

**FACTORS INFLUENCING REHABILITATION OF JUVENILE DELINQUENTS
IN THE JUVENILE JUSTICE SYSTEM IN KENYA: CASE OF DAGORETTI
GIRLS' REHABILITATION SCHOOL IN KIAMBU COUNTY.**

BY

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2014

DECLARATION

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

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This research project has been submitted for examination to the Department of Extramural Studies, School of Continuing and Distance Studies of the University of Nairobi with my approval.

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DEDICATION

This project is a special dedication to my loving fiancé Peter Ndirangu and our unborn child.

And to my parents Mr. and Mrs. John Ndegwa for their moral and financial support during the entire program. May God bless them abundantly.

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LIST OF ABBREVIATIONS AND ACRONYMS

ANPPCAN	:	African Network for the Prevention and Protection against Child Abuse and Neglect
CNCP	:	Children in Need of Care and Protection
CRC	:	Convention on the Rights of the Child
DCS	:	Department of Children Services
KAACR	:	Kenya Alliance for Advancement of Children
SPSS	:	Statistical Package for Social Sciences
UDHR	:	Universal Declaration of Human Rights

ABSTRACT

The purpose of this study was to investigate the factors influencing rehabilitation of juvenile delinquents in the juvenile justice system in Kenya. The study was carried out in a government rehabilitation school in Kiambu County which is Dagoretti girl's rehabilitation school. The objectives of the study were to examine how guidelines existing in children's courts influence the rehabilitation process of juvenile delinquents, determine how the competence level of the staff handling juvenile delinquents in the Kenyan rehabilitation schools influences rehabilitation of juvenile delinquents, examine how the environmental settings of rehabilitation schools in Kenya influence the rehabilitation of juvenile delinquents and to investigate the influence of family involvement and the rehabilitative process of juvenile delinquents. Overall, the study intended to investigate how these factors affect the rehabilitation of juvenile delinquents committed to this institution by looking at both short and long term benefits of the rehabilitation process to juvenile delinquents. Other studies have been carried out at individual and institutional levels some of which recommended further studies as regards to rehabilitation of juvenile delinquents which was the basis of this study. The study used a descriptive survey design. The target population was the 2nd and 3rd year juvenile delinquents, welfare officers, class teachers and vocational training instructors from the institution. A sample size of 50 juveniles and 8 key informants was purposively selected making it a total of 58 respondents. The data for the study was collected using questionnaires, interview schedules and focus group discussion. The data was analyzed descriptively using excel, word and Statistical Package for Social Sciences and was presented in frequency tables and prose form. The findings indicated that the variables studied were significant in determining the effectiveness of the rehabilitation process. The findings showed that most of the guidelines stipulated in national and international legal instruments with regards to children are not adhered to in the children's court. Findings on the court process showed that 80.6% of the children were detained between one week and four months, most of them were not given explanations for their arrest and majority did not have legal representation. This showed a laxity in the protection of children's rights in the children's court which is one of the agencies in the juvenile justice system and a deterrent to the rehabilitation process of the juveniles. The level of staff competence also influences the rehabilitation process but on the positive. 81.3% of the staff were rated at good and above and some of the staff were mentioned as role models. The findings indicated the greatest hindrance to the rehabilitation process was the environmental settings of the school. The buildings were very old and had cracks on the roofs and floors. The beds were inadequate and some of the children cited cases of sleeping on the floor. The workshops and classrooms had inadequate facilities and classes 1, 2, 3 and 5 were missing. On the level of family involvement and how it influences the rehabilitation process, the findings indicated that 50% of the parents had never visited the juveniles in the rehabilitation school which made them feel that they are not loved. To improve the effectiveness of the rehabilitation process, the government should work together with all stakeholders to synchronize the whole juvenile justice system; the government should also improve on the physical conditions of the rehabilitation schools and ensure that rehabilitation staff have adequate training. The management of the institutions should also formulate a programme for family visitations and mediation.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The quality of juvenile justice schools throughout the world historically has been wanting (Bromberg & Thomas, 2006). In America for instance each state's juvenile justice system grew in relation to the states needs and priorities rather than from a uniform policy and plan thereby resulting in disparate state systems of juvenile justice systems and practices. For juvenile justice schools, this fragmentation has contributed to the disparate and inferior quality of educational programs with juvenile offenders educational needs often ignored and neglected (Bromberg & Thomas, 2006).

Juvenile delinquents are coming into the juvenile justice system with an array of problems that have caused them to commit delinquent acts (Mincey, Maldonado, Lacey, &Thompson, 2008). Once juvenile delinquents finish their sentence, they must re-enter society. Correctional facilities that over see the rehabilitation process for juvenile delinquents have to address problems that include receiving adequate treatment that rehabilitates the juvenile offender so they are less likely to recidivate, making sure the juvenile delinquent has realistic and obtainable resources and means to make it in society and making sure the juvenile delinquent is fully aware and ready for the transition back into society.

The problem with juvenile delinquency is that it is becoming more complicated and the measures aimed at their treatments now proliferate in almost all institutions/communities (U.S Department of Justice, 2007). However these measures 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 measures is rather weak because the mechanisms in place are often inadequate to address the existing situation (Campaign For Youth Justice, 2007, Acoca, 1999).

The African Network for the Prevention and Protection against Child Abuse and Neglect [ANPPCAN] (2001) postulates that in Kenya, Children in Need of Care and Protection (CNCP) who include child offenders' account for over 40% of total children population in Kenya. KAACR (2003) estimates the number of children in need of care and protection in Kenya to be about 600,000.

Juvenile delinquency in Kenya is on the increase. The number of children in conflict with law has risen significantly since 2006 (Department of Children's Services Database, 2010). The streets of many urban centers are full of children of varying ages that engage in all sorts of ill behaviors ranging from drug abuse, crime to commercial sex. The female children are giving birth at tender ages bringing forth a new generation of disadvantaged children. According to The Sunday Nation 4th December 2005, youngsters barely out of primary school in Nairobi's Eastland's estates are dying in horrific shootings with police.

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 behavior and reduce the frequency of juvenile offenses (Bradshaw and Roseborough, 2005).

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 (Griffin, 2010).

1.2 Statement of the problem

Juvenile offenders are taken to the Rehabilitation Schools for character reformation. The government of Kenya has established rehabilitation schools with the aim of correcting and, reforming the delinquent adolescents into adjusted productive citizens. The rehabilitation schools have programs designed to meet this objective. However the ability of these schools to deliver the programmes in a manner that is beneficial to this group of youth is questionable.

According to Kikuvi (2011) none of the schools have all classes (1-8) leading to non-continuity even in the counselling process and subsequent rehabilitation process. Various studies have been conducted on juvenile delinquents in Kenya. 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 Kikvi (2011), studied the Rehabilitation of Delinquent Adolescents in Kenya by exploring on the Challenges and Implications for Counselling. There exists minimal research on the factors influencing rehabilitation of juvenile delinquents in the juvenile justice system in Kenya. This therefore called for the need to investigate factors which influence rehabilitation of juvenile delinquents in Kenya, which is the basis of this study.

1.3 Purpose of the study

The purpose of this study was to investigate the factors influencing rehabilitation of juvenile delinquents in the juvenile justice system in Kenya.

1.4 Objectives of the study

The objectives of this study were:

- i. To examine how guidelines existing in children's courts influence rehabilitation of juvenile delinquents in Kenya.
- ii. To determine how competence level of the staff handling juvenile delinquents in the Kenyan rehabilitation schools influence rehabilitation of juvenile delinquents.

- iii. To examine how environmental settings of rehabilitation schools in Kenya influences the rehabilitation of juvenile delinquents.
- iv. To assess the influence of family involvement and the rehabilitative process of juvenile delinquents.

1.5 Research questions

- i. How do guidelines in children's courts in Kenya influence rehabilitation of juvenile delinquents?
- ii. How does competence level of the staff handling juvenile delinquents in Kenya influence their rehabilitation?
- iii. How does the environmental setting of rehabilitation schools in Kenya influence rehabilitation of juvenile delinquents?
- iv. How does the level of family involvement influence rehabilitative process of juvenile delinquents.

1.6 Significance of 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.

The findings of the study will assist staff working in the juvenile justice system to help rehabilitate child offenders effectively. It is expected that the findings of this study will improve rehabilitation services and environmental conditions in Kenyan Rehabilitation Schools and also enable follow-up studies to be carried out by other researchers. The findings may strengthen parents' involvement in the whole rehabilitative process from arrest to release of juvenile delinquents which may promote their personal and social skills and reduce recidivism.

1.7 Delimitation of the study

The study delimited itself to girls who were rehabilitated at Dagoretti rehabilitation school in the 2nd and 3rd year of rehabilitation. For more conclusive results, children rehabilitated in other rehabilitation schools could have been included but the researcher wanted to focus only on Dagoretti girl's rehabilitation. Consequently, findings of the study were not generalized to boy's rehabilitation schools in the country as each institution might be experiencing unique circumstances.

1.8 Limitations of the study

Language barrier was a limitation since majority of the juvenile delinquents in the rehabilitation school were not comfortable with English language that was 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 was expected. Another limitation was that it was not easy to access the children in the rehabilitation school but the researcher got an

approval letter from the department of children services though with a lot of delay. Lastly, availability of funds was also a limitation but the researcher got financial support from family, friends and other well wishers.

1.9 Assumptions of the study

The researcher assumed that all the information that was collected in the questionnaires would be true and correct, that the children and their caregivers would put total effort to the contribution of this research and that the study sample was a representative of the whole population.

1.10 Definition of significant terms used in the study

Children's court: Refers to a court where children's cases are heard and passed.

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.

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

Juvenile: Juveniles are those people who haven't reached adulthood or the age of majority or children in the age of ten to eighteen years.

Juvenile justice system: The juvenile justice system is a system that provides legal setting in which youth can account for their wrongs or receive official protection. The juvenile justice system has many aspects including the people involved, their roles, the formal procedures, the physical facilities and other facilities.

Programs: This refers to components that make up the rehabilitation process in rehabilitation schools.

Rehabilitation: Refers 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.

Rehabilitation school: This refers to an institution established under section five of the children's act to admit child offenders with a view of reforming their behavior.

1.11 Organization of the study

Chapter one of this study highlighted the background of juvenile rehabilitation, it discussed the problem statement and described the specific problem addressed in the study, purpose of the study, objectives of the study, research questions, the significance of it, delimitations and limitations as well as defining significant terms used in the study. Chapter two presented a review of literature and relevant research associated with the problem addressed in this study; it discussed the theoretical framework as well as the conceptual framework. Chapter three presented the methodology, target population, sample size and procedures used for data collection and analysis. Chapter four contained an analysis of the data and presentation of the results. Chapter five offered a summary and discussion of the researcher's findings, implications for practice, and recommendations for future research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section presented relevant literature on the factors influencing rehabilitation of juvenile delinquents in the juvenile justice system in Kenya. The literature was reviewed on the guidelines existing in children's courts, environmental settings of rehabilitation schools, staff competence levels and relationship between level of family involvement and the rehabilitative process of juvenile delinquents. More so the literature looked at relevant theories on rehabilitation of the juvenile delinquents that have been reviewed and finally the section winded up with a conceptual framework.

2.2 Background of juvenile delinquency and rehabilitation

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.

Rehabilitation of children takes place all over the world. A brief look at rehabilitation of children in Lebanon in the Middle East and Morocco in Africa gives a good point of reference. In Lebanon, European Christian missionaries began it. The institutions demonstrated philanthropy and provided a means to influence the social, cultural and economic life of poor groups. In Morocco, benevolent societies affiliated to different religions set up the first residential institutions in the early 20th Century (Save the

children-UK, 2005). In Lebanon, the rehabilitation programs are doing fairly well due to the great investment that the state has put in the programs, and fully support the NGOs (Save the children-UK, 2005).

The earliest attempt to rehabilitate children in Kenya was in 1909 when a reformatory institution for children found loitering in the streets as well as others found guilty of crime was established. These institutions were expected to re-socialize young offenders, build their self-esteem and fit them back to the society, but turned out to be punitive-oriented prisons for young offenders (Ndunda, 1978). This explains why the rehabilitation schools are largely made up of street children. In 1930, the then government appointed a committee, which reported the unsatisfactory atmosphere of the institution, and some changes in the training and handling of boys began to be made. This institute was renamed approved school in line with the British system under the newly introduced Juvenile Ordinance Act of 1934 in Kenya. The Second World War in 1940's and the later state of emergency in Kenya in 1952 created more problems and more children got into trouble with the law. This resulted into the starting of more approved schools and in addition, juvenile remand homes for children awaiting court decisions on the nature of their treatment.

The Juvenile Ordinance of 1934, the Prevention of Cruelty and Neglect of Children Ordinance of 1955, as well as vagrancy and parts of Courts Acts conferred more and new functions to the Department of Children Services in the ministry of Home Affairs at that time. Such functions as protection and discipline, care and protection of neglected or

abandoned children, cruelly treated and vagrant children in the country were later added to the department's responsibility. The above ordinances and acts were consolidated into the Children and Young Person's Act (CAP 141) of the laws of Kenya in 1963, and revised in 1964 (Kinyua, 2004). Koech (1999) recommended that the approved schools discard the image of jail schools and embrace the special education approach, by referring to them as special rehabilitation centres. This meant that the curriculum for these institutions be standardized and follow the special education model of adopted, adapted specialized curriculum to suit the needs of learners with emotional and behavioral problems. The name therefore changed from approved schools to 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). Lauder and Prescott

(1998) contend that effective rehabilitation services 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 Guidelines existing in Children's court

Kenya ratified the Convention on the Rights of the Child on July 31, 1990. The enactment of the Children's Act of 2001 gives effect to the obligations of Kenya under the Convention on the Rights of the Child (CRC) and the African Children's Charter. Since its ratification, Kenya has been working to implement its ideals in domestic legislation concerning childcare and protection.

The children's court is a special court created under section 73 of the Children Act No. 8 of 2001 which reads 'For the purpose of hearing all charges against persons under the age of 18 except for cases of murder and in cases where they are charged jointly with any person or persons over the age of 18 and of the purpose of exercising any other jurisdiction conferred on juvenile courts by or under this or any other written law, there shall be courts called juvenile courts constituted in accordance with the provisions of this section.

The juvenile court is therefore a special subordinate court created for the purpose of hearing cases of children (up to age 18) who are in conflict with the law. Currently in Kenya there are only two independently run juvenile courts located in Nairobi and Mombasa. In other parts of the country a court room within the court environs is set aside as a children's court where several measures are put in place to ensure they create a child friendly environment in the course of administering justice similar to the one's observed in the independent children's court. Some of the guiding principles to ensure a child friendly approach in the admission of justice in juvenile courts include;

2.3.1 Best interest of the child on rehabilitation

According to UNCRC article 3, every child has the right to have his or her best interests given primary consideration. In all actions concerning children, whether undertaken by courts of law, administrative or other authorities, including non-state, the best interests of the child must be a primary consideration. This principle is to be applied both when taking decisions regarding an individual child or for children as a group. This principle should guide the whole process (judicial, administrative or other) but also be a primary consideration in determining in the first place whether the child should participate in the process or not.

UNCRC article 2 stipulates that every child has the right to be treated fairly and equally, free from all kinds of discrimination. The principle of non-discrimination underpins the development of justice for children programming and support programmes for all children's access to justice. A gender sensitive approach should be taken in all

interventions. The specific needs of girls in (juvenile) justice systems, generally premised on male models, should be taken into account. Services offered should not be constrained by gender stereotypes and should provide a range of options for both boys and girls.

2.3.2 Freedom of expression on the rehabilitation process

Every child has the right to express his or her views freely and to be heard, this is according to article 12 of UNCRC. Children have a particular right to be heard in any judicial and administrative proceedings, either directly or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law. It implies for example that the child receives adequate information about the process, the options and possible consequences of these options; and that the methodology used to question children and the context (e.g. where children are interviewed, by whom and how) be child-friendly and adapted to the particular child. In conflict and post-conflict contexts, it is also important to fully involve children in transitional justice processes. Children's meaningful participation in state-run and non-state justice proceedings often requires a significant change in law, legal practice and attitudes. Particular obstacles faced by girls in having their voices heard, such as a lack of confidence or experience in being listened to and taken seriously, should be accommodated for.

2.3.3 Child rights protection during the rehabilitation process

UNCRC article 19 also stipulates that every child has the right to protection from abuse, exploitation and violence. Children in contact with the law should be protected from hardship while going through state-run and non-state justice proceedings, as well as after

the process. Procedures have therefore to be adapted and appropriate protective measures put in place, noting that the risks faced by boys and girls will differ. Torture or other cruel, inhuman or degrading treatment or punishment (including corporal punishment) must be prohibited. Also, capital punishment and life imprisonment without possibility of release shall not be imposed for offences committed by children.

According to UDHR article 1, every child has the right to be treated with dignity and compassion. Every child has to be treated as a unique and valuable human being and as such his or her individual dignity, special needs, interests and privacy should be respected and protected.

Respect for legal guarantees and safeguards. Basic procedural safeguards as set forth in relevant national and international standards and norms shall be guaranteed at all stages of proceedings in both state-run and non-state systems, as well as in international justice. This includes for example the right to privacy, the right to legal aid and other type of assistance and the right to challenge any decision with a higher judicial authority. UNCRC article 4 states that prevention of conflict with the law as a crucial element of any juvenile justice policy. Within juvenile justice policies, emphasis should be placed on prevention strategies facilitating the successful socialization and integration of all children, in particular through the family, the community, peer groups, schools, vocational training and the world of work. In particular, prevention programmes should focus on support for particularly vulnerable children and families.

Deprivation of liberty of children should only be used as a measure of last resort and for the shortest appropriate period of time. Provisions should therefore be made for restorative justice, diversion mechanisms and alternatives to deprivation of liberty. For the same reason, programming on justice for children needs to build on informal and traditional justice systems as long as they respect basic human rights principles and standards, such as gender equality. Apart from the criminal matters, the juvenile court also handles cases of children in Need of Care and Protection and Discipline, as well as protection and care as stipulated in the Children's Act No. 8 2001 where the court is expected to make appropriate orders depending on the nature of the case.

2.4 Staff competence and its influence on rehabilitation

All staff involved with children especially child offenders should be equipped with necessary training for handling them because children learn many things through their models.

2.4.1 Skills and training of rehabilitation staff

Knowing how, and being able to communicate with children is an essential ingredient for working with and on behalf of children. While being able to talk to children can be regarded as a specialized skill, in many ways it is little different from conducting a professional 'helping conversation' with adults. Listening, being authentic and clarifying what is being said are skills that are just as important when it comes to working with children as it is when engaging with adults. However, children's communication skills and styles and how they are positioned in the world does effect the communication

process, for example, children are generally less verbal and more demonstrative than adults. Moreover, children are often aware that they are relatively powerless in society and may, as a result, work out unique ways of ‘managing’ conversations with adults - particularly when it comes to being questioned about emotionally uncomfortable topics (Thomas, 2001). Another critically important concern is the knowledge, experience, and skills needed to develop programs for at-risk youth. Some personnel may lack the desire or predisposition to embark on youth-at-risk programming. For positions requiring significant work in the area of working with juveniles, a background in counseling, education, child development, social work, and psychology may be most appropriate.

2.4.2 Role modeling and its influence on rehabilitation

Bandura (1977), 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 behavior.

This argument 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 and community 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).

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.

This theme is related to the competence level of rehabilitation staff where juvenile delinquents have been placed i.e. if they are 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.

2.5 Environmental conditions of rehabilitation schools

Dagoretti Girls Rehabilitation is one of the oldest statutory institutions for children in Kenya founded in 1945 after World War II. The institution handles girls between the ages of 13 and 18 years and is home to girls in need of rehabilitation care and protection for a maximum period of three years. While at the institution the children receive basic formal education (Dagoretti Rehabilitation School, Annual Report, 2012 / 2013).

2.5.1 Nature of the rehabilitation school and its influence on rehabilitation

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 (Allen, 1981).

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 (McWilliams, 1983).. 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.

2.5.2 Education and vocational training during the rehabilitation process

According to a Rand Corporation report, juveniles who receive general education and vocational training are significantly less likely to return to rehabilitation school after release and are more likely to find employment than peers who do not receive such opportunities. Researchers found that inmates who participate in correctional education programs have a 43 percent lower odds of returning to prison than those who do not. The estimate is based on studies that carefully account for motivation and other differences between correctional education recipients and non-recipients. Employment after release was 13 percent higher among prisoners who participated in either academic or vocational education programs than those who did not. Those who participated in vocational training

were 28 percent more likely to be employed after release from prison than who did not receive such training (<http://www.rand.org/news/press/2013/08/22.html>).

2.6 Influence of family involvement on rehabilitation

Family involvement and therapy is an important part of the rehabilitation process for juvenile delinquents. Research has shown that for many juvenile delinquents they come from families where there are many siblings so time is stretched and each child does not get adequate attention. Also the parents are not involved because of other issues such as substance abuse, incarceration, and or poverty.

2.6.1 Visitation by family and its influence on rehabilitation

The primary purpose of visitation is to maintain the parent-child attachment, reduce a child's sense of abandonment, and preserve their sense of belonging as part of a family and community. A child needs to see and have regular contact with their parent(s), as this relationship is the foundation of child development. Maintaining family connections has life-long significance for a child. Visitation maintains their relationships with siblings and others who have a significant role in a child's life. When a child loses family connections, they also lose family history, medical history and cultural information. Visitation is considered the heart of reunification, but even when reunification is not likely, parents, siblings and extended family continue to be important in children's lives (Charles & Nelson, 2000).

2.6.2 Social support of family and its influence on rehabilitation of juveniles

Supportive families help the former offender overcome difficult program experiences while going through the rehabilitation process (Mincey et al, 2008). Family therapy also allows the whole family to be rehabilitated because the family gets the opportunity to process the situation of their former delinquent child. Family therapy helps to explain the control theory because the therapy process allows for strong social bonds to be created through therapy so; juvenile delinquents are less likely to recidivate because they are rebuilding a strong foundational relationship.

2.7 Theoretical framework

A multitude of factors exist that contribute to the understanding of what leads one to engage in delinquent behavior. Youth Alive! Kenya (2006) postulates that while biological and psychological factors hold their own merit when explaining crime and delinquency, social factors can best explain juvenile delinquency. The social causes are set out in a wide array of theories by criminologists and sociologists ranging from social learning to rational choice making, functionalism, society conflicts, labeling, social control, strain and cultural deviance.

Le Roux (1993) observed that majority of the children result to crime and delinquency due to social-economic and other factors within the family or immediate environment. Such include addiction to alcohol and drugs, financial problems and poverty, family relationship, parental and sexual abuse, parental absence from home and collapse of

family structure, collapse of extended family and emergence of vulnerable modern families in urban areas.

Tutt (1974), conducted studies on factors leading to delinquency and found that poverty creates a constellation of factors which contribute greatly to delinquency that is poor homes characterized with quarrels and violence and the fathers not taking up their roles of bringing up the children. These children then become emotionally anxious and feel insecure and express these feelings by engaging in reckless and delinquent acts, they establish identity with peer group through gangs.

In traditional African societies, juvenile delinquency was virtually unknown (Wakanyua 1995). This was mainly because there was a stable and integrated way of living with social, moral and legal laws supporting each other. Today, rapid social change has brought about new social economic values that have led to the disintegration of the traditional cultural values. Within this scenario, the problem of child delinquency crime as a social problem and the mechanisms to cope with it has emerged.

2.7.1 William Glasser's Psychological Reality Theory on Maladaptive Behaviour

William Glasser (1957) developed the reality therapy theory because he became convinced that psychiatry was based on mistaken assumptions. He believed that when people behave in an inappropriate manner (maladaptive behavior), they were doing so because they were unable to satisfy their needs. He believes that all human behaviour is motivated by people, regardless of their culture or location striving to meet their basic

psychological needs. There are two basic psychological needs according to this theory thus; the need to love and be loved and the need to feel that one is worthy of esteem to himself and to others. These two psychological needs have been incorporated into one, which Glasser calls identity. Reality therapy is based primarily on this one psychological need of identity, which is present throughout one's lifetime. Glasser considers identity in terms of success identity versus failure identity. In the development of one's identity, other people, parents and siblings play an important role in helping one to see him/her as a success or failure. Glasser (1957) sees personal suffering (abnormal or maladaptive behaviours) as responding to change in one's identity. This happens when an individual effects a change on how he feels lives and behaves; for example if a person feels others esteem him, he/she gains confidence. If there is a feeling of being unwanted by the society, an individual may become aggressive in order to be noticed. We conclude that, a person can be what he decides to become because he is a self-determining creature.

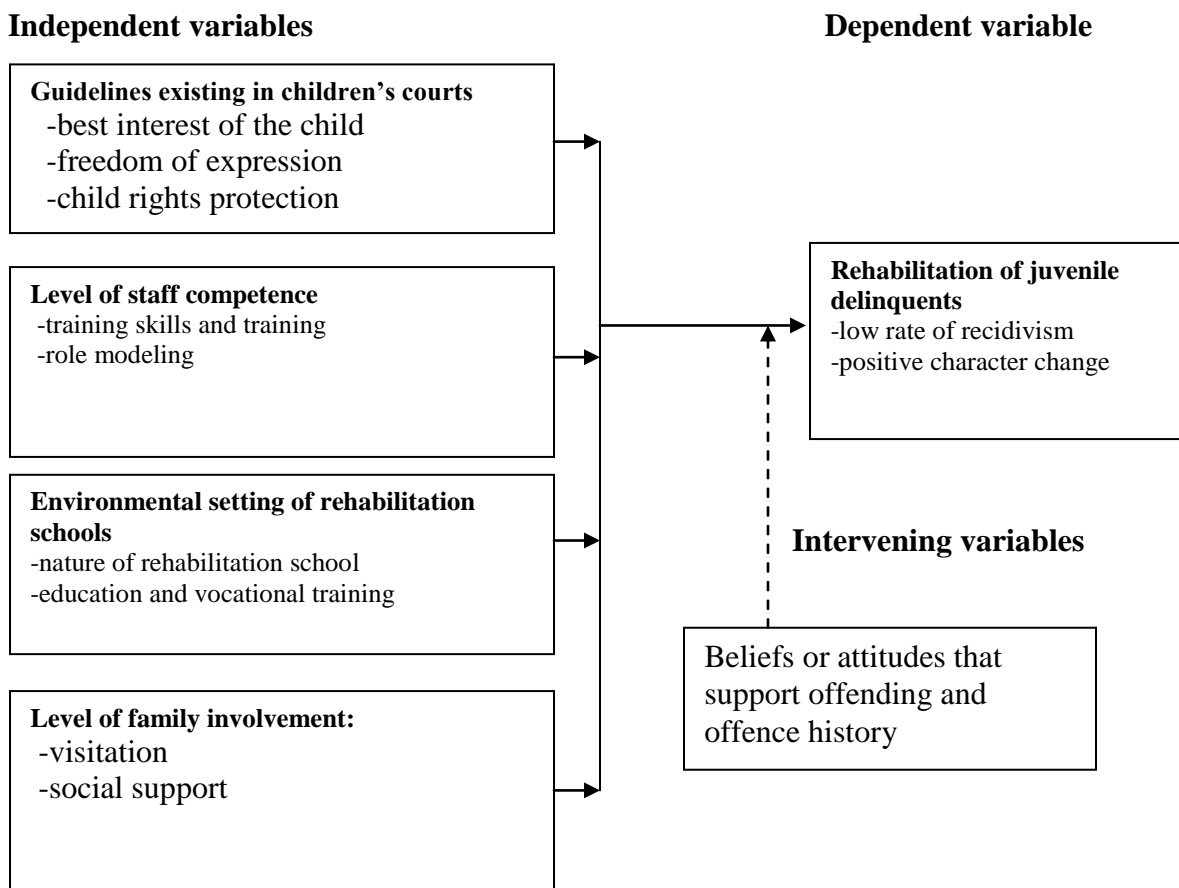
This theory is related to the present study in that juvenile delinquents have a number of unmet needs. The need to love and to be loved is crucial. If they feel that this need is not met by teachers, parents and the society, their maladaptive behaviour will show this. It is therefore, important to pay special attention to the psychological needs of the children. Parents and staff at the rehabilitation schools should make the children feel appreciated and wanted because a vast majority of young people move through the adolescent years without experiencing major difficulties but some encounter serious psychological and behavioural problems that disrupt not only their lives but also the lives of those around

them. Ignoring the children and being harsh to them may cause problems such as drug abuse, depression, suicide, crime, and delinquency

2.4 Conceptual Framework.

In this study, guidelines existing in children’s courts, environmental settings of rehabilitation schools, staff competence levels and relationship between level of family involvement are the independent variables while rehabilitation of juvenile delinquents is the dependent variable as presented on figure 2.1 below;

Figure 1: Conceptual Framework



The researcher conceptualizes that effective rehabilitation of juvenile delinquents in the Kenyan rehabilitation schools may be influenced by the guidelines existing in children's courts and if they are followed or not. Effective rehabilitation of the juveniles might be further affected by the environmental settings of the rehabilitation schools, staff competence level and level of family involvement. However effective rehabilitation of the juvenile delinquents cannot be achieved if the juveniles do not change their attitude (beliefs) towards delinquency which may be worsened by the juvenile's offence history.

2.5 Summary of the reviewed literature and knowledge gaps

Various studies have been conducted on juvenile delinquents in Kenya. 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 Kikvi (2011), studied the Rehabilitation of Delinquent Adolescents in Kenya by exploring on the Challenges and Implications for Counselling. There exists minimal research on the factors influencing effective rehabilitation of juvenile delinquents in the juvenile justice system in Kenya. This therefore calls for the need to identify and discuss those factors, which is the basis of this study.

The literature has been reviewed on the guidelines existing in children's courts, the researcher has also looked at different theories relating to the environmental settings of rehabilitation schools, staff competence levels and relationship between level of family involvement and the rehabilitative process of juvenile delinquents. More so the literature looks at the conceptual framework and finally the section winds up with other researches that have been done before and notes relevant knowledge gaps.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section presented the methodology used in carrying out the study. It was subdivided into research design, target population, sampling procedure, methods of data collection, validity, reliability, methods of data analysis and ethical issues.

3.2 Research Design

A research design is the conceptual structure in which research is conducted (Kothari, 2003). Descriptive survey research design was used in this study since variables under study were not manipulated. According to Mugenda and Mugenda (2003) survey research design seeks to obtain information that discloses existing phenomenon by asking individuals students about their perception, attitude, and behaviour or beliefs. The study was focused on establishing the factors that influence rehabilitation of juvenile delinquents in the juvenile justice system in Kenya. This type of design maintains a high level of confidentiality. It is convenient and enables data to be collected faster, enables questions to be asked personally in an interview or impersonal through a questionnaire about things which cannot be observed easily. It also gave the study an opportunity to get accurate view of responses to issues as well as test theories on social relationship at both individual as well as group levels (Kothari, 2003). Descriptive survey was appropriate for the study because it enabled the collection and analysis of both qualitative and quantitative data.

3.3 Target Population

The study targeted population was drawn from Dagoretti Girls rehabilitation school. It comprised 50 2nd and 3rd year rehabilitees and 8 welfare officers, class teachers and vocational training instructors.

This is because they were the ones who could give relevant information based on the aim of the study. The rehabilitees were suitable for this study because they had undergone the assessment stage and now were fully settled in the rehabilitation school. Dagoretti girl's rehabilitation school receives girls from Kirigiti Girl's Rehabilitation School which 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). The target population was distributed as presented in table 3.1

Table 3.1: Distribution of the Target Population

Category	Population (N)	Sample
Juveniles (2 nd and 3 rd years)	105	50
Welfare officers	10	3
Class teachers	8	3
Vocational training instructors	5	2
Total	238	58

3.4 Sample size and sampling Procedure

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). The sample size was 50 2nd and 3rd year juveniles and 8 care givers. Purposive sampling was used to pick the juveniles who were in 2nd and 3rd year, the welfare officers, class teachers and vocational training instructors because they were the ones well equipped (key informants) and gave relevant information based on the of the study purpose.

Stratified sampling technique was also used in classifying the respondents into various categories of participation in the study. The juveniles were grouped according to the period that they had stayed in the institution; these were the 1st years, 2nd years and 3rd years where the 2nd and 3rd years were picked as the respondents under the juveniles group. The staff members were grouped based on their specific/various responsibilities in the institution. 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, the total population in Dagoretti girl's rehabilitation is 105. 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 (2nd and 3rd years) were picked which was a total of 50 juveniles and 8 care givers.

3.5 Data Collection Methods

The study was based on both secondary and primary data collected through face to face questionnaires, interview schedules and focus group discussions. The research instruments designed were 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 obtained from juvenile delinquents who were treated as focus groups. The focus groups were randomly selected from the 2nd and 3rd year juveniles consisting of 5-6 members while key informant interview schedules were used to obtain data from the staff member's i.e. welfare officers, class teachers and vocational training instructors.

3.5.1 Pilot study

A pilot study was conducted to test the research instruments and procedures. This was done on 10 children from a medium-risk level rehabilitation school in Nairobi. It was necessary to do the pilot study to avoid contamination and to test the reliability and validity of the research instruments. The pilot study gave pointers on how to improve the

validity and reliability of the strengths and difficulties in the questionnaires and scheduled interviews by identifying items in the questionnaire that were ambiguous or unclear to the respondents. The pilot study also ascertained that the anticipated analytical techniques are appropriate.

3.6 Validity of the research instruments

Mugenda and Mugenda (2003) describe validity of a research instrument as the degree to which it accurately measures what it purports to measure. To establish validity of the instruments used, items in the questionnaire and interview schedule were reviewed against the study objectives to ascertain their accuracy. In this connection, the researcher sought the expertise and guidance from her university supervisor and assistance of other experts in the same field.

3.7 Reliability of the research instruments

Reliability is another important measurement in research. Reliability refers to the consistence of the scores obtained. That is how consistent the scores are for each individual from one administration of an instrument to another and from one item to another (Gakuu and Kidombo, 2008). Doing qualitative research is a tricky exercise that requires greater involvement of the researcher in the entire process. In order to reduce levels of biases and increase the levels of reliability, the research instruments were extensively discussed with experts in research and in the subject area in order to sharpen and improve their appropriateness. The researcher also sought guidance from the supervisor.

3.8 Data Analysis Procedure

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) programme 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 frequency tables and prose for interpretation, summary, conclusions and recommendations.

3.9 Ethical Considerations

Mugenda (2008) suggests that protecting the rights and welfare of the participants should be the major ethical obligation for all parties involved in the research study. The researcher took precautions to ensure non-disclosure of research data to any third party that would use such data for their own purposes. All possible measures were taken to ensure that the respondent's names and particulars were not disclosed. A system of coding the participants' responses was established such that each completed tool was linked to the key informers without using their actual names. Participation in the research was voluntary and subjects were informed that they could withdraw if they felt like. These facts were communicated to them prior to the start of the study. The researcher also obtained consent from the Department of Children Services (DCS) and the Manager from the rehabilitation school.

Table 3.2: Operational definition of variables

Research Objective	Variable	Indicators of the Variables	Level of scale	Data Collection Methods	Type of Analysis	Level of Analysis
To examine how guidelines existing in children’s courts influence effective rehabilitation of juvenile delinquents in Kenya.	Independent: guidelines in children’s court Dependent: rehabilitation of juveniles	-best interest of the child -freedom of expression -child rights protection	Nominal	Questionnaire	Qualitative Quantitative	Descriptive
To determine how competence level of the staff handling juvenile delinquents in the Kenyan rehabilitation schools influence rehabilitation of juvenile delinquents.	Independent: competence level of staff Dependent: rehabilitation of juveniles	-training skills and training -role modelling	Nominal Ordinal	Questionnaire	Qualitative Quantitative	Descriptive
To examine how environmental settings of rehabilitation schools in Kenya influences the effective rehabilitation of juvenile delinquents.	Independent: environmental settings Dependent: rehabilitation of juveniles	-nature of rehabilitation school -education and vocational training	Ordinal	Questionnaire	Qualitative Quantitative	Descriptive
To assess the relationship between level of family involvement and the rehabilitative process of juvenile delinquents.	Independent: level of family involvement Dependent: rehabilitation of juveniles	-visitation -social support	Ordinal Nominal	Questionnaire	Qualitative Quantitative	Descriptive

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1: Introduction.

This chapter contains the findings on the factors influencing rehabilitation of juvenile delinquents in the juvenile justice system in Kenya. The chapter included findings and discussions on the demographic information of the respondents, existing guidelines in the juvenile courts, competence level of staff members' environmental settings of the rehabilitation school and the level of family involvement.

4.2: Questionnaire response rate.

The study was carried out in Dagoretti girls' rehabilitation school in Kiambu County. The sample size for the study was composed of 2nd and 3rd year juveniles and key informants (welfare officers, class teachers and vocational training instructors). The sample size was classified as 50 juveniles (34 the interview guide and 16 for the focused group discussions), then 8 key informants summing up to 58 respondents. 43 of the juveniles participated in the study at a response rate of 86% while 7 of the key informants participated in the study at a response of 87.5% as presented in table 4.1.

Table 4.1: Sample population and Response rate

Category	Target	Response rate	Rate of response in %
Juveniles	50	43	86
Key informants	8	7	87.5
Total	58	50	86.2

The table above showed that 86% out of the targeted 50 juveniles participated in the study. This was contributed by the fact that some of the 3rd year juveniles had finished their term and been reintegrated back to their families just a week before the study was conducted. Out of the 8 key informants targeted, 7 of them participated in the study constituting to 87.5% response rate.

4.3: Demographic Information of the Respondents.

This section presented data on the juveniles' 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: 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 4.1 below;

Table 4.2: Age of Juveniles at admission.

Age	Frequency	Percent
9-10 Years	1	3.1
11-12 Years	9	28.1
13-14 Years	14	43.8
15-16 Years	8	25.0
Total	32	100.0

Majority of the study respondents (44%) were admitted in the rehabilitation school when at the age group of 13-14 years followed by 15-16 years at (25%) then 11-12 years at (28%) and only a few (3%) are admitted at the age group of 9-10 years.

4.3.2: 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 4.2.

Table 4.3: Duration of stay in the institution.

Duration of stay at the institution in Years	Frequency	Percent
1 Year	1	3.1
2 Years	20	62.5
3 Years	9	28.1
4 Years	2	6.3
Total	32	100.0

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 second and third year of rehabilitation.

4.4 The court process

This section presented information on the existing guidelines in the children's court such as period of the court process which puts in perspective the best interest of the child, freedom of expression and legal representation which ensures children's rights are protected and see whether they were observed. These were presented as follows;

4.4.1 Period of the court process

The study sought to find out how long the court process was for the juveniles and how it influenced the rehabilitation process. The response was presented in table 4.4 below;

Table 4.4: Period of the court process

Period of the court process (in weeks)					
	N	Minimum	Maximum	Mean	Std. Deviation
Period of the court process (in weeks)	31	1	156	15.42	28.649
N (listwise)	31				

The study revealed that the average period of the court process was about 4 months with about 80.6% having gone through the process within that time. The shortest period of the court process indicated by the study respondents was less than a week with the longest being three years.

According to the Kenyan constitution (2010), children are given the right to parental care, not to be detained, except as a measure of last resort, and when detained, to be held for the shortest appropriate period. The study showed that some of the children were held in remand homes or police cells for as long as four months.

4.4.2: Explanations for Arrest

The study also sought to find out if the juveniles were given reasons for their arrest and their responses are represented in table 4.5 below;

Table 4.5: Explanations for Arrest

Were you given an explanation for your arrest?	Frequency	Percent
Yes	11	34.4
No	21	65.6
Total	32	100.0

Most of the respondents (65.63%) were not explained the reasons for their arrest before the start of their cases and only 34.4 were told why they were under police custody before the start of their cases.

4.4.3 Legal representation

Specifically the juveniles were asked if they had legal representation which is a guideline provided in the CRC which Kenya has ratified. The study revealed the following findings as presented in table 4.6.

Table 4.6: Legal representation

Were you given legal representation?	Frequency	Percent
Valid Yes	10	31.3
No	22	68.8
Total	32	100.0

The study showed that about 69% of the respondents which was the majority did not have a legal representative.

4.3.4 Freedom of expression

The juveniles were asked to state whether they were given a chance to give their side of the story and the findings are represented in table 4.7.

Table 4.7: Freedom of Expression

Did you give a side of your story?	Frequency	Percent
Yes	14	43.8
No	18	56.3
Total	32	100.0

About 56% of the respondent indicated that they were not given a chance to give their side of the story with only the lesser proportion (44%) given the chance to do so. When asked what can be done to improve the court process most of the respondent (47%) were of the opinion that the court should give them a chance to give their side of the story. About 10% had the opinion that court process can be improved through provision of legal assistance and a similar proportion felt that the courts should not remand children in cells.

4.4.5 Staff responses on the court process

Staff members were asked about the court process before the juveniles are committed the rehabilitation schools and they gave varied responses. A majority which is 42.86% said

they did not know how long and 28.57% said it depends on the crime committed by the child. A majority also said they have never attended a children’s court and they do not know what happens there.

4.5 Level of staff competence

The study sought to examine the level of staff competency and how it influences the rehabilitation of juvenile delinquents.

4.5.1: Qualification of the Staff

The staff members were asked to indicate their qualifications and the results were presented as follows on table 4.8.

Table 4.8: Qualification of the staff

Qualifications	Frequency	Percent
Certificate in child development	1	14.3
Certificate/diploma for vocational training	1	14.3
Class teacher	1	14.3
Counselor and teacher	1	14.3
Fourth Div Certificate in children and youth	1	14.3
I don't know	1	14.3
Trained	1	14.3
Total	7	100.0

The findings showed that the staff members had qualifications in child development, vocational training and children and youth matters. However most of them indicated that they needed more and advanced training in dealing with child offenders and counselling.

4.5.2 The juveniles' perception about the qualifications/requirements for the staff

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 co-operative 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. dress making, hair dressing among others. Be experienced in dealing with difficult children especially those in conflict with the law and also learn to listen to their needs.

4.5.3 Children's rating of the staff

The children were asked to rate the competence levels of the staff that handle them while in the institutions. The response was presented in table 4.9.

Table 4.9: Children rating of the teachers', welfare officers' and vocational instructors' level of competence

Rating	Frequency	Percent
Excellent	6	18.8
Very good	4	12.5
Good	16	50.0
Fair	6	18.8
Total	32	100.0

Teachers, welfare officers and vocational training instructors were rated highly (81.3%) as good and above with majority of the study respondents (50%) rating them as good. The explanation given for the high rating was because they were concerned about the welfare of the respondents (20%, n=32) and they are responsible, helpful and are as good as parents (13.3%). Only about 19% of the respondent rated them as fair citing harsh punishment, not being empathetic and not listening to them as the explanation.

4.5.4: 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.

4.5.5 Children’s response on role models in the rehabilitation school

The juveniles were also asked to state if they had a role model in the school and who they were and why they were chosen as such and the responses are represented in table 4.10.

Table 4.10: Children’s response on role models

Do you have a role model in the school?		Frequency	Percent
Valid	Yes	23	71.9
	No	9	28.1
	Total	32	100.0

The manager and some of the teachers were chosen as role models because they were very accommodating and met the needs of the children in rehabilitation school. 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 and therefore qualified to be their role models.

4.6 Environmental setting of the rehabilitation school

This section presented information on the capacity of the institution and its current population, availability of enough accommodation, classrooms, workshops and learning/training facilities in the school and their effects on the rehabilitation process of the juvenile delinquents.

4.6.1: Capacity of the institution

The staff members were asked to indicate the capacity of the institution and the response was presented in table 4.11.

Table 4.11 Capacity of the institution

Capacity of the institution	Frequency	Percent
100	1	14.3
150	1	14.3
160	4	57.1
90	1	14.3
Total	7	100.0

A majority of the respondents said that the capacity of Dagoretti girl's rehabilitation school is 160 children. At the time of the study the number of children was 105 which is within the recommended capacity.

4.6.2: How the population influences the rehabilitation progress of the juveniles

The members of staff were asked how the juvenile population at that time affected rehabilitation of the juveniles and their responses are presented in table 4.12.

Table 4.12 Response on capacity on effectiveness of rehabilitation

How does the response given above influence the effectiveness of rehabilitation on the juvenile delinquents?

Response	Frequency
I don't know	1
It enables them realise their mistake accept themselves and correct their behaviours	1
Over population makes it difficult for staff to give every child the desired attention that a child should have leading to minimum positive result from children	1
When the number is high no effectiveness	1
Total	4

Most of the staff members response indicated that they thought over population in the school will lessen the rehabilitation process. One staff said that over population makes it difficult for staff to give every child the desired attention that a child should have leading to minimum positive results from the children.

4.6.3: 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 4.13.

Table 4.13: Availability of enough accommodation facilities according to schools

Do you have enough accommodation facilities?	Frequency	Percent
Yes	10	31.3
No	22	68.8
Total	32	100.0

The study found out that all the rehabilitation school was lacking enough accommodation facilities. This was the present situation despite the fact that the school is one the oldest among the juvenile rehabilitation schools in Kenya which was established in 1945.

4.6.4: 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 institution. Mattresses were available but they were torn and very old. Some of the juveniles reported that they sleep on the floor and sometimes it gets very cold. There were missing classrooms like class three and five 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.

4.6.5: 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 4.14

Table 4.14: Availability of enough basic needs

Do you have enough basic needs?	Frequency	Percent
Yes	22	68.8
No	10	31.3
Total	32	100.0

About 69% indicated that they get enough basic needs that ease their learning and reforming. They were also asked how availability of the basic needs affect their rehabilitation process and their responses were represented in table 4.15

Table 4.15: influence of availability of basic needs on rehabilitation

How does availability of basic needs affect rehabilitation?	Frequency	Percent
Ease in learning and reforming	14	43.8
I feel at home and comfortable	5	15.6
It gives the respondent hope	1	3.1
It has no effect	1	3.1
Lack of basic needs makes the child feel worthless and not important as a result makes the child feel hopeless	1	3.1
Lack of basic needs makes the respondent borrow from others affecting the emotional state of the respondent	1	3.1

Some missing basic needs like clothings	1	3.1
Teachers are few hence education is a little bit of a challenge	3	9.4
The food offered is healthy and there is rare case of sickness	1	3.1
There is inadequate food causing children to be less attentive in class	1	3.1
They encourage good behavior	1	3.1
We feel hungry because we eat early but less food	1	3.1
Total	31	96.9

4.6.6: 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 table 4.16.

Table 4.16: Availability of classrooms/workshops

Do you have enough classrooms/workshops?	Frequency	Percent
Yes	6	18.8
No	26	81.3
Total	32	100.0

Majority (81%) said that the classrooms/workshops for learning/training were inadequate with 68% (n=25) indicating that some classes were missing, 16% indicating there were congestions in the rooms and 12% said that the vocational training workshops are inadequate. 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.

4.6.7: 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.

4.6.8: 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 table 4.17

Table 4.17 Availability of Learning Facilities

Do you have enough learning facilities?	Frequency	Percent
Yes	6	18.8
No	26	81.3
Total	32	100.0

More than 81% of the respondents indicated that there were learning/training facilities within the classrooms/workshops. For those who indicated otherwise, stated limited facilities like books and machines (80%, n=5) with the rest stating missing classrooms and workshops as their explanations.

4.6.9: 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 behavior.

Within the school there were time tables to be followed from the time the children woke up to the time for lock 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.

4.7 Level of family involvement

This section provides findings and discussions on how family involvement and support influences the rehabilitation of juveniles.

4.7.1 How parents/ guardians knew of the juvenile’s arrest

The juveniles were asked how their parents/ guardians knew about their arrest and their responses are presented in table 4.18

Table 4.18 Knowledge on arrest by parents/guardians

How did your parent/guardian know of your arrest?	Frequency	Percent
A teacher went to inform them at home	1	3.1
After arrest my mum was telephoned and together with aunt they visited me	1	3.1
Family members facilitated the arrest	14	43.8
Police officers informed them	7	21.9
The guardian does not know where the respondent is currently	1	3.1
They never knew. They knew after rehabilitation	1	3.1
They were called by the court	1	3.1
They were telephoned	1	3.1
Through a guardian	1	3.1
Through the children's officer	4	12.5
Total	32	100.0

The study showed that on how the parents/guardians/family knew about their arrest, 44% indicated that the family members facilitated the arrest and 22% were informed by police officers. Some of the guardians knew after the children were through with their cases and were taken to the rehabilitation schools. This showed the guardians did not participate in the court process and possibly never knew where their children were.

4.7.2 Parents/ guardians support during the court process

The juveniles were asked if their parents or guardians were present during the hearing of their cases and the responses are presented in table 4.19

Table 4.19 presence of parents/guardians in court

Were your parents/guardians present in court?	Frequency	Percent
No	14	43.8
Yes	18	56.3
Total	32	100.0

Majority of the parents/guardians/family members (56%) were present in court to hear the respondents' case. The reasons given for the parents being in the court to hear the cases was majorly because most of the parents/ guardians were the ones who facilitated the children's arrest.

4.7.3 Parents/ guardians visits to the juvenile

The study sought to find out if parents or guardians of the juveniles visited them while at the institution. The results are shown in table 4.20 below;

Table 4.20: Parents visitation

Have your parents/guardians visited you at the institution?	Frequency	Percent
Yes	16	50.0
No	16	50.0
Total	32	100.0

Half (50%) of the parents/guardians had visited the respondents since they started their rehabilitation process. The other half had never been visited. Considering the children have been there for two to three years, the researcher wanted to investigate what the juveniles thought were the reasons why their parents or guardians had never visited then and the reasons are presented in table 4.21 below

Table 4.21: Reasons for lack of visitation by parents/guardians

Reasons for lack of visitation	Frequency	Percent
Distance barrier	2	6.3
I can't explain but feel bad about it	1	3.1
Insufficient funds	3	9.4
Respondent doesn't have their contacts of immediate family	1	3.1
The child feels they do not love her	3	9.4
The respondent has siblings and their whereabouts are unknown	1	3.1
The respondent is not in good terms with the guardian	1	3.1
They don't bother	4	12.5
Total	16	50.0

The study found out that for those who never visited, the respondents felt that it was because they never bothered (25%), had insufficient funds to make the visits (19%) or they don't love them (19%).

CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND
RECOMMENDATIONS

5.1: Introduction

The purpose of this study was to investigate the factors influencing rehabilitation of juvenile delinquents in the juvenile justice system in Kenya in Dagoretti girls rehabilitation school. This chapter presents summary of the research findings, discussions, conclusions and recommendation based on the objectives of the study.

5.2: Summary of Findings

The study findings showed that majority of the respondents were admitted at the rehabilitation school at the age of 13-14 years. According to the study, the process begins with an arrest by a police officer and ends after a maximum of three years at a rehabilitation school where different programmes for aiding in rehabilitation are offered.

The research findings as per the objectives were as follows:

5.2.1: Guidelines in the children's court and its influence on rehabilitation

The court process took between one week and three years. 80.6% of the cases took between one week and four months. Some of the juvenile's arrest was facilitated by their parents or guardians and some were arrested in the streets by the police. At this stage the children are either detained in the cells or taken to remand homes as they wait for mention and hearing of their cases. The study found that 65.6% of the children were not explained for the reasons for their arrest. Most of them were joined in the court room with many

other children and told that they were going to a rehabilitation school without them knowing exactly what contributed to that decision.

5.2.2: Level of staff competence and its influence on rehabilitation

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 on matters regarding children and youth. Some of the 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. The school had only one teacher who had the highest qualifications of a diploma in vocational training and had attended a number of short courses in basic guidance and counselling.

5.2.3: Environmental settings of the school and its influence on rehabilitation

Environmental settings of the institution showed that the population of the juveniles within the institution was relatively manageable. The school can hold up to 160 children at a time and at the time of the study it was under populated with 55 girls. The study found out that 68.8% of the juveniles were not satisfied with the accommodation facilities provided within the school despite the fact that the school has been in existence for decades since 1945. 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 the school. They cited cases of missing classrooms like class 1,2,3 and 5. The children were also

faced with inadequate learning facilities like books, libraries, workshop tools and materials, poor ventilation of the learning rooms.

5.2.4: Influence of family involvement on rehabilitation

The study found out that 50% of the parents or guardians had visited the juveniles during the process but with a majority having visited their children one to three times. The other half had never been visited since they were committed to the institution. During the hearing of the juveniles' cases, only 56% of the parents or guardians were present to hear the cases and this is because most of them facilitated the arrests. The remaining 44% were not present at all during the court proceedings.

5.3: Discussion of findings

The following section presented discussions of the findings under the various thematic areas.

5.3.1: Guidelines in the children's court and its influence on rehabilitation

The first objective of the study was to examine the guidelines existing in the children's court and how they influence the rehabilitation process. The findings showed that the court process took between 1 week and 3 years. According to the Kenyan constitution (2010), children are given the right to parental care, not to be detained, except as a measure of last resort, and when detained, to be held for the shortest appropriate period. The study showed that most of the children, 80.6%, were held in remand homes or police cells for as long as four months. This can be attributed to the slow processing of cases

within the system. In this period the children spend their time at the holding institution with minimal academic and intellectual involvement. They are also faced with many challenges especially those who are detained in the cells. The children had sleepless nights sleeping on cold floors and sometimes went without food. Some also learnt vices like smoking and lesbianism during that time. The UNCRC also implies that the child should receive adequate information about the court process, the options and possible consequences of these options; and that the methodology used to question children and the context (e.g. where children are interviewed, by whom and how) be child-friendly and adapted to the particular child. According to the research findings 65.63% of the children were not given explanations for their arrest which is against the UNCRC. For those that were told the reasons for their arrest, the explanation was done by the judge, a counsellor, children officer, police officer, prosecutor, mother, sister or a court clerk. The study found out that 69% of the respondents did not have legal representation. This showed that the children's rights were not protected even from the beginning of the whole process. The study also showed that 53.6% of the children were not given a chance to give the side of their story which implied that the court imposed its decision on the children. It is therefore very important that the children's court observes the guidelines in the national and international legal instruments that Kenya has ratified.

5.3.2: Level of staff competence and its influence on rehabilitation

The second objective of the study was to examine how competence level of staff handling juveniles at the institutions influences their rehabilitation process. 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 highly as good and above at 81.3% because they gave children assignments and trained them on leadership and responsibilities. The experiences /qualifications helped the welfare officers to work better, were able to assess and classify the children based on their risk levels and need, counsel children and observe their progress reports on rehabilitation process. They said that their qualifications affected the juveniles positively because they were able to interview, keep records, understand each individual child and chat ways for their exit accordingly. This finding relates with the literature review in which Thomas (2001) who observes that listening, being authentic and clarifying what is being said are skills that are just as important when it comes to working with children as it is when engaging with adults.

5.3.3: Environmental settings of the school and its influence on rehabilitation

The study findings showed that the population at the institution at the time of study was 105 and the capacity is 160. The school was lacking adequate accommodation facilities for the available juveniles. The children cited congestion in the dormitories forcing some of them to share beds a habit that encouraged lesbianism among the girls. The few beds that were available were broken and with torn blankets and mattresses. The children cited cases where they had to spread the mattresses on the floor which made them feel very cold. Their greatest concern was the fact that they only had one set of uniform each. This made the children feel uncomfortable especially when washed and wet. The school did not allow them to stay without uniforms at all. They said the challenge was much worse

especially when on monthly periods because of inadequacy of sanitary towels wherein most cases they were missing or were stolen by other girls.

The classes that were used for the dispensation of programmes were inadequate and in most cases children were mixed with their older colleagues from upper classes or vice versa. The buildings were very old and had not been repainted since the establishment of the school. Champion (2004), states 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. This means that for effective rehabilitation of juveniles, the environmental settings need to be child friendly.

5.3.4: Influence of family involvement on rehabilitation

On the level of family involvement, the study found out that 44% of the parents or guardians facilitated the children's arrest citing truancy, drinking of alcohol, keeping bad company and running away from home among other issues. The juveniles indicated that in some instances, the police officers came for them at their homes. The findings also show that 50% of the juveniles had not been visited since they were committed in the rehabilitation schools and they felt it was because their parents did not love or care for them. According to Mincey et al (2008), supportive families help the juvenile offenders overcome difficult program experiences while going through the court process and the whole rehabilitation process but according to the study, many guardians were missing even in the initial stage of rehabilitation which reduces chances of reforming. Visitation by parents was also another important finding of the study. Charles & Nelson (2000), state

that the primary purpose of visitation is to maintain the parent-child attachment, reduce a child's sense of abandonment, and preserve their sense of belonging as part of a family and community. A child needs to see and have regular contact with their parents or guardians, as this relationship is the foundation of child development. Maintaining family connections has life-long significance for a child. Visitation maintains their relationships with siblings and others who have a significant role in the reformation process. This relates with the findings of the study where juveniles stated that when their parents or guardians visited them, it encouraged them to work harder and change their attitudes and behavior towards reforming.

5.4: Conclusions

From the above findings the researcher can conclude that:

The rehabilitation process begins with the arrest of the juveniles by a police officer where they are taken to a children's court which determines whether they should be detained or released back to the community. During the court process the child's best interest is to be observed and their rights protected as per the law stipulates. They should be given legal counsel and also a chance to express themselves. In the case where they are to be detained, the court commits them to the rehabilitation school for a maximum of three years. The study showed ineffectiveness of the court process which affects the whole rehabilitation process because children felt that no one cared to listen to them and they were wrongly judged. This gave them a negative mind set and some of them even learnt bad behaviors during the entire process to justify being detained. The existing rehabilitation programmes for the juveniles were, counselling, education, spiritual welfare, vocational training which

involved - tailoring and dressmaking while life skills courses were bakery, dressmaking, hair dressing, fashion and design. Training in agriculture and personal hygiene were also taught to the children in the institution.

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 where there was only one class teacher in charge of teaching all the classes, 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, hairdressing, personal hygiene, fashion and design among other skills. However there was also a need to have continued training programme for the staff on matters of child psychology and crime.

Parents or guardians visitation and support is a major contributing factor to the juveniles' reformation. When the juveniles are shown support and love, it gives them the motivation to reform. On the contrary, when parents do not show concern, the juveniles feel neglected and are not motivated to go back to the community or change their behavior. 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. The other factor was the court process where they were not given a chance to give their side of the story. Finally their parents also contributed a lot by either visiting them or keeping away.

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 rehabilitation process 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.

5.5: Recommendations

- i. Based on the study findings, the study recommended the synchronization of the whole juvenile justice system from the police, the magistrates, court clerks and rehabilitation staff for enhanced effectiveness of the rehabilitation of the juveniles. The government and all stakeholders should work together to ensure that children get legal counsel and that detention should be a measure of last resort.
- ii. To ensure that the teachers, welfare officers and vocational instructors remain relevant to the children, the government of Kenya should offer avenues for personal development especially in counseling juvenile delinquents and other related areas of children development.
- iii. 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. Provision of enough and adequate food

(well-balanced diet) for all the children and 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.

- iv. The management of the rehabilitation schools in Kenya should also come up with a programme for family involvement where the families of the juveniles have mediation once or twice a year.

5.6: Suggestions for Further studies

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

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

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APPENDICES

Appendix 1: Transmittal Letter

Grace Murugi Ndegwa,
P.O BOX 2631-30200,
Kitale, Kenya.

23/06/2014.

To the Respondents,

I am a post graduate student (Project Planning and Management) at the University of Nairobi. The purpose of this questionnaire is to collect information on the factors influencing effective rehabilitation of juvenile delinquents in the juvenile justice system 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 all the factors that influence effective rehabilitation process.

The information collected 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. Your participation is voluntary and should there be a question that you do not wish to answer, kindly let me know and we can move to the other questions. Your cooperation will be highly appreciated.

Thank you in advance for the valuable information you will provide as well as your time.

Yours faithfully,

Grace Murugi Ndegwa.

Appendix 2: Questionnaire for the juveniles

Instructions

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

1. What was your age at the time of admission to this rehabilitation school?

11-12 (), 13-14 (), 15-16 (), 17-18 (), any other, (specify)

2. How long have you stayed in this school? 2 years (), 3 years (),

Any other (specify).....

3. How long was your court process?

4. Before the start of your case, did anyone explain to you the reasons for your arrest?

Yes (), No ().

If yes, who

5. Did you have a legal representative? Yes (), No ().

6. During the case hearing, did you understand the questions addressed to you?

Yes (), No ().

What language did they use?

7. During the court process, were you given a chance to give the side of your story?

Yes (), No ().

8. In your opinion, what can be done to improve the court process?

.....
.....
.....

9. How do you rate your teachers, welfare officers and vocational training instructors in delivering rehabilitation programmes?

Excellent (), Very good (), Good (), Fair (), Poor ()

Please explain further based on your response above;

10. Do you have a role model in this school? Yes (), No ().

(Probe who)

11. Are there enough accommodation facilities within the institution for all the children?

Yes (), No ().

12. Do you get enough basic needs? Yes (), No ()

Please specify how it has affected your ability to learn and reform

.....
.....

13. Are there enough classrooms/workshops for learning/trainings? Yes (), No ().

If No, why?

14. Are there learning/training facilities within the classrooms/workshops?

Yes (), No ()

If No, specify

15. How did your parents/guardians/family know about your arrest?

.....
.....

16. Were your parents/guardians/family present in court to hear your case?

17. Have your parents/guardians/family visited you since you started your rehabilitation process?

Yes (), No ()

If Yes, How many times?

If no, why do you think they haven't?

18. Do you think you parents/guardians/family are contributing enough to your change of behavior?

Yes (), No ()

Please explain?

THANK YOU FOR YOUR CO-OPERATION!

Appendix 3: Focused Group Discussion (FGD) for juveniles
Group No.

1. How long was your court process?
2. Before the start of your case, did anyone explain to you the reasons for your arrest?
3. Describe your court process experience.
 - Did you have a legal representative?
 - During the case hearing, did you understand the questions addressed to you?
 - What language did they use?
 - Were you given a chance to give the side of your story?
4. In your opinion, what can be done to improve the court process?
5. How do you rate your teachers, welfare officers and vocational training instructors in delivering rehabilitation programmes?
6. Do you have a role model in this school?
7. Are there enough accommodation facilities within the institution for all the children?
8. Do you get enough basic needs?
 - Food
 - Clothing
 - Sanitary towels
9. Are there enough classrooms/workshops for learning/trainings?
10. How did your parents/guardians/family know about your arrest?
 - Were they present in court to hear your case?
 - Have they visited you since you started your rehabilitation process?
 - Do you think you parents/guardians/family are contributing enough to your change of behavior?

THANK YOU FOR YOUR CO-OPERATION!

Appendix 4: Interview guide for the Key Informants (staff)

Name of Institution: _____

1. How long is the court process for the juvenile offenders before they are committed to rehabilitation schools?
2. Before the start of their cases, does anybody explain to them the reasons for their arrest?
3. Do they have legal representation during their hearing?
4. What language do they use during the court process?
5. Are the juvenile offenders given a chance to explain their side of the story?
6. In your opinion, what can be done to improve the court process?
7. What are your qualifications as a welfare, class teacher and vocational training instructor in this institution?
8. How long have you been involved in the rehabilitation of juvenile delinquents?
9. How does your qualification and experience affect the rehabilitation of juveniles in this institution?
10. What is the capacity of the institution in terms of population?
11. What is the current population?
12. How does the response given above influence the effectiveness of rehabilitation on the juvenile delinquents?
13. How does the environmental setting/infrastructure of the rehabilitation school affect the rehabilitation process?
14. Do family members/guardians visit the rehabilitees often?
15. What support do the family Members/ guardians give to the rehabilitees?
16. How do family members/ guardians contribute to the rehabilitation process? (positively or negatively?)

THANK YOU FOR YOUR CO-OPERATION