at 98.6 % each, spiritual welfare at 97.2%, life skills training at 95.8 % and agriculture at 77.8%. Vocational training was ranked at 43.1 % while fashion and design was rated that 11.1%.

Vocational training and fashion & design were ranked least because some of the programmes involved were gendered and therefore they were meant for either girls or boys. So they were assigned to specific institutions (Kabete &Dagoretti). Kikuvi (2011) also found out that the main programs that were provided within juveniles rehabilitation schools were guidance and counseling, educational, vocational and spiritual training.

#### 4.4.2: Specific activities taught under each of the programmes.

Specifically, the respondents were asked to show the activities/subjects taught in each of the programmes provided. The responses were based on the gender orientation as follows.

#### 4.4.3: Vocational training courses.

The study sought to find out the courses taught under vocational training. The response was presented in figure table 4.6.

**Table 4.6: Distribution of respondents by areas of training/subjects and gender.**

Vocational Courses	Boys		Girls		Total	
	Frequency	Percent	Frequency	Percent	F	%
Mechanics	8	11.1	-	-	8	11.1
Electrical	-	-	-	-		
Masonry	6	8.3	-	-	6	8.3
Carpentry & Joinery	5	6.9	-	-	5	6.9
Tailoring & Dress making	3	4.2	12	16.7	15	20.8
Agriculture	46	63.9	13	18	59	81.9
<b>Total</b>	<b>68</b>	<b>94.4</b>	<b>25</b>	<b>34.7</b>	<b>93</b>	<b>129</b>

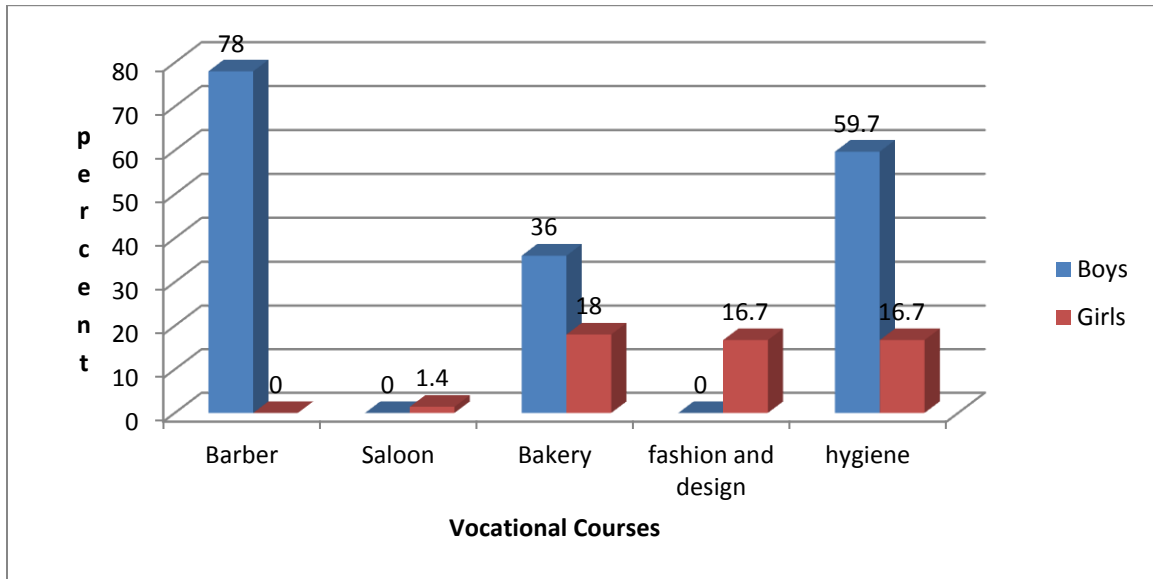
**Note:** Number of respondents do not add up to 72 in cases of frequency and 100 for percent because of multiple responses.

The table showed that most of the available vocational courses like mechanics at a response rate of 11.1 %, Masonry at 8.3%, carpentry and joinery at 6.9 % and agriculture at 63.9 % were popular with the boys while girls were in agriculture and tailoring & dress making at 18 % and 16.7 % respectively. The boys still had an opportunity to learn tailoring at 4.2 %. This showed that while the boys had the opportunity to do all the vocational courses available, girls were given chances in only two courses.

#### 4.4.4: Life skills training courses available.

The respondents were asked to name life skills training courses available. The response was presented in figure 4.3.

**Figure 4.3: Life skills training courses offered to the juveniles.**



Life skills training courses that were available for boys were barber at 78% and personal hygiene at 59.7%. Training of the juveniles on bakery skills was ranked second by the children drawn from Kabete at 36 % while all the girls in Dagoretti indicated that they were usually trained on bakery at 18 %. For the girls their personal hygiene, fashion and design were the main courses that were taught at 16.7% in each case with hairdressing being the least popular course for the girls at 1.4% and this was attributed to lack of equipments and materials.

#### **4.4.5: Subjects taught in education.**

The respondents were asked to indicate the subjects they were being taught in academics. The study found out that all the juveniles were taught i.e mathematics, English, Kiswahili, science and social studies. There was a difference in the number of juveniles taught CRE because 4 girls from Dagoretti school indicated that they were Muslims and therefore were learning IRE.

#### **4.4.6: Types of counseling programmes carried out.**

The respondents were asked to show types of counseling that were offered in their schools. The response was presented in table 4.7.

**Table 4.7: Type of counselling.**

<b>Types of counseling</b>	<b>Frequency</b>	<b>Percentage</b>
Individual	8	11.1
Group	4	5.6
Both	60	83.3
<b>Total</b>	<b>72</b>	<b>100</b>

According to the juveniles, counseling programmes were usually a combination of both individual and group at 83.3%, individual counseling was rated at 11.1% while group counseling was rated at 5.6%. This implied that most of the schools prefer to combine both individual and group methods of counseling. Wategi (2008) found out that the youths in Nairobi's Eastlands who have been engaging in criminal activities have either been educated or nurtured by the church to escape crime through a combination of both group and individual counselling programmes.

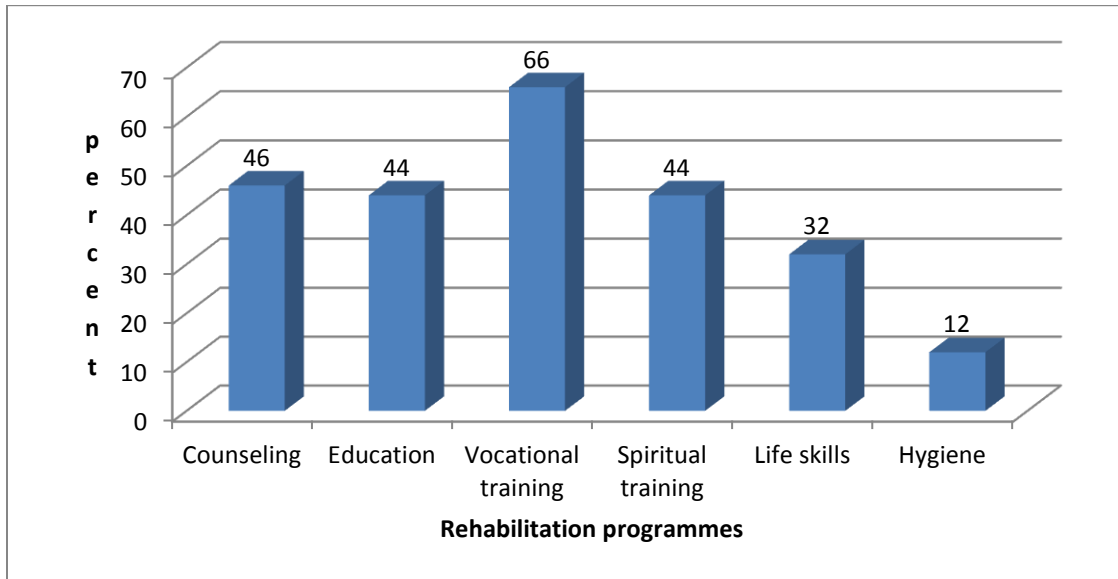
**4.4.7: Staff response on the manner in which the courses were carried out.**

According to key informants (staff members), the children were guided and counseled on good behavior, they were taught farming, underwent spiritual guidance and were also given formal education by attending academic lessons in classes. Those who had grown out the levels of education offered in the institutions were transferred to other schools in order for them to continue with their education and rehabilitation processes. There were also life skills training courses which included bakery, fashion and design, hairdressing, learning sports and character training. Through these life skills training courses, the juveniles were empowered with positive values, attitudes and still had the opportunity of nurturing a healthy mentorship relationship with the teachers.

**4.4.8: The most relevant programmes in addressing the problems of the children.**

The children were asked to rate the programmes that were relevant to their anti-social habits. They responded as shown in figure 4.4.

**Figure 4.4: Rating of programmes based on relevance.**



Vocational training course was ranked the highest at 91.7% (66) for addressing juvenile delinquency while counseling was ranked second at 63% (46), formal education and spiritual training were rated third at 61.1% (44) in each case for helping in halting crimes among children with life skills and hygiene ranking least among the programmes that could help juveniles from engaging in delinquency at 44.4 % and 16.7%. Through groups, children came up with small projects to provide them with income for survival in order to escape the indiscriminate killings by the police, (Wategi, 2008).

#### **4.4.9: Relevance of the programs to the juveniles.**

The respondents were asked the relevancy of the rehabilitation programmes in addressing their anti-social behavior. The response was presented in table 4.8.

**Table 4.8: Relevance of the programmes to the juveniles**

Whether the programmes are relevant.	Frequency	Percentage
Yes	51	70.8
No	21	29.2
<b>Total</b>	<b>72</b>	<b>100</b>

The juveniles indicated that the programmes were relevant at 70.8% while 29.2% indicated that the programmes were not relevant in addressing their problems. For those who said yes added that the programmes were tailor made in addressing their anti-social behavior and so far most of them felt changed. They said that most of the activities helped them to know where they had gone wrong and helped in changing them into good people.

This conforms with Lauer (1998) that effective rehabilitation programs are those that focus on changing behavior and beliefs conducive to crime. Counseling helped them talk out their problems with the staff and also helping to make good use of their time. They were guided to make the right decisions, the expected behavior, to do away with bad friends, how to keep off from drugs and not to abuse others. Going through counseling helped them in appreciating themselves and others on how to carry on with their lives and helped them come to terms with the reality.

Life skills courses like barber and saloon helped the children to get skills in getting jobs or starting their own businesses as well as bakery and agriculture which helped the children to become self employed when they got out of the institutions. Education also helped them to know how to read and write and gave them the chance which they could have missed before joining the institutions and now seeing the possibility of having a good life after KCPE. Through spiritual teachings, the children were taught to be God fearing and to be good people. Further the children indicated that the programmes were well thought out, addressed their troubled backgrounds and helped in gaining confidence among the delinquents and by shading off their criminal tendencies into moral persons.

For those who said that the programmes were not relevant, they said that there were few trained counselors within the schools to counsel the children on individual basis, a lot of time was spent on classroom learning and teaching as well as vocational training classes. Behavior and adolescents lessons were not seriously taught. There were few sessions for behavior change and therefore their problems were not looked into hence feared talking about their problems in the presence of others during group counseling.

The fact that much of the time was spent in class work and examination made the institutions become boring since some of the children indicated that they hated attending classes even before joining the schools and therefore they wanted to run away. They had less time being with the welfare officers due to class work and therefore missed out on counseling and behavior change programmes. Both class teachers and vocational training instructors concentrated more on making the children pass examinations while the welfare officers were only concerned with supervising the children in order not to escape. The teachers only emphasized on routine activities but seemed not to understand the problems of the children as they did not even ask them about their problems.

The rehabilitation programmes did not take into consideration the ages and interests of the juveniles because some of them who were ideally supposed to be in high schools were still in lower primary (one child indicated that he was 16 years and still in class three which discouraged him a lot while he wanted to learn more of the life skills). And at times they also felt ashamed of being in certain classes at their ages because they perceived themselves as the oldest in those classes. There was also the idea of going to the shamba most of the time where they were required to dig and plant very big portions of land and therefore hated being in the schools. The children were always in the farm and trimming the school fence and fields.

Because there was no vocational training course in Getathuru, the children hated being in the institution and some were even planning to escape and run away because of class work. They had been out of school for a long time and hated being taken back to class. Some wanted to venture into vocational training courses but did not have chance there. Others indicated that their parents had never taken them to school and therefore they did not know the importance of education. Some of the children were suffering from language barrier which hindered them from benefiting from these rehabilitative programmes.

#### **4.4.10: Staff response on the effectiveness of the programmes in rehabilitating the children**

The staff observed that the programmes were effective in rehabilitating the juvenile delinquents because some of the courses were livelihood programmes where they were issued with grade test certificates to enable them get employment upon graduation from these schools. The behavior change programmes assisted them in continuing with their education and developed positive attitude towards it. The children were able to open up especially when they were counseled and became attentive in class as they began to realize their mistakes and wrong doings.

Vocational and life skills training courses also made the juveniles to acquire some skills and knowledge that enabled them to earn a living after the rehabilitation and participated fully in nation building. Children left the institutions enlightened and some qualifying for higher education. However, the staff observed that there was lack of funds to effectively meet the needs of the children, it was hard to deal with juvenile delinquents and therefore more qualified and professionally trained counselors be employed in the institutions to help the juvenile delinquents with the rehabilitation process.

#### **4.4.11: Availability of timetable for the programmes within the schools.**

The study sought to find out whether there existed timetable to guide in the dispensation of the programmes and whether the programmes were carried out based on the time table. The results were presented in table 4.9.



**Table 4.9: Response on whether there were time tables in schools and lessons carried out as planned**

Whether there are time tables	Programmes carried out as planned				Total	
	Yes		No			
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Yes	39	54.2	32	44.4	71	98.6
No	-	-	1	1.4	1	1.4
<b>Total</b>	<b>39</b>	<b>54.2</b>	<b>33</b>	<b>45.8</b>	<b>72</b>	<b>100</b>

The juveniles indicated that there were timetables guiding the dispensation of the programmes within the institutions although only 39 of them representing 54.2% said that the programmes were carried out as spelt out in the timetable while 32 respondents indicated that the programmes were never carried out as scheduled in the time table at 44.4%. There was only one juvenile who had no understanding of the meaning of a time table and therefore indicated that there was neither such in the institution.

**4.4.12: Reasons given on how the rehabilitation programmes were carried out.**

The respondents were asked to give reasons as to why the programmes were either carried out or not as spelt out on the time table. The results were presented in table 4.10.

**Table 4.10: Reasons for not following the time tables.**

Reasons given	Frequency	Percentage
When there were visitors, games, transfers, graduation and examinations	4	5.5
Inadequate staffing	5	6.9
The programmes were carried out at the whims of the staff on duty.	8	11.1

On the above mentioned question only 23.5 % of the juveniles responded while 76.5% did not respond. For those who responded, the study found out that the programmes were not carried out as planned on the timetables because the staff members on duty were the ones to decide on what was supposed to be done as opposed to the time table. The programmes got distracted when there were visitors / partners, external speakers from other schools or outside the school for competition during games/extra-curriculum activities and spiritual matters on importance of behavior change at 5.5 %.

The programmes were also affected because there were few staff to take the juveniles through the programmes as scheduled and therefore sometimes missed some of the programmes at 6.9%. For instance a welfare officer, class teacher or vocational training instructor could be absent or sick and therefore no body to take the children through the programmes. Most of the staff members were always busy with their personal commitments and just put the children to till the shamba most of the time at 11.1%.

Others said that the programmes were carried out haphazardly without proper planning and at the same time when boys were being transferred then that week there were no lessons. During planting and weeding seasons they spent all the time in the shamba. The time table was also not followed when the officers were in staff meetings. Others added that the day's activities were planned every morning and so they did not fall under any time table as everyday had got different activities carried out while counseling and vocational courses were not well followed. The juveniles indicated that the programmes were not carried as planned because of lack of materials for practicals. Some of the officers also made changes to the activities without explaining why and at times the programmes were not offered at all.

#### **4.5: Environmental settings of the rehabilitation schools.**

This section presented information on the capacity of the institutions and their current populations, availability of enough accommodation, classrooms, workshops and learning/training facilities among the schools and their effects on the rehabilitation process of the juvenile delinquents.

#### **4.5.1: Capacity of the institutions and their current student population**

The staff members were asked to indicate the capacity of the institutions and the current population of the juveniles. The response was presented in table 4.11.

**Table 4.11: Distribution of capacity and student population for the institutions.**

<b>Name of the school</b>	<b>Capacity</b>	<b>Current population</b>	<b>Deviation</b>
Getathuru	80	120	40
Kabete	300	134	-166
Dagoretti	160	104	-56

In terms of student population among the schools, Kabete had the highest number of 134 juveniles but way below the expected capacity of 300. This was followed by Getathuru with a student population of 120 with an over population of 40 students while Dagoretti had the lowest number of students at 104 with an under population of 56 students.

#### **4.5.2: Effects of over- population on the rehabilitation progress of the juveniles**

A welfare officer from Getathuru indicated that the number of the juveniles was higher than the available facilities. It was never constant and kept on increasing sometimes up to 200. This was because of its' status as a national reception, assessment and classification centre for all the juveniles (boys) referred by the law courts. He emphasized that managing such high number of children was not easy given the limited number of staff especially class teachers and vocational training instructors. When the population was too high the staff members got overworked and facilities over stretched leading to poor service delivery thus affecting rehabilitation process.

For Kabete and Dagoretti, the officers indicated that supervision was manageable, individual counseling was possible, infrastructures were fully utilized and that the officers were able to assess and formulate individual treatment plans (ITP) for every child.

#### 4.5.3: Availability of enough accommodation facilities in the institutions.

The juveniles were asked whether there were enough accommodation facilities in the institutions. The response was presented in table 4.12.

**Table 4.12: Availability of enough accommodation facilities according to schools**

Name of school	Existence of enough accommodation facilities.				Total	
	Yes		No		Frequency	Percent
	Freq.	Percent	Freq.	Percent		
Kabete	2	10.0	18	90.0	20	100
Dagoretti	1	7.7	12	92.3	13	100
Getathuru	2	5.1	37	94.9	39	100

The study found out that all the rehabilitation schools were lacking enough accommodation facilities specifically Getathuru had inadequate accommodation facilities at 94.9% followed by Dagoretti at 92.3% while Kabete was rated at 90.0%. This was the present situation despite the fact that all these schools are the oldest among the juvenile rehabilitation schools in Kenya (former approved schools). Kabete is the oldest having been established in 1910-1912, Dagoretti was established in 1945 while Getathuru in 1959.

#### 4.5.4: Indicators of inadequate accommodation facilities.

Indicators that the accommodation facilities were not enough for the juveniles were cases of congestion where most of the juveniles indicated that dormitories were very congested with sharing of beds as a common phenomenon within the institutions. There were very few classrooms forcing some students to stay away from classes to pave way for others. The buildings were old and dilapidated with cracks on the walls/floors, and also leaking roofs.

#### 4.5.5: Availability of enough basic needs for the juveniles.

The study sought to find out if the juveniles were getting enough basic needs. Their response was presented in table 4. 13.

**Table 4.13: Availability of enough basic needs according to schools.**

Name of the school	Availability of enough basic needs				Total	
	No		Yes		Freq.	%
	Freq.	%	Freq.	%		
Kabete	18	90	2	10	20	100
Dagorretti	11	84.6	2	15.4	13	100
Getathuru	36	92.3	3	7.7	39	100

The juveniles reported that they were not getting enough basic needs. Specifically from Getathuru, 92.3% of the juveniles reported that they under served with basic needs where as for Kabete 90% of the juveniles reported to be under served with basic needs while for Dagoretti 84.6% reported that they are not getting enough basic needs.

#### 4.5.6: Indicators of inadequate basic needs.

There was shortage of beds forcing some of the children to sleep on the floors. Shortage of blankets or torn blankets and mattresses, inadequate school uniforms where each child had only one pair. Lack of shoes and under wears for children was common in all the schools.

There was poor medical attention due to inadequate supplies of drugs, sharing of blankets which in most cases left them cold at night. Food was served in small quantities as per the ration scale that was prescribed 55 years ago and has never been reviewed to date thus leaving the children hungry and unsatisfied. One of the boys indicated that “I came from a background of poor family where life was hard and food was not enough, here life was still the same without enough food, uniforms, soaps, tooth paste and this made me feel like stealing”.

Soaps were only provided once a month and no mosquito nets. Sometimes the girls were forced to use pieces of cloths when on monthly periods because the sanitary towels were inadequate. The girls engaged in unhealthy relationships with the officers /outsiders and even sneaked out at night to go for items they were missing in school in spite of insecurity cases within and around the schools.

#### **4.5.7: Effects of lack of basic needs on the children's welfare**

Some of the children engaged in unhealthy relationships in order to get favors from the staff or prefects and even the neighboring communities. With only one set of uniforms there were problems with hygienic conditions within the schools when washed because the children lacked what to change on and ended up using the uniforms which were still wet. Lack of uniforms further made them miserable and untidy and even stole from their colleagues. Some of the uniforms were small and this made children feel ashamed. They got stressed in sharing their beds with the rest thus leading to bad behaviors such as sodomy and lesbianism.

Infection of skin diseases as a result of sharing soaps, beddings, and other sanitary materials and going hungry because of insufficient food among others were very common in these schools. Inadequate provision of food forced some of the children to stealing food from the kitchen or running away from the schools. Inadequate food caused some of the children to sell themselves at night for sodomy to fellow juveniles, officers and even neighbors. Taking bath together caused the children to feel ashamed of themselves because some of them felt too old to be mixed with younger ones.

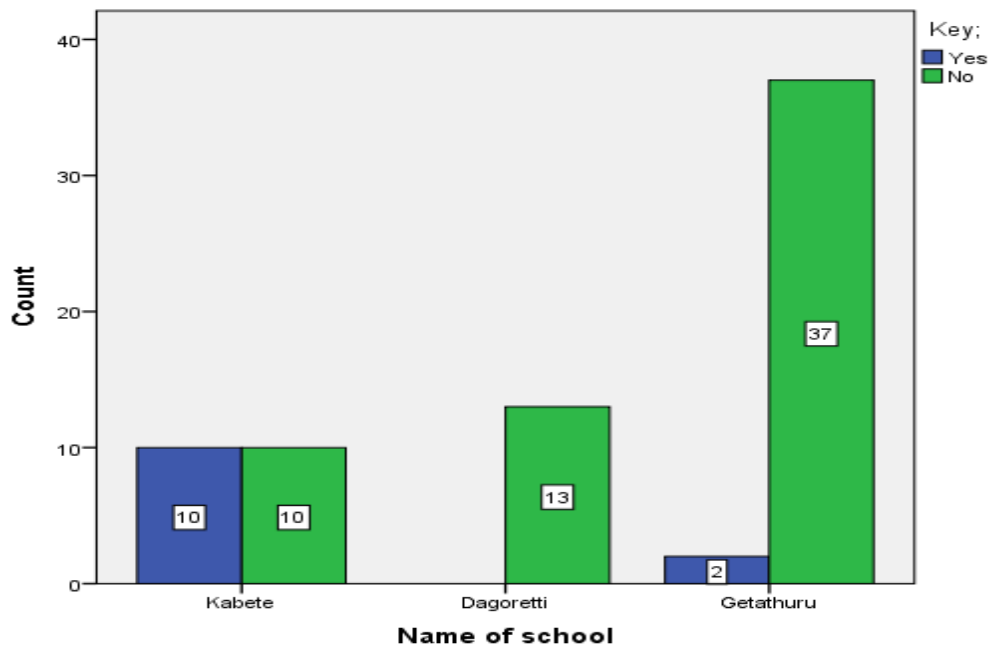
Older boys harassed the young ones and even snatched away their food. Lack of basic needs led to fighting between the boys. There was a lot of stealing of soaps, toothpaste and uniforms from the schools and neighborhoods which made learning difficult for the children. One of the girls said that “when you are late during meals, you miss food and therefore unable to concentrate in class”.

For those who indicated that they had enough accommodation, they said that being given uniform and a few basic needs at least gave them hope of learning and changing behavior. This was because some of them came from poor families and so life was better here. This made them live well because they could afford to sleep and eat well unlike at home or on the streets.

**4.5.8: Availability of classrooms/workshops for learning/teaching.**

The juveniles were asked whether there were classes and workshops for learning/teaching in the schools. The response was presented in figure 4.5.

**Figure 4.5: Availability of classrooms/workshops**



In terms of provisions of classrooms/ workshops for learning, the institutions were not any better, other than Kabete with an equal number of juveniles who were satisfied and dissatisfied with the classrooms/workshops that were provided for them at a response rate of 13.9 % (10) each. For Getathuru 51.4 % (37) of the juveniles felt that the classrooms/workshops were not enough and with only 2.8 % (2) satisfied. The situation was worse at Dagorreti where all the girls indicated that the school did not have enough classrooms and workshops for their lessons at 18 % (13). Kikuvi’s (2011) findings

showed that none of the schools had all classes leading to non- continuity even in the counseling process and subsequent rehabilitation process.

#### **4.5.9: Reasons for not having enough classrooms/workshops**

In Dagoretti there were only two classrooms and a small workshop for tailoring and bakery, there was shortage of desks, shortage of stationeries, workshop materials/ facilities. Sometimes certain learning materials were not always available. The workshop was small for all the girls to fit and the rooms were poorly ventilated.

For those who said no, they said that the classrooms were few to fit all the boys in the school during lessons, this caused congestion in the classes. Teachers were not able to mark all the books or supervise classes well, workshops were only three while there were many boys taking mechanic, masonry and tailoring. Workshops were in bad conditions and without electricity. There was lack of enough writing materials like text books and biro pens, materials for practical lessons, text books, wall maps, charts, curiosity corner, saws, spanners, G-clamps etc. were few and could easily break due to their poor / inferior quality and were injurious because of poor maintenance

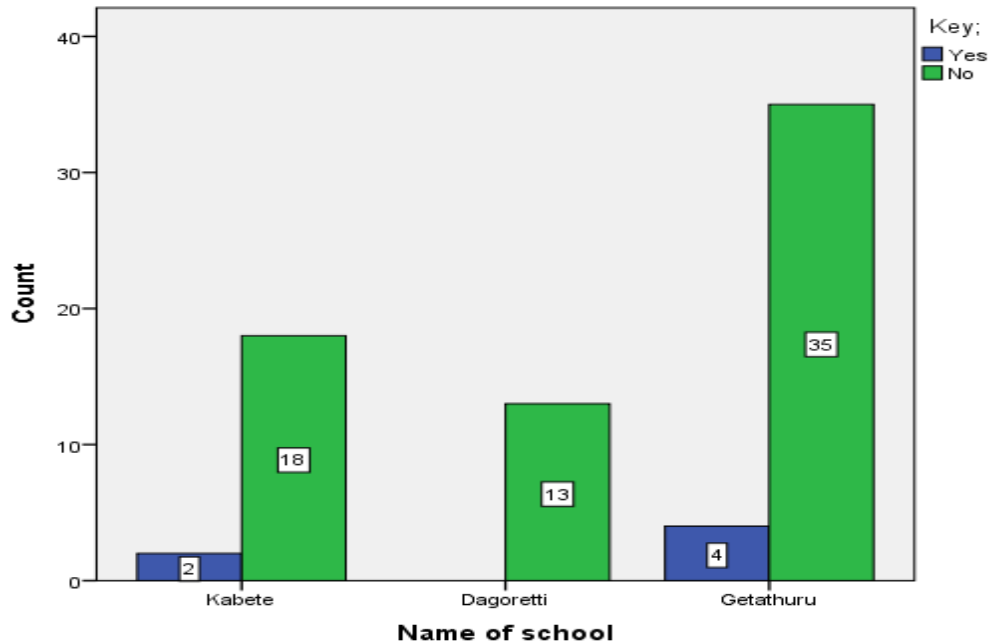
In Getathuru, classes were only two for classes 1 to 8. This was not enough for all the boys to fit in. There were few desks for all the children to fit, no workshops and workshop facilities as well. The Kinyozi workshop was made of iron sheets of size 10 by 10 with no equipments except a shaving machine.

#### **4.5.10: Availability of enough learning/training facilities within the classrooms/workshops**

The juveniles were asked whether there were enough learning / training facilities within the classrooms and workshops. The response was presented in figure 4.6.



**Figure 4.6: Availability of enough learning/training facilities**



The study revealed that all the institutions were faced with inadequacy of learning and training facilities in which all the children from Dagoretti observed that the facilities were inadequate at 18 % (13), for Getathuru which had the highest number of children at 48.6 % (35) felt that the facilities were not enough while for Kabete 25 % (18) indicated that the facilities were not enough.

#### **4.5.11: Reasons for inadequacy of learning / training facilities**

Asked to give the reasons, the respondents said that exercise books were sometimes few and not even available for all the pupils, bakery materials were not there at all for the girls. Sometimes they wasted a lot of time waiting for groups to finish with the books as a result of sharing the books. The library had few text books and not well equipped, practical materials like batteries, beam balances were few, no biro pens and desks were not enough and some broken.

There were only two classrooms for all the classes which included nursery section in Dagoretti. At the same time there was only one workshop which was small in size and could not accommodate all the children. There were no geometrical sets for learning

mathematics for classes 7 & 8 pupils and only one computer in the library which was not functional.

#### **4.5.12: Staff response on the effects of environmental settings on the rehabilitation of the juveniles.**

The staff members were asked to show how the environmental setting/ infrastructure of the schools affected the delivery of the programmes. Warm reception, orientation and love from the staff members gave the children a favorable atmosphere for rehabilitation. Beautifications with flowers planted within and around the institutions gave a good impression of the institutions to the juveniles. They said that most of the juveniles were from the streets or broken families and so when they come into the institutions they found conducive environment which provided them with shelter, food, clothing and other basic necessities and therefore felt comfortable and were ready to learn and refrain from bad behaviors.

Within the schools there were time tables to be followed from the time the children woke up to the time for locked up. This ensured that each child was engaged and no room to think of bad things rather than concentrating more on what was positive for them. All children were supervised throughout and cases of unbecoming behavior could easily be detected. At the same time limited health services were available within the institutions for minor ailments while major cases were referred either to Kenyatta National hospital or Mbagathi District hospital within Nairobi County.

#### **4.6: Competence levels of the officers working in the juvenile rehabilitation schools.**

##### **4.6.1: Qualification of the Staff**

The staff members were asked to indicate their qualifications as either welfare officers, class teachers and vocational training instructors. The results were presented as follows on table 4.14.

**Table 4.14: Welfare officers' qualifications**

School	Qualifications
Kabete	<ul style="list-style-type: none"><li>• Certificate in basic social development</li><li>• Certificate in Youth and children development.</li><li>• Certificate in guidance and counseling</li></ul>
Dagoretti	<ul style="list-style-type: none"><li>• Basic counseling skills certificate</li><li>• Certificate in sociology</li><li>• Certificate in basic counseling</li></ul>
Getathuru	<ul style="list-style-type: none"><li>• Bachelor of arts in sociology</li><li>• Attended seminars and short courses in counseling</li><li>• Experience acquired from working in the institution for over two years.</li><li>• Diploma in youth development</li><li>• Short courses in basic social development and counseling</li><li>• Experience working with juveniles over the years</li></ul>

The welfare officers indicated that they have been trained to deal with the juveniles effectively. For instance, those from Kabete had skills in social development, child development, guidance and counseling. From Dagoretti the officers had been trained on counseling and sociology while in Getathuru, one of the welfare officers was a professional in sociology (bachelors) with the rest relying mainly on their many years of experience in working with the juveniles having been taken through various short courses on youth development, social development and counseling.

Qualifications for Class Teachers were presented in table 4.15.

**Table 4.15: Class teachers' qualifications**

School	Qualifications
Getathuru	<ul style="list-style-type: none"> <li>• P1 teacher (has taught in both private and public schools and dealing with children in conflict with the law)</li> <li>• Diploma in education, special need education from KISE</li> <li>• Attended short courses in basic counseling</li> </ul>
Dagoretti	<ul style="list-style-type: none"> <li>• P1 teachers (has taught in both private and public dealing with children in conflict with the law)</li> </ul>
Kabete	<ul style="list-style-type: none"> <li>• P1 teacher (classroom teaching)</li> <li>• P1 teacher (classroom teaching and industry)</li> </ul>

The study found out that Kabete had the highest number of class teachers (two) who had basic teachers training and qualified with P1 certificates as well as Dagoretti which had also two teachers with P1 certificates. Getathuru also had only one teacher who had the highest qualifications of a diploma in special education besides P1 certificate course and had attended a number of short courses in basic counseling and dealing with children in conflict with the law.

The qualifications for the vocational instructors were presented in table 4.16.

**Table 4.16: Vocational training instructors qualifications**

School	Qualifications
Dagoretti	<ul style="list-style-type: none"> <li>• Trained technical instructor from KTTC (clothing technology)</li> <li>• Diploma in clothing technology (KNEC) and fashion and design</li> <li>• Diploma in food and beverage management</li> </ul>
Getathuru	<ul style="list-style-type: none"> <li>• Diploma in agriculture</li> <li>• Certificate in electrical</li> </ul>
Kabete	<ul style="list-style-type: none"> <li>• Certificate in building</li> <li>• Diploma in technical education</li> </ul>

Vocational training instructors were the ones with the highest qualifications after the welfare officers who had a degree in sociology where most of them had acquired diplomas in various fields. From Dagorreti the instructors were trained on clothing and technology, fashion and design, food and beverage management. In Kabete the instructors had been trained on technical building and technical education while from Getathuru the instructor had been trained in agriculture and electrical techniques.

**4.6.2 The juveniles’ perception about the qualifications/requirements for the welfare officers, class teachers and vocational training instructors.**

The juveniles were asked to indicate what they think about the qualifications of the officers serving them based on the rehabilitation process.

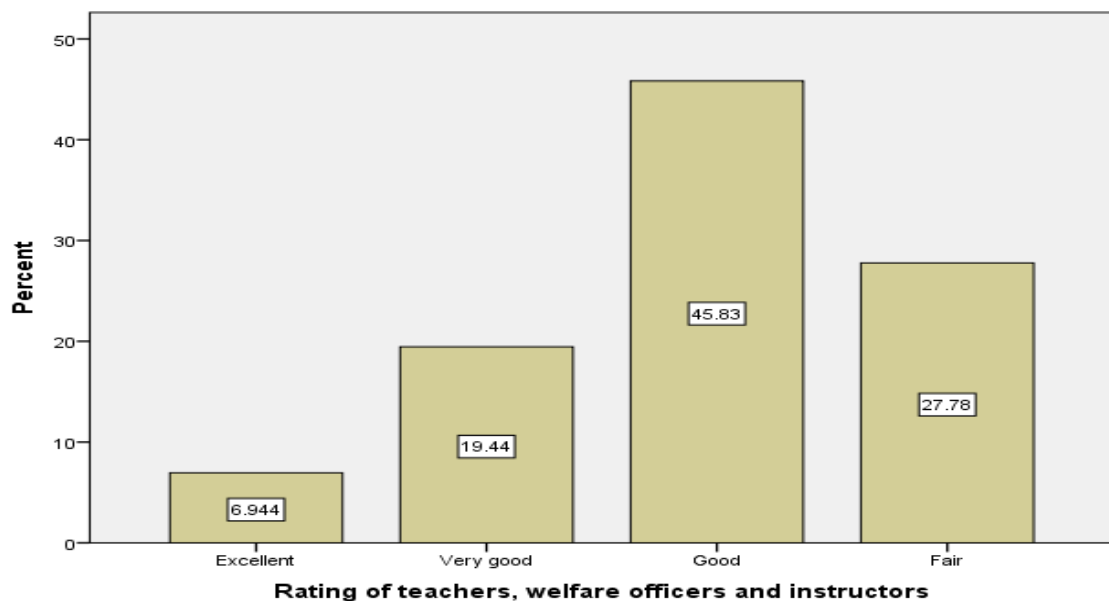
They said that the officers ought to be friendly to the children, accommodative and cooperative with children. They needed to be trained in dealing with the children and necessary competencies in their areas. They should have competencies and knowledge in the field of vocational training courses e.g. mechanic, masonry among others. Be experienced in dealing with difficult children especially those in conflict with the law and

listening to their needs. Children who participated in one of the focus groups from Getathuru reported that they did not have an instructor in their school and therefore did not understand anything about his/her qualifications.

#### **4.6.3 Children’s rating of the teachers, welfare officers and instructors level of competence.**

The children were asked to rate the competence levels of the staff that handle them while in the institutions. The response was presented in figure 4.7.

**Figure 4.7: Children rating of the teachers’, welfare officers’ and vocational instructors’ level of competence**



According to the children the staff were good at their work at 45.83%, they were fair at 27.78%, very good at 19.44 % and excellent at 6.94%. The staff were rated as good because they were giving assignments, counseling them on good behavior, training them with life skills and leadership and responsibilities meaning they had developed trust in the children. They were always available in class and on duty to help them with assignments and career guidance. The juveniles indicated that “some people used to tell us that staff here cane children but it was not true, they respected us and treated us like other children out there”. “They are better than my parents at home because they used to

abuse and beat me”. The staff are like parents and trying to make lives of the juveniles comfortable in the institutions. They were free to be consulted whenever there was need and helped the children by calling their parents to come for visiting or whenever they have any problems.

For those who rated the teachers as fair indicated that they were not happy because they were not frequent in classes as expected. They said that teachers were not listening to them but instead punished all even for small mistakes. They normally dismissed children for example when they needed entertainments.

The juveniles from Dagoretti said that the staff in academic section appeared lazy to deliver services and failed to attend daily classes as required. Some had negative attitude towards pupils. Use of abusive language to the children was common while others were not motivated to work in these schools. Majority of the teachers from these schools appeared less concerned because they perceived these children as people with bad behavior. A summary of reasons as to why teachers were rated as good was presented in table 4.17.

**Table 4.17: Rating of Teachers by the Juveniles**

<b>Rating of teachers</b>	<b>Frequency</b>	<b>Percentage</b>
Are skilled and experienced	65	90.3
Are loving and caring	69	95.8
Are qualified	72	100
Co-operative and supportive	55	76.4

The juveniles indicated that their teachers were qualified to teach them at 100 %, they were loving and caring at 95.8 % and skilled and experienced at 90.3%. The teachers were also co-operative and supportive at 76.4%. This implied that the juveniles were convinced that their teachers could successfully assist them through the process of rehabilitation.

#### **4.6.4: Staff opinion on the effects of their qualifications for the juveniles' rehabilitation process.**

The staff members were asked to show how their qualifications had affected the rehabilitation progress of the juveniles.

They said that their qualifications and experiences had helped them a lot in the service given to the children. They also felt contented with the work offered to the children and satisfied with the responses given by the children when they reform from bad habits. The qualifications helped them to work better, were able to assess and classify the children based on their risk levels and needs. They were able to counsel the children and observed their progress of rehabilitation process. Their qualifications affected the juveniles positively because they were able to interview, keep records, understood and formulated individual treatment plans (ITP) for every child and charted ways for their exit accordingly. The trainings offered in these institutions had assisted the children to become responsible citizens, learnt new skills and knowledge among other things.

The children were able to understand their personal values e.g. honesty, forgiveness, responsibility, respect, self discipline among others. The teachers were trained on how to help the children internalize self discipline which was brought about by love oriented discipline. This was also done through letting them use excessive energy in games and drama. Teachers helped to identify the possible causes of delinquency with the ultimate aim of eradicating them or alleviating their seriousness and manifestations. The children were also equipped with classroom skills on how to read and write while children who were academically challenged more often than not felt comfortable in doing vocational training courses.

#### **4.6.5: The children's perception about the experience and competence levels of the vocational instructors.**

They said that the vocational training instructors had good experience and competence in their instructions especially mechanics, masonry, carpentry and joinery, tailoring and bakery which motivated boys to join their classes. They were very accommodating and



met the needs of the learners in rehabilitation schools. They prepared children well for government grade tests. They helped the children in behavior modification. Others observed that the staff members were well trained and competent but majority were lazy and were not able to report for duty daily. And finally not able to give assignments and failed to keep their promises too.

#### **4.7: Management policies and guidelines that guided the Schools**

The staff members were asked to indicate the most common management policies and guidelines in the institutions.

The staff indicated that the most common management policies and guideline in assisting the administration of rehabilitation programmes were: Children's Act 2001, National children policy (2010), Code of Regulation (COR), National Standards policy for regulations in statutory institutions and ministerial/departmental service charter on service delivery. All these policies spelt out the treatments of children during admission, assessment and classification up to the time the children were through with their rehabilitation process in the institutions. The National Standards policy contained regulations on statutory institutions particularly provisions on Vocational courses for specific schools against ages and gave clear classifications of schools. They also detailed the rules / regulations to be followed by the juveniles.

The Children's Act, 2001, has provisions for the establishment and management of the rehabilitation schools and qualifications and requirements for the personnel working in the institutions. It also spelt out the children cases to be referred to courts for onward committals to rehabilitation schools and the committal periods for the juveniles and sanctions wherever necessary e.t.c. Code of regulation spelt out the best conducts and behavior for all the personnel employed in the institutions, while service charter detailed how, where, when and by whom the services for children be offered. These policies assisted in setting up of goals for the institutions, organizations and arrangements of activities according to priority.

They are also used in linking goals / targets in order to bring together resources like: human, finances and equipments in the most effective way to accomplish the set goals, transmission of messages or information correctly and accurately from the sender. It also helped to safeguard the interest of the children, ensuring that provision of basic needs was mandatory, no underage child was admitted in the institutions and that every child spent a maximum of three years committal period in the institutions.

The staff members provided guidance and counseling to the children and also ensured that parents were allowed to visit the children while in custody unconditionally. They ensured that both formal and non-formal education was offered to the children equally. Finally, all these policies were in place in ensuring that children were protected from any kind of abuse and dangers.

#### **4.7.1: The merits and demerits of the management policies and guidelines**

The study sought to establish the merits and demerits of the management policies and guidelines on the programmes to the children. The findings were presented as follows.

The merits of management policies and guidelines according to the staff was that the staff members were able to assess and classify the children and gave the necessary guidance and counseling where behavior change was realized. They ensured that the right of the children were safe guarded for the smooth rehabilitation process in the institutions. The children were transferred to the correct rehabilitation schools after assessment and classifications based on the risk levels.

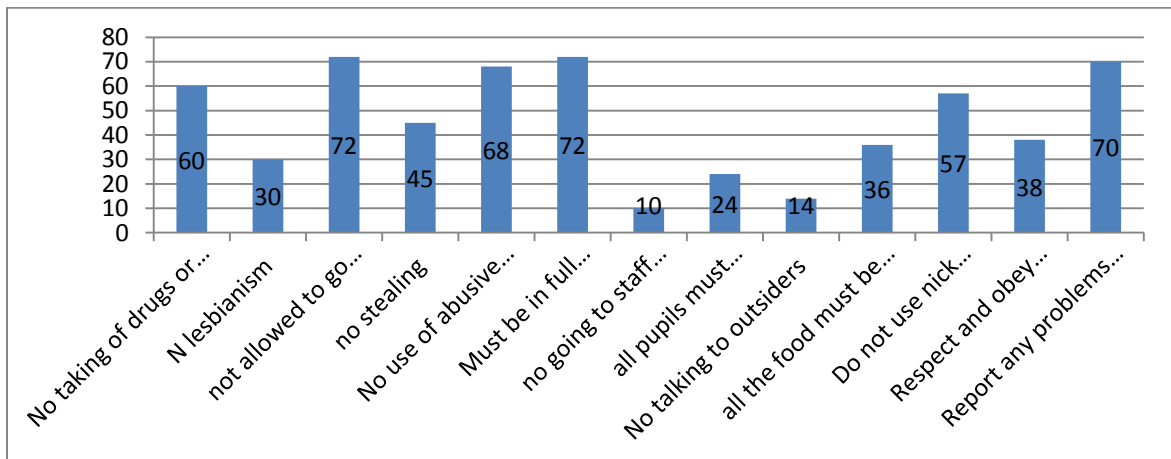
Parents and their children had a common bond in a neutral environment, children were able to continue with learning immediately after being admitted in the institutions and even after leaving the institutions. They aided in following up on the children after graduating (After care - services) from the institutions. A good number of children left the institutions reformed, were able to be integrated and accepted back to the society, some even began their own businesses, acted as reference points for the programmes, helped in enhancing good working relationship between staff and children. Safe guarded the children from hostile environments.

Management policies and guidelines also had its own share of demerits on the administration of rehabilitation programmes for the juvenile delinquents by discrediting the three (3) years committal period as short and this led to discontinuity of the children who had been enrolled in the schools already. This pushed the children to recidivate in order to come back and complete their education. Some of the policies could not be implemented since they were difficult to follow, were foreign and therefore could not be domesticated here in Kenya. There was lack of proper rules and regulations to be followed and delayed information, ideological problems, lack of facilities and trained personnel especially highly competent counselors. Most of the children felt detached from their parents at the same time bigger children molested the young ones because they are put together in one institution. The rehabilitation programmes are very expensive to implement and maintain altogether for the successful rehabilitation of the juvenile delinquents.

#### 4.7.2: The rules and regulations guiding the operations of the juveniles in the institutions.

The juveniles were asked to state the rules and regulations that guided them in the institutions. The response was presented in figure 4.8.

**Figure 4.8: The rules and regulations that guide the children in the institutions**



- Key:** Not allowed to go out of the school without permission  
 No use of abusive language, bullying and fighting  
 All the food must be consumed in the kitchen  
 Respect one another and obey the staff  
 Report all the problems to the staff

According to the children, they were not allowed to go out of the school compound without permission from the staff and must always be in full school uniforms at 100 % (72), they should always report their problems to the officers especially the ones on duty at 97.2% (70), they were not allowed to use abusive language, bully or fight one another at 94.4 % (68) and use of drugs was prohibited at 83.3% (60).

The children were not allowed to use nicknames while in school at 79.2 % (57), No stealing from one another at 63% (45), respect for one another and obey the staff at 53 % (38). The other major rules and regulations that guided the operations of the children in the institutions was that they were to ensure that all the food was cooked in the kitchen and served/consumed in the dining hall. No acts of lesbianism or homosexuality among the children, all to attend classes and no going to the staff quarters. Be at the right place at the right time, obeying of the bell, be polite and always speak in either Kiswahili or English and whatever was spoken must be the truth.

#### **4.7.3: Effect of rules and regulations on the children**

The children were asked to indicate how the above rules and regulations affected their lives while in the institutions. The response was presented as in table 4.18.

**Table 4.18: Effects of rules on the lives of the children**

<b>Effects of rules on the lives of the children</b>	<b>Frequency</b>	<b>Percentage</b>
Become law abiding citizens	68	94.4
Role model, obedient and disciplined	71	98.6
They have helped the children to stay focused	63	87.5
Helps the children to differentiate between bad and good	56	77.8
Helps the children to do the right things always	70	97.2
Helps the children to stay away from drugs	47	65.2
Life has been very difficult	6	8.3

The rules and regulations helped the children to become good role models, obedient and disciplined at 98.6%, children were able to do the right things at 97.2% and became law abiding citizens at 94.4%. The rules and regulations in place helped the children to stay

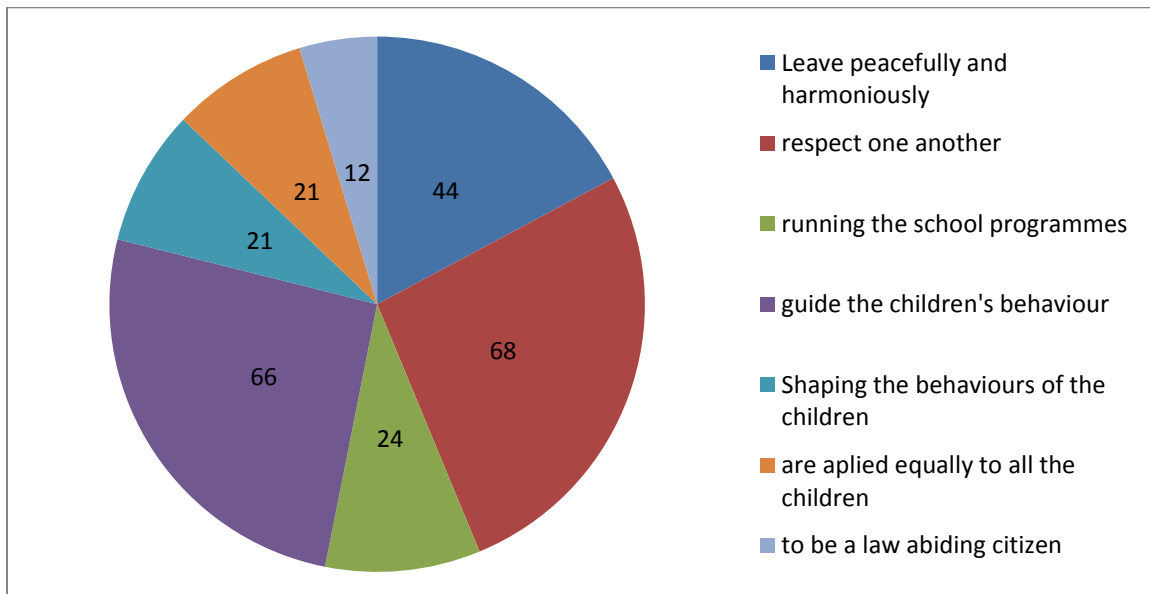
focused especially with their studies and trainings at 87.5%. At the same time they were able to differentiate between good and bad at 77.8% and stayed away from drugs at 65.2% although some of the children felt that the rules / regulations made their lives in the institutions very difficult at 8.3%.

They added that the rules and regulations helped in the rehabilitation process and regulated the relationship between the officers and the juveniles. They laid down the expectations of the juveniles in terms of behavior, were involved in making rules/regulations and therefore participated in the implementation process. The rules and regulations helped the children to attending the programmes as required, stipulated the sanctions for/ against cases and participated in the programmes. Finally, rules helped the children to respect their staff and fellow pupils for the smooth stay in the institutions.

#### 4.7.4: What the juveniles like about the rules and regulations

The children were asked to indicate what they liked about the rules and regulations in the institutions. The response was presented in figure 4.9.

**Figure 4.9: What the juveniles like about the rules and regulations**



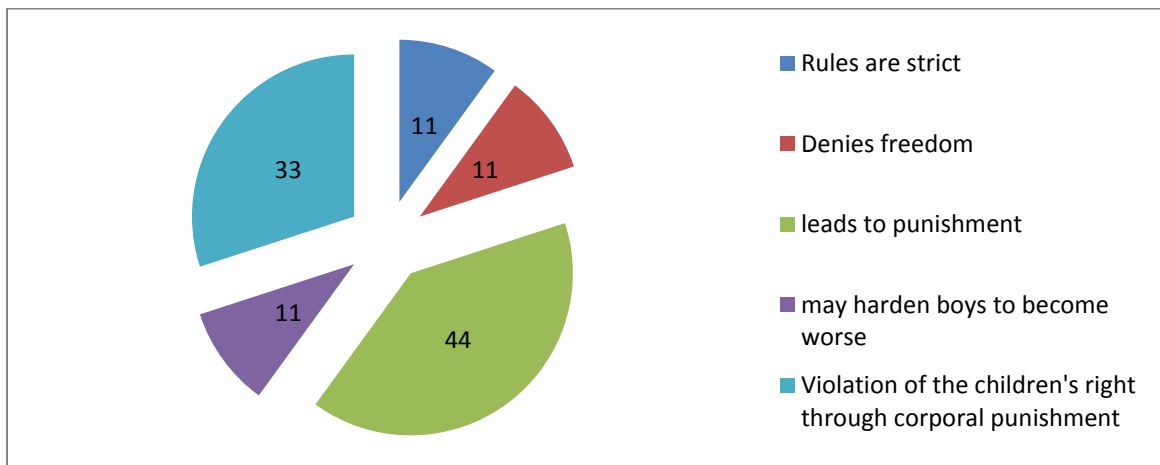
The juveniles were happy with the rules and regulations because they helped them to respect one another and even their staff members, their behavior was easily regulated

while in the institutions, were able to live peacefully and harmoniously with their colleagues and neighbours. The juveniles believed that the rules and regulations were the ones that assisted in managing the schools, were applied indiscriminately to all the children and assisted them in abiding by the Kenyan law. They were reminded about the rules and regulations daily, they taught them on how to lead a responsible life, were able to attend the programmes daily, helped them in staying away from drugs, not to abuse one another, obedient and not to fight.

#### 4.7.5: What the juveniles dislike about the rules

The juveniles were asked to indicate what they disliked about the rules and regulations that have been put in place for them in the schools. The response was presented in figure 4.10.

**Figure 4.10: What the juveniles dislike about the rules and regulations**



The juveniles were not happy with the rules and regulations because they led to punishments, they felt that rules were a violation of the children’s right like corporal punishment, they were very strict and harsh, denied the children freedom and in some cases some of the juvenile delinquents became worse as a result of the numerous punishments they were subjected to when rules were broken. Further, the children were abused when the rules and regulations were broken, children who could not express themselves well in both Kiswahili and English were disadvantaged because they could not speak out their problems, were always told to go to the shamba and weeding of the

flowers. The fact that they were not allowed talking to outsiders, must attend classes, watch TVs while having meals and the idea of being locked up early made the programmes very unfriendly to the children.

#### **4.8: The Benefits of the Rehabilitation Programmes on Juvenile Delinquents**

##### **4.8.1: Lessons learnt from the institutions about the rehabilitation programmes.**

The juveniles were asked to indicate the lessons learnt being in the institutions. They said that they had learnt that it was possible to live a responsible life free of drugs, to always make the right decisions and appreciate the importance of education and that the environment where every child grows influences his or her behaviour. The children appreciated that humility and perseverance in life and hard work pays in life and they accepted social skills to help them relate well with others harmoniously. They learnt about personal responsibility in life and self awareness, personal hygiene and to obey their parents and that bad behaviour do not pay but destroys ones' life. The children understood that habits like stealing, abusing others were not allowed. They were trained on good morals through spiritual nourishment. They could now differentiate good from bad, controlled themselves and kept off from bad company.

##### **4.8.2: Successful Rehabilitation of the Juveniles into Responsible Citizens**

The children were asked if they have reformed for being engaged in the rehabilitation programmes. The response was presented in table 4.18.

**Table 4.19: Rehabilitation of the Juveniles into Responsible Citizens**

<b>Rehabilitation into responsible citizens</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	26	36.1
No	46	63.9
<b>Total</b>	<b>72</b>	<b>100</b>

Contrary to the lessons learnt and relevance of the programmes, the rating of the staff, and management policies and guidelines, the juveniles felt that they had not been successfully reformed even after being in the institutions for the recommended period of

3 years at 63.9% while only 36.1 % indicated that they have benefited from having been in the institutions for three years. This contradicts Siegal (1997) observations, 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.

The juveniles felt that they had not been successfully reformed because the programmes were not offered regularly, the staff were lazy and not attending classes / workshop frequently. Some of the programs were non-existent and the children were in most cases put to play and sleep or work in the farms. Some of the children were missing their parents who in most cases did not come to visit. Kikuvi (2011) also established that the staff members indicated a below average involvement of parents in the rehabilitation of their children. They also felt that the period of stay was very short hence not enough for proper rehabilitation. And the state of the buildings did not encourage proper rehabilitation to take place. They had not changed fully into good people because most of the facilities and basic needs were missing or inadequate to realize meaningful rehabilitation.

For those who felt that they had benefited from staying in the institutions especially girls said that they were able to acquire skills and knowledge through education, life skills training, became responsible and law abiding citizens and accountable. They further added that the programmes enhanced their self esteem and moral ideals, they left criminal life, developed respect for all the people, obedient and disciplined people, were able to know between right and wrong and now identified with good company.

They learnt that bad habits do not pay but only destroys their lives, they have been inspired and motivated into a better life through counselling, education and vocational training as such they were able to join the society and lead a responsible life. The children developed self exploration, were able to realise their mistakes and made the right decisions to lead a good life by avoiding bad behaviour, learnt about the bad effects of dropping out of school and drug abuse. And they were able to co-exist with other people



from different communities. They could choose career, discovered their talents, able to understand their parents, neighbours and community. Oluoch (1993) reported that the best intervention programs were capable of reducing recidivism rates by as much as (40 percent).

#### **4.8.3: Staff Opinion on the Impact of the Rehabilitation Programmes on the Lives of the Juveniles.**

The study sought the staffs' opinion on the benefits of the programmes to the children. They said that the children were able to forget and stopped drug abuse and trafficking while in the institution, it provided a conducive environment for the children and saved their lives since some of them committed crimes which were a threat to their neighbourhoods in which they could have been killed or lynched. Children from poor families were able to get care and protection. According to the Child Care Act, (2011), it is the principal objective of children rehabilitation schools to provide appropriate educational and training programmes and facilities for children referred to them by Law courts. They should have regard to their health, safety, welfare and interests, including their physical, psychological and emotional wellbeing.

They were able to get proper basic needs and to continue with their education. Street children were able to be removed from the streets and brought where they finally found a home hence they got the ability to change their behaviour. Counselling helped the children to understand their problems and how to tackle them. It provided proper care, guidance, supervision and developed satisfactory relationships between the children and their families, exercised proper moral and disciplinary habits, and recognized personal, cultural and linguistic identity of each of them (Children's Act, 2001).

Most of the children got reformed to be better people, various skills acquired like mechanic, masonry, tailoring and bakery among others could help them in future. Through spiritual nourishment, the children were able to change their behaviour and became better people spiritually. They helped the children to be accepted back to the society and became reliable in their families. This was in agreement with Grace (2007)

findings that the most effective organized responses to juvenile crimes are through interventions focusing on family functioning, behavioural treatment programs, interpersonal skills and community integration. In the rehabilitation schools children were taught on the importance of obeying the law and they were also required to understand that anybody breaking the law must undergo some form of punishment hence the need to abide by the law always and good citizenship was encouraged.

## **CHAPTER FIVE**

### **DISCUSSION OF THE FINDINGS, 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. It has been presented as follows.

#### **5.2: Discussions of the Findings**

The study findings showed that once the juvenile delinquents had been admitted into the rehabilitation schools, they were taken through various existing rehabilitative programmes such as skills empowerment (vocational training). The courses in this discipline included masonry, mechanic, carpentry and joinery, tailoring & dressmaking, barber and bakery for the boys. The girls were taught about hair dressing, bakery, fashion and design while agriculture and hygiene was common for both sexes.

Counselling was provided mostly in groups with individual counselling given minimal consideration. Formal education (8.4.4) syllabus covered all the major subjects that were taught in primary schools. These were English, Kiswahili, Maths, science, CRE/IRE and social studies. Spiritual welfare which was geared towards guiding and moulding the characters of the juveniles also took prominence among the rehabilitation schools together with personal hygiene. The children were also taught on how to live with one another peacefully with respect and harmoniously. With all these programmes in place, the children found vocational training courses more relevant in addressing their anti-social habits.

This was because the programmes were tailor made to address the troubled backgrounds of the juveniles, reforming their habits, equipping them with life skills and ensuring that they were always focused. However much of the time was spent on class work with less time given to welfare officers and vocational training instructors. This according to the

children made staying in the institutions boring to some of the children who never liked schooling even before they were admitted into the institutions. This was in conjunction with the researcher's observation during data collection in all the schools studied. He realized that education or class work was more prominent with class work in session while the rest of the programmes were not being conducted.

The operations of these programmes were guided by timetables in each of the schools as confirmed by the researcher that each of the institutions had their timetables pinned on the notice boards within the school compounds at strategic positions. This showed that the rehabilitation programmes were offered on daily basis i.e from Monday- Friday while Saturday was dedicated for general cleaning and Sunday for spiritual nourishment and entertainments (See appendices 5 – 7).

However the time tables were in most cases over ruled especially when there were visitors in schools, during examinations and due to shortage of staff. For instance the researcher observed that in Getathuru, class work was being carried out in one classroom where std, 5 & std 6 were combined together due to shortage of teachers and classrooms. At the same time there was only one (1) academic teacher in the whole school. The programmes were in most cases carried out at the whims of the staff on duty especially when they were busy with their own duties. The children were instead sent to the farms or just pass time. For instance in Dagortti and Kebete some children could be seen in the farms and others in the field playing on their own while in Getathuru some five children were found cutting their hair (Life skills) on their own while the rest were playing football in the field.

The 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 at 63.9%.

The study found out that juvenile delinquency was higher in boys than in girls. This was because only one girls' school was considered in the study (Dagoretti) and still had the lowest number of delinquents (3<sup>rd</sup> years) at 13 while the boys schools had the highest number i.e 20 from Kabate and 39 from Getathuru. The difference between the ages at which both girls and boys began offending was also significant in which majority of the boys were admitted in the institutions at the age of 11 – 12 years and continued constantly up to adulthood while for girls the delinquency rate decreased as they approached 18 years with a drastic increase experienced when most of the girls were at their peak of adolescence (12 – 16 years). The schools were very strict with the time lines for the juveniles and no one was allowed to stay in the institutions past the recommended 3 years committal period.

This was confirmed by the fact that all the children who participated in the study had spent 3 years and for the ones who had gone past the recommended period were just waiting for their release back to their families. Among the reasons why children were arrested and referred to the rehabilitation schools were stealing/pick pocketing where 94.4 % of children indicated they had been arrested for truancy, loitering, school dropout, drug abuse and keeping bad companies among others.

Environmental settings of the institutions showed that the population of the juveniles within the institutions was relatively manageable with Kabete having the highest number of juveniles although it was still under the recommended capacity of 300 boys. Getathuru had an over population of 40 boys while Dagorreti was under populated with 56 girls. Getathuru recorded the highest number of children because it was the national reception center for boys where assessment and classifications are carried out for other institutions in the country. However this number kept on increasing sometimes going up to 200 boys because of the high rate of delinquency and recidivism among the Kenyan youths. This made the management of the institution difficult due to limited facilities and personnel especially academic section where there was only one class teacher against 8 classes. The population further stretched and overworked the staff thus affecting the delivery of the rehabilitation programmes.

The juvenile population in Kabete was manageable where programmes like individual counseling was possible and the staff members could easily carry out assessment of the progress of each individual (ITP) child admitted in the institution. This further helped in ensuring full utilization of the available facilities. The schools are currently lacking adequate accommodation facilities for the available juveniles. The study found out that 93% of the juveniles were not satisfied with the accommodation facilities provided within the schools despite the fact that they have been in existence for decades with Kabete being the oldest. The school was established in 1910 – 1912, Dagoretti in 1945 and Getathuru in 1959.

The children cited congestion in the dormitories forcing some of them to share beds a habit that encouraged homosexuality among the boys and lesbianism among the girls. The few beds that were available were broken and with torn blankets and mattresses. Their greatest concern was the fact that they only had one set of uniforms each. This made the children feel uncomfortable especially when washed and wet. The schools did not allow them to stay without uniforms at all. They were also walking bare footed and never given under wears. For the girls the challenge was much worse especially when on monthly periods because of inadequacy of sanitary towels wherein most cases they were missing. According to the juveniles, inadequacy of basic needs like medical attention, soap, food, toothpaste was common thus causing them to steal from their colleagues, staff quarters and neighborhood.

Most of the buildings were very old, in a deplorable state, had cracks on the walls/floors and have never been painted since the establishment of these schools. For Getathuru and Dagoretti, the classes that were used for the dispensation of the programmes were inadequate and in most cases children were mixed with their older colleagues from upper classes or vice versa. Each of the schools had only two classrooms except Kabete where children were comfortable with the available facilities. The children were also faced with inadequate learning facilities like books, libraries, workshop tools and materials, poor ventilation of the learning rooms.

The greatest challenge facing the juveniles in these rehabilitation schools was inadequate food where most of them were forced to steal from others, the staff or their neighbourhood in order to supplement what the schools provided. Others had gone to the extent of engaging in illicit relationships both with fellow children especially the prefects and older children and staff members in order to supplement what they were missing.

The research findings on the staff competence level established that the staff members charged with the responsibility to take the juveniles through the rehabilitation process had qualifications in diverse fields especially children with special needs.

Welfare officers indicated that they had been trained on social development, child development and guidance and counselling, sociology and have been taken through various seminars/trainings on how to deal with juvenile delinquents.

The class teachers had basic teachers training and qualified with P1 certificates and special education. Getathuru had only one teacher who had the highest qualifications of a diploma in special education, attended a number of short courses in basic guidance and counselling.

Vocational training instructors had been trained on technical building, motor vehicle mechanics, technical education, woodwork, clothing technology, fashion and design, food and beverage management, agriculture and electrical techniques among others.

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. Teachers were rated as good because they gave children assignments and trained them on leadership and responsibilities. The teachers were always available in class and on duty to help them with assignments and carrier guidance services. They were free to consult them whenever in need of anything. Some helped children by calling their parents from their own cell-phones to come and visit them.

These experiences /qualifications helped the welfare officers to work better, were able to assess and classify the children based on their risk levels and needs. Counseled children

and observed their progress reports on rehabilitation process. They said that their qualifications affected the juveniles positively because they were able to interview, keep records, understood each individual child and chatted ways for their exit accordingly.

The management policies and guidelines in the institutions were derived from the children's Act 2001, National children policy (2010), Code of regulations (COR), National Standards policy for regulations in statutory institutions and Ministerial/Departmental service charter. All these policies spelt out the treatment of the children right from admission, assessment and classification up to the time of exit from the institutions. The policies set goals / targets for the institutions and arrangement of activities according to priority and brought together resources like: human, finances and equipments in the most effective way. They further helped to safe guard the interests of the children, ensuring that the juveniles were provided with the basic needs, no underage child was admitted in the institution and that every child spent a maximum of three years in the institutions. Management policies and guidelines ensured that the best qualified personnel with high integrity were recruited and posted to various institutions.

Due to these management policies and guidelines, the rights of children admitted for rehabilitation in the institutions and transfers to the correct rehabilitation schools after assessment were protected and safeguarded. Parents and their children had a common bond in a neutral environment, the juveniles were able to continue with learning after being admitted into the institutions and even after leaving the institutions. They assisted in following up on the children after graduation from the institutions (After-care services). A good number of the juveniles left institutions reformed and were able to be reintegrated and accepted back to the society and some even began their own businesses. They acted as reference points for the programme, helped to enhance good working relationship between staff and children and safe guarded the juveniles from hostile environments (see appendix 8 for a copy of the rules and regulations governing the schools). The policies took into consideration of the orientation of the juveniles into the new environment as confirmed by Kikuvi (2011) that there was lack of understanding among the adolescents as to why they were in the rehabilitation schools.



Lastly the findings on the benefits of the rehabilitation programmes to the juvenile delinquents included becoming responsible and law abiding citizen, acquiring of skills and knowledge in various fields especially vocational and life skills training courses. The juveniles learnt that it was possible to live a responsible life free of drugs, always made the right decisions and appreciated the importance of education.

The findings also showed that environment where a child grows up from have influence(s) on his or her behaviour. The juveniles appreciated that humility and perseverance in life and hard work pays in life. They learnt about personal responsibility in life and self awareness, personal hygiene and to obey parents. They have also learnt that bad behaviour does not pay but destroys ones' life. The children understood that habits like stealing and abusing others were not allowed. They have learned good morals through spiritual training and have been able to differentiate good from bad, were able to control themselves and avoided bad company.

### **5.3: Conclusions**

The existing rehabilitation programmes for the juveniles in Kenyan rehabilitation schools were, counselling, education, spiritual welfare, vocational training which involved - masonry, mechanic, carpentry and joinery, tailoring and dressmaking while life skills courses were, barber and bakery for the boys while dressmaking, hair dressing, bakery, fashion and design for the girls. Training in agriculture and personal hygiene were common for all the children in the institutions.

The juveniles were also taken through counselling in which the welfare officers combined both individual and group counselling techniques. The children were also offered formal education i.e Nursery- std,8 (8.4.4) syllabus in which teachers have been employed in the institutions to teach the core subjects in primary schools. The subjects that the children were taken through included English, maths, Kiswahili, science, social studies and CRE/IRE.

The study findings illustrated a deplorable state of environmental conditions under which the juveniles were expected to reform. With the state of environment settings, the children could hardly reform to better people because the conditions under which they were put in was disgusting to them. The children felt as if they had been put in the institutions in order to be tortured.

With the limited number of teachers especially in Getathuru where there was only one class teacher in charge of teaching all the classes (1-8), the juveniles could hardly concentrate in class and especially when they were mixed with others. This was made worse by the fact that most of the learning facilities were lacking, not all the lessons that appeared on the timetables were taught due to lack of classrooms. Inadequate beddings in the institutions really caused unhealthy relationships among the juveniles.

The personnel deployed in the juvenile rehabilitation schools were competent enough to effectively take the juveniles through the processes. This was because the juveniles were able to understand their personal values e.g honesty, forgiveness, responsibility, respect, self discipline e.t.c. The staff members were trained on how to help the juveniles internalize self discipline which was brought about by love oriented discipline.

This was also done through letting juveniles use excessive energy in games and drama. The staff members also helped to identify the possible causes of delinquency with the ultimate aim of eradicating them or alleviating their seriousness and manifestations. The juveniles were also equipped with classroom skills on how to read and write and life skills training courses like bakery, barber, hairdressing, personal hygiene, fashion and design among other skills.

The study found out that the programmes that were provided within the institutions were carried out according to the management policies and guidelines. This was because the juveniles were not allowed to go out of the school compound without permission from the staff. And must always be in full school uniforms, always reported their problems to the staff especially the ones on duty and were not allowed to use abusive language. They

were not allowed to bully, abuse or fight one another and use of drugs was also prohibited.

The juveniles were not allowed to use nicknames while in school, no stealing from one another and respect for one another and obey their staff. The other major rules/regulations that guided the operations of the juveniles in the institutions was that, no acts of lesbianism or homosexuality among the juveniles. All the children to attend classes and no going to the staff quarters. They were required to be at the right place at the right time, obeying of the bell, be polite and always speak in either Kiswahili or English and whatever they speak must be the truth.

Contrary to the fact that the juveniles' observations that the programmes were relevant to address their anti-social behavior, the rating of the staff members as good and their agreement with management policies in place most of the male juveniles had not been successfully reformed even after being in the institutions for the recommended period of 3 years.

The greatest factor that was contributing to the failure of the juveniles to be fully rehabilitated was the environmental settings. The conditions within the schools could not enable effective rehabilitation of the juveniles. The programmes were not offered regularly, the staff were lazy and were not attending classes / workshop frequently. Some of the programs were non-existent and the juveniles were in most cases put to playing and sleeping or working in the farms. They also felt that the period of stay was very short hence not enough for proper rehabilitation process. They had not changed fully into good people because most of the facilities and basic needs were missing or inadequate.

Majority of the girls benefited from staying in the institutions. This was because of acquiring skills and knowledge through education, life skills, became responsible and law abiding citizens and accountable. They further added that the programmes had enhanced their self esteem and moral ideals, they left criminal life, developed respect for everybody, were obedient and disciplined, able to know between wrong and right and now identified with good company. They learnt that bad habits do not pay but only

destroys one's lives, they have been inspired and motivated to a better life through counselling, education and vocational training and therefore were able to join the society and lead a responsible life. The juveniles developed self exploration, learnt about bad effects of dropping out of school and drug abuse. They were able to choose careers, discovered their talents and able to understand their parents, neighbours and the community as a whole.

#### **5.4: Recommendations**

Based on the study findings, the study recommended that a complete overhaul and a comprehensive review of the rehabilitative programmes be carried since all the current rehabilitation programmes are outdated and not addressing the needs and concerns of the juvenile delinquents.

Since vocational training courses seemed to be the most relevant courses to address the problems that the juveniles were facing, the government should device more current and state of the art courses to assist the juveniles in the contemporary society. Further the courses should not be gendered as the current society does not distinguish between male and female skills but should address areas where the juveniles are strong. Training in other courses should also be made more interesting especially education which enhances on the country's literacy levels.

The conditions under which the rehabilitation programmes were offered was the greatest factor hindering successful reformation of the juvenile delinquents. The buildings were in a deplorable state and could not accommodate juvenile populations. Therefore stakeholders should make all the necessary efforts to make the living conditions more favourable by building modern hostels (UN standard i.e 10 x10 for every child) for the juveniles.

In all the rehabilitation schools that were surveyed, the juveniles were given only one pair of uniform which became very difficult to manage especially when washed and wet. Additional pair of school uniforms be given to the children. There was a very serious food shortage and other core basic needs within the juvenile rehabilitation schools.

Provision of enough and adequate food (well-balanced diet) for all the children but with increased ration scale for boys while the girls be given adequate allocation for sanitary requirements. More learning facilities should be provided by the Government of Kenya to facilitate effective delivery of rehabilitative programmes within the rehabilitation schools in Kenya.

The government to increase the staffing level of the juvenile rehabilitation schools and ensure that they are adequately trained to effectively assist the juveniles with the rehabilitation process. All the personnel handling counselling should poses at least certificate, diploma and Degree in counselling and psychology.

The greatest staffing challenges facing the schools are teachers in which Getathuru had only one class teacher. Therefore the government should employ more teachers with diverse fields of training in order to assist the juveniles excel in academic just like their counterparts adult offenders in various prisons. Integrity with no criminal records and good morals should be key when recruiting staff to work in the institutions since they will be expected to be role model and moulding the juveniles into good citizens.

The schools were effectively and efficiently managed. Rules and Regulations that were in place had helped in giving the juveniles direction, focused and a sense of nationality. The government and all the relevant stakeholders on children issues should come up with more relevant policies to improve on the effectiveness of rehabilitation programmes for the juvenile delinquents within the rehabilitation schools. The boys needed to be assessed on the challenges that were impeding on their rehabilitation process because of the high rate of recidivism. The boys' schools to evaluate the conditions provided in the institutions which seemed to be the greatest challenge while the girls needed more favourable conditions to improve on the rehabilitation process.

### **5.5: Suggestion for Further studies**

Based on the study findings, the researcher recommended further studies in the following areas:

1. Environmental settings of the rehabilitation schools and escape rate among juvenile delinquents in Kenya.
2. Effectively dealing with the challenges facing juveniles in custody
3. A study on recidivism among the juvenile delinquents within the rehabilitation schools in Kenya.

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## **APPENDICES**

### **APPENDIX 1: LETTER OF INTRODUCTION**

Greetings! My name is Onyango Tobias Odera. I am a Master of Arts student in Sociology (Rural Sociology and Community Development) at the University of Nairobi. The purpose of this questionnaire is to collect information on the effectiveness of rehabilitation programmes on juvenile delinquents within the rehabilitation schools in Kenya. You have been chosen as a respondent in this study. I therefore request you to give me a bit of your time and allow me to ask you a few questions on this area. Please note that your honesty in answering the questions during the interview is vital in understanding the effectiveness of these rehabilitation programmes within the rehabilitation schools.

The information collected from you will be treated with confidentiality. Your identity will be kept anonymous because you are not required to reveal your name both during and after the interview. Please note that your honesty in answering the questions on this questionnaire and during the interview is vital in understanding these perennial conflicts. Thank you.

Onyango Tobias Odera

## APPENDIX 2: QUESTIONNAIRE FOR THE JUVENILES

### Instructions

Please put a tick (✓) in the box next to the right response.

1. What is the name of your rehabilitation school?  
Kabete ( ), Dagoretti ( ), Getathuru ( )
2. What was your age at the time of admission to this rehabilitation school?  
11-12 ( ), 13-14 ( ), 15-16 ( ), 17-18 ( ), Any other,(specify) .....
3. Sex? Male ( ), Female ( )
4. How long have you stayed in this school? 3 years ( ), Any other (specify).....
5. What are the rehabilitative programmes that you have been involved in at the rehabilitation school?  
Counseling ( ), Education ( ), Vocational training ( ),Fashion &Design ( ),  
Life skills training ( ), Spiritual welfare ( ), Agriculture ( )  
Any other, (specify).....
  - a. If vocational training, name the programmes.  
Mechanics ( ), Electricals ( ), Masonry ( ), Carpentry& joinery ( ),  
Tailoring & Dressmaking ( ), Agriculture ( ), any other, (specify).....
  - b. If skills training, name the programmes provided.  
Kinyozi /Barber ( ), Saloon ( ), Fashion & Design ( ), Hygiene ( ),  
Any other,(specify) .....
  - c. If academic, name the subjects taught. Mathematics ( ), English ( ), Kiswahili ( ),  
Science ( ), Social studies ( ), C.R.E ( ),  
Any other (specify) , .....
  - d. If counseling, indicate which type. Individual ( ), Group ( ),  
Any other (specify) .....
6. Do you have a time table showing how rehabilitation programmes are supposed to be carried out? Yes ( ), No ( ),
7. Are the programmes carried out as planned on the time table? Yes ( ), No ( )  
If no, why.....

8. In your opinion, do you think these rehabilitation programmes are relevant and specific to address your anti-social behavior problems? Yes (  ), No (  )  
 Kindly explain based on your response above:  
 .....
9. Are there enough accommodation facilities within the institution for all the children?  
 Yes (  ), No (  ).
10. Do you get enough basic needs? Yes (  ), No (  )  
 Please specify how it has affected your ability to learn and reform;  
 .....
11. Are there enough classrooms/workshops for learning/trainings? Yes (  ), No (  ).  
 If No, why? .....
12. Are there learning/training facilities within the classrooms/workshops? Yes (  ), No (  )  
 If No, specify .....
13. How do you rate your teachers, welfare officers and vocational training instructors in delivering rehabilitation programmes?  
 Excellent (  ), Very good (  ), Good (  ), Fair (  ), Poor (  )  
 a. Please explain further based on your response above;.....
14. What are the rules that guide your stay within this institution?  
 a. How have these rules affected your life while in this institution? .....
15. At personal level, do you think you have been rehabilitated into responsible citizen?  
 Yes (  ), No (  )  
 a. If yes, specify some of the benefits of the rehabilitation programmes?  
 b. If no, why?

**“Thank you for your Co-operation”**

### **APPENDIX 3: INTERVIEW GUIDE FOR THE KEY INFORMANTS (STAFF)**

Name of Institution: \_\_\_\_\_

1. What is your name? (optional)
2. What is the capacity of the institution in terms of population?
3. What is the current population?
4. How does the response given above affect the effectiveness of rehabilitation programmes on the juvenile delinquents?
5. Which are some of the most relevant rehabilitation programmes offered to the juvenile delinquents in this institution?
6. Are these programmes effective in rehabilitation of the juvenile delinquents?
7. How do the environmental settings/infrastructures of the rehabilitation schools affect the delivery of rehabilitation programmes?
8. What are your qualifications as a welfare, class teacher and vocational training instructor in this institution?
9. How long have you been involved in the rehabilitation of juvenile delinquents?
10. How does your qualifications and experience affect the rehabilitation of juveniles in this institution?
11. Which are some of the most common management policies and guidelines on the rehabilitation programmes for the juvenile delinquents?
12. What are the merits and demerits of these management policies and guidelines on rehabilitation programmes for the juvenile delinquents?
13. What do you think are the benefits of rehabilitation programmes on the juvenile delinquents?

**“Thank you for your Co-operation”**

**APPENDIX 4: FOCUS GROUP DISCUSSION GUIDE (FGD) FOR JUVENILES**

**Name of Institution:** \_\_\_\_\_ **Group No:** \_\_\_\_\_

1. What are the reasons that made you to be committed to this school?
2. What are your views on the rehabilitation programmes on character reformation?
3. Out of these rehabilitation programmes that you have been taken through, which ones are most relevant for your behavior modification?
4. What are some of the qualifications for your staff members in terms of rehabilitation process?
5. What is your general perception about competence level of your staff members in delivering rehabilitation programmes?
6. How do the rules and regulations in this institution contribute to the effectiveness of rehabilitation programmes?
  - a. What do you like / dislike about these rules and regulations?  
Like  
Dislike
7. Having been in this school for the three years, what are the lessons you have learnt about rehabilitation programmes?
8. Do you think having been taken through these rehabilitation programmes has changed you into a responsible citizen now and in future? Yes ( ) No ( )  
Explain based on your answer above .....

**“Thank you for your Co-operation”**



**APPENDIX 5: TIME TABLE FOR DAGORRETI REHABILITATION SCHOOL**

<b>Daily programmes</b>		
<b>DAY</b>		<b>ACTIVITY</b>
Monday	Morning	Classes
	Afternoon	Bible study (partners)
Tuesday		Vocational (bakery and tailoring) and Counselling
Wednesday	Morning	Classes
	Afternoon	Debating
Thursday		Vocational (bakery and dress making)
Friday	Morning	Pastoral programmes, classes
	Afternoon	Life skills

## APPENDIX 6: TIME TABLE FOR KABETE REHABILITATION SCHOOL

### DAILY PROGRAMMES/ACTIVITIES

#### KABETE RAHABILITATION SCHOOL

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY		
6.30-7.15 am	Unlock, bathing and tidying up of the doors	Unlock, bathing and tidying up of the doors	Unlock, bathing and tidying up of the doors	Unlock, bathing and tidying up of the doors	Unlock, bathing and tidying up of the doors		
7.15-8.00am	Breakfast and clearing up the dinning area.	Breakfast and clearing up the dinning area.	Breakfast and clearing up the dinning area.	Breakfast and clearing up the dinning area.	Breakfast and clearing up the dinning area.		
8.00-8.25am	Morning devotion	Morning devotion	Morning devotion	Morning devotion	Morning devotion		
8.40-9.00am	Morning exercises	Inspection in all areas	Morning exercise	Dormitory inspection	Morning exercises		
9.00am-1.00pm	Classes/vocational trainings						
1.00pm-2.00pm	Lunch break						
2.00-3.00 pm	Classes/vocational training						
3.00-4.00pm	GAMES	AREAS	GAMES	CLUBS	PPI		
4.00-6.00PM	PERSONAL CLEANLINESS AND HYGIENE						
6.00-7.00PM	T.V VIEWING AND LOCKUP						
<b>SATURDAY</b>							
7.00-8.30am unlock and breakfast	8.30-9.00am Roll call and duty allocations	9.00am-10.00 general cleaning/personal cleaning	10.00-12.30 preps	12.30- 2.00pm lunch	2.00-4.00pm recreation	4.00pm- 5.30 games	5.30pm-7.00pm Supper and lock up
<b>SUNDAY</b>							
7.00-8.30am unlock and breakfast	8.30am-11.00am 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/lockup	

**APPENDIX 7: TIME TABLE FOR GETATHURU REHABILITATION SCHOOL**

**GETATHURU NATIONAL RECEPTION, ASSESSEMENT AND CLASSIFICATION CENTRE  
TIME TABLE**

TIME		6.30 AM	7.30 AM	8.00 AM	8.00 AM		9.00 AM	12.30 AM	2.00 PM	4.00 PM	6.00 PM	7.00 PM	8.00 PM	9.00 PM
DAY	6.00 AM	7.30 AM	8.00 AM	8.30 AM	9.00 AM		12.30 AM	2.00 PM	4.00 PM	6.00 PM	7.00 PM	8.00 PM	9.00 PM	6.00 AM
<b>MON</b>	<b>U N D E R C O N T R O L L E D</b>	<b>B R E A K F A S T</b>	<b>C L E A N I N G</b>	<b>I N S P E C T I O N</b>	<b>A S S E M B L Y</b>	• N,1 & 2.... • 3 & 4..... • 5 & 6..... • 7,8 & SEC... • NEW ADM.	• FARM • KITCHEN • WELFARE • ACADEMICS • WELFARE	<b>L U N C H</b>	GUIDANCE & COUNSELLING	GAMES	<b>S U P P E R</b>	<b>T V V I D E O</b>	<b>L O C K U P &amp; I N D O O R G A M E S</b>	<b>S L E E P I N G</b>
<b>TUE</b>						• N,1 & 2.... • 3 & 4..... • 5 & 6..... • 7,8 & SEC... • NEW ADM.	• WELFARE • FARM • ACADEMIC • KITCHEN • KITCHEN		GUIDANCE & COUNSELLING	GAMES				
<b>WE D</b>						• N,1 & 2... • 3 & 4... • 5 & 6..... • 7,8 & SEC... • NEW ADM.	• PASTORAL CARE (P.F.C.) • HEALTH & HYGENE • YAK		YAK	GAMES				
<b>THU R</b>						• N,1 & 2.... • 3 & 4..... • 5 & 6..... • 7,8 & SEC... • NEW ADM.	• KITCHEN • ACADEMICS • FARM • WELFARE • WELFARE		SWAHIBA NETWORK	GAMES				
<b>FRI I</b>						• N,1 & 2.... • 3 & 4..... • 5 & 6..... • 7,8 & SEC... • NEW ADM.	• ACADEMICS • WELFARE • KITCHEN • FARM • ACADEMICS		SUNGURA ACTIVITIES	GAMES				
<b>SAT</b>						• ALL	• GENERAL CLEANING		DON BOSCO					
<b>SUN</b>						• ALL	• SUNDAY SERVICE		DON BOSCO					

## **APPENDIX 8: SCHOOL RULES AND REGULATIONS**

- All children to respect all the staff members as well as their fellow children.
- All children to be in full school uniform
- Cleanliness/smartness/ neatness should be maintained / observed at all times.
- All valuable items/ personal effects including money be surrendered the deputy manager and be recorded in the children deposit register.
- Stealing pilfering and other form of malpractices is prohibited.
- No interactions with visitors without permission from the authority.
- All children must attend class unless are incapacitated by illness.
- Any sick child should report immediately to any member of staff or directly to the nurse.
- No child will be allowed to proceed on home leave without parent/guardian and should be returned not with than the specified date / time.
- No escape shall be entertained.
- Children are allowed to attend church and church services of their choice.

**APPENDIX 9: LETTER OF AUTHORIZATION FROM THE DEPARTMENT**



**UNIVERSITY OF NAIROBI  
DEPARTMENT OF SOCIOLOGY & SOCIAL WORK**

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

P.O. Box 30197  
Nairobi  
Kenya

27<sup>th</sup> June, 2013

**TO WHOM IT MAY CONCERN  
ONYANGO TOBIAS ODERA - C50/63001/2011**

This is to confirm that the above named is a bona fide M.A. student in the Department of Sociology and Social Work. He has presented his project proposal entitled; **“Effectiveness of Rehabilitation programmes on Juvenile delinquency in Kenya: A Survey of Rehabilitation Schools in Nairobi County”**.

**Mr. Onyango is required** to collect data pertaining to the research problem from the selected organization to enable him complete his Proposal which is a requirement of the Masters degree

Kindly give him any assistance **he may need.**

  
**Dr. R.M. Ocharo**  
Chairman, Dept. Of Sociology & Social Work



c.c. Prof. Mburugu  
Supervisor

## APPENDIX 10: CONSENT LETTER FOR INTERVIEWING JUVENILES

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### MINISTRY OF LABOUR, SOCIAL SECURITY AND SERVICES

CHILDREN'S DEPARTMENT

Telegrams: "APPROVED",  
Nairobi  
Telephone: Nairobi 228411



HEADQUARTERS  
JOGOO HOUSE "A"

Ref No... **CS/6/11 VOL.V . 149**

**2<sup>nd</sup> July, 2013**

and date:

To  
The managers,  
Getathuru Rehabilitation School  
Kabete Rehabilitation  
Dagoretti Rehabilitation

#### **RE: ASSISTANCE FOR ACCESS TO DATA TO COMPLETE M.A SOCIOLOGY RESEARCH.**

The bearer of this letter Tobias Onyango is pursuing his M.A in Sociology at the University of Nairobi and would like to carry out A survey on **"Effectiveness of Rehabilitation programmes on Juvenile Delinquents in Kenya"** .

He is interested to be assisted in getting data and information from your institution to help him translate the theoretical knowledge learnt into practice.

He is therefore, authorized to carry out his survey work in your institutions and by copy of this letter, you are requested to provide him with the data and information he requires.

  
**LIVINGSTONE A. ORUKO**  
**FOR: DIRECTOR CHILDREN SERVICES**

CC  
Manager  
Getathuru Reception and Classification Center  
Kabete Rehabilitation School  
Dagoretti Rehabilitation School