An Examination Of Programmes Offered To Juvenile Offenders: A Case Of Selected Programmes At Kabete Rehabilitation School, Nairobi

by

Precious Eddie Semu
15-0815

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AN EXAMINATION OF PROGRAMMES OFFERED TO JUVENILE OFFENDERS: A CASE OF SELECTED PROGRAMMES AT KABETE REHABILITATION SCHOOL, NAIROBI

by

Precious Eddie Semu

In accordance with Daystar University policies, this thesis is accepted in partial fulfilment of requirements for the Master of Arts degree.

Date:

_____________________________  ______________________
Ruth Walioli, MA,
1st Supervisor

_____________________________  ______________________
Florence Mueni, MPS,
2nd Supervisor

_____________________________  ______________________
Roseline Olumbe, MA,
Assistant Coordinator, Institute of Child Development

_____________________________  ______________________
Kennedy Ongaro, PhD,
Dean, School of Human and Social Sciences
DECLARATION

AN EXAMINATION OF PROGRAMMES OFFERED TO JUVENILE OFFENDERS: A CASE OF SELECTED PROGRAMMES AT KABETE REHABILITATION SCHOOL, NAIROBI

I declare that this thesis is my original work and has not been submitted to any other college or university for academic credit.

Signed: ____________________________ Date: ________________

Precious Eddie Semu
15-0815
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<tr>
<td>ACRWC</td>
<td>African Charter on the Rights and Welfare of the Child</td>
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<td>AU</td>
<td>African Union</td>
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<tr>
<td>EAC</td>
<td>East African Community</td>
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<td>CRC</td>
<td>Convention on the Rights of the Child</td>
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<tr>
<td>RS</td>
<td>Rehabilitation School</td>
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<tr>
<td>UN</td>
<td>United Nations</td>
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<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
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ABSTRACT

There are several rehabilitation programmes put in place to curb juvenile delinquency in Kenya. However, incidences of juvenile delinquency and reoffending are still on the rise. This study sought to examine the effectiveness of the existing programmes. The objectives of the study were to establish the education programmes offered to juveniles at Kabete Rehabilitation School, the vocational trade programmes offered to juveniles and their effectiveness in fighting Juvenile delinquencies. The research adopted a case study design. The population included juveniles and juvenile professionals in Kenya while the target population was drawn from Kabete Rehabilitation School. The study used purposive sampling to select the site, stratified random sampling to select the key informants and census as the population was small. The sample size of the population was 8 members of staff and 58 juveniles. Data was collected through questionnaires, focus group discussions and observation. The study established that there existed various education and vocational trade programmes at the school. However, the Individualised Treatment Plan (ITP) paid no attention to personal preferences of the pupils. The education programmes comprised of Kiswahili, Mathematics, English, CRE, Social studies, Science and Life Skills. However, the library did not stock enough and relevant books and hence pupils had to share. On the other hand, the vocational trade programmes included: Masonry, Carpentry, Bakery, Tailoring, Wiring and Mechanics that also lacked sufficient current materials. The study found that there was more focus on class 7 and 8 pupils leaving the others unattended to, with less access to text books and well lit classes, hence filling the gap by turning to unwanted behaviours. Based on the findings of the study, the researcher recommended that education and vocational trade programmes be reviewed.
CHAPTER ONE
INTRODUCTION AND BACKGROUND

Introduction

This chapter presents the introduction and background to the study. It also presents the statement of the problem, purpose of the study, objectives of the study, research questions, and justification of the study. Furthermore the significance of the study, assumptions of the study and scope of the study are outlined. Lastly the chapter looks at limitations and delimitations of the study and definition of terms.

The term children in conflict with the law denotes a person under the age of eighteen who gets into contact with the justice system as a result of being suspected or accused of committing an offence (United Nations, 2006). The term is used interchangeably with the terms child offender and juvenile offender. According to the Officer of the Federal Register (2013), the term child offender means a child who has been judged to have committed an offense. Additionally, a juvenile offender is a person who commits a delinquent act before his or her 18th birthday (US Legal, 2016).

In Kenya, the juvenile justice system administers over cases of children in conflict with the law. According to Japan International Cooperation Agency (JICA) (2011), the mainstream juvenile justice system in Kenya comprises of the children, probation, prison, the National Police and the Judiciary services. The office of the Director of Public Prosecutions is also another key player in the system. Each of these agencies is legally mandated to play a specific role in the administration of juvenile justice. The Department of Children Services which deals with juveniles is briefly discussed below.
The Department of Children Services aims at developing and promoting stable childhood and responsible adults (Kwallah, 2001). This department mainly provides five types of services. They include: the cash transfer for orphans and vulnerable children (CT-OVC), presidential bursary, field services, alternative family care, institutions and information management system (CPIMS) as well as child protection (Ministry of East African Community (EAC), Labour and Social Protection, 2016). Of the services offered, institutional services, particularly rehabilitation schools were the main focus of this study. According to Kwallah (2001), institutional services involve the overseeing of remand homes and rehabilitation schools. Remand homes provide custody for juveniles whose cases are pending in court whilst rehabilitation schools provide custody for juveniles committed by the court. These rehabilitation schools provide children with various rehabilitation programmes including: education, guidance and counselling, academic and vocational trade programmes. Of importance to this study were the academic and vocational trade programmes.

Background to the Study

The history of juvenile justice according to Finley (2007) dates back to the 1960’s in the United States. During this time, children used to receive stiff punishment when they committed crime. There were also few lenient options available for children in conflict with the law. This meant that young offenders were tried as adult offenders.

Finley (2007) adds that it was around this time that the rehabilitative era began in the United States of America. He argues that reformers during this period emphasized that juveniles differed from adults but they also advocated that young
people should receive the same procedural and civil liberties guarantees accorded to adults through the criminal justice system. The juvenile justice system experienced a turning point in 1967. This was the President’s Commission Report, “which recommended four reforms: diversion from the formal system, decriminalization of status offense, deinstitutionalization and due process rights”, (Finley, 2007).

Juvenile courts established during this time provided that juveniles should be offered rehabilitation programmes once detained. Programmes offered included education, counselling and special education. Thielbar (2011) notes that the programmes gave preference to the needs of the child and society, and not the crime committed. She further notes that the education offered within juvenile detention centres are compulsory but face various problems like lack of classrooms, libraries, books and poorly trained teachers (Thielbar, 2011). These teachers also lack training on how to deal with special needs of children in detention.

Siegel and Welsh (2016) note that in the United States, about 1.7 million youths under the age of 18 are arrested each year for crimes ranging from loitering to murder. This poses a major threat to the society in general as some of these children are very dangerous. They also note that treatment of these offenders mainly focuses on their reformation rather than punishing them for their offense.

In Europe, the system is different. For example, in England and Wales, the Youth Justice Board (YJB) is responsible for juvenile justice administration. The board carers for the custody of children and young people within Secure Children’s Homes (SCHs), Secure Training Centres (STCs) and Young Offender Institutions (YOIs). The September 2016 Monthly Youth Custody Report indicated that the population of children in these institutions in England and Wales was 877,
representing an increase of 4 from the previous month and a decrease of 104 from the previous year (Youth Justice Board, 2016).

There are 8 YOIs for male juvenile offenders and 3 YOIs for female juvenile offenders in England and Wales (Department of Justice, 2017). According to Ministry of Justice (2017) juveniles are usually referred to YOIs by police, youth offending team, a teacher, a social worker or parents. Youth workers assess the juveniles to make sure that they are put into the right programmes. In these YOIs, juveniles undergo counselling and education. According to Department of Justice (2017), education in YOIs is commissioned by local authorities from outside contractors like colleges. Juveniles in these institutions may also be involved in vocational training. Detained juveniles are also sometimes granted a temporal release whereby they can undertake activities in their community linked to education, training and employment, as well as to assist with reintegration.

Asia has a justice system that is similar to America but one that has some distinct features. Bottoms, Goodman and Najdowski (2009), argue that in Asia, different cultural norms influence the juvenile justice administration. The law has several important components. The first one is that it highlights the role of parents and schools in the prevention of status and minor offenses. Secondly, it focuses on education as a major tool for crime prevention. Thirdly, the law emphasizes on rehabilitation. Finally, emphasis is also put on a total society approach to crime prevention. In China, the judiciary, police, lawyers and juvenile justice form the juvenile justice system. Winterdyk (2015) notes that, cases involving juveniles account for approximately 25.6% of all cases in Japan. This shows how serious the problem of juvenile delinquency is in Japan.
Bottoms, Goodman and Najdowski (2009) also note that in Africa, particularly in some parts of South Africa, a restorative justice approach, emphasizing on diversion, family and community involvement is what is on the rise. Restorative justice is an approach that focuses on the needs of both the victim and offender of a crime. It is based on the belief that offense may be considered “an offense against the victim and an offense against the community” (Kerr, 2005). In this venture, the victim and the community have the right to restoration. The Office of Juvenile Justice and Delinquency Prevention (OJJDP) (2001) notes that “not only does restorative justice hold youths accountable for their actions; it also affords them the opportunity to repair the harm they have caused— involving their families and victims in the process”. Programmes offered in rehabilitation schools integrate this principal as the community is kept safe and the juveniles are taught how to repair the damage they have caused and at the same time not punishing them.

In Kenya according to Gachara and Wasanga (2011), rehabilitation schools are institutions established with the aim of correcting and reforming children in conflict with the law into adjusted productive citizens. The Children Act (2001) provides for the establishment of rehabilitation schools. The UN Rules on Juvenile Deprived of their Liberty also provides for how these rehabilitation schools should be structured. Principle number 30 of the rules provides that these centers should have no or minimal security measures. The principle further provides that the population in such detention facilities ought to be as small as possible. It also requires that the number of detained juveniles in such centers should be small enough to enable individualized treatment. Furthermore, it requires that the institutions should be decentralized and of such size as enable access and contact between the detained juveniles and their families. As the case with Kabete Rehabilitation School, the principle also requires
that the institutions should be established and integrated into the social, economic and cultural environment of the community. This is to enable the juveniles not to feel isolated.

At the time of this study, there were eight rehabilitation schools in Kenya. These were: Kabete Rehabilitation School, Getathuru Rehabilitation School, Dagoretti Rehabilitation School in Nairobi County, and Kirigiti Rehabilitation School in Kiambu County. The others were Wamumu Rehabilitation School in Kirinyanga County, Othaya Rehabilitation School in Nyeri County, Likoni in Mombasa County and Kakamega Rehabilitation School in Kakamega County. Kabete rehabilitation school is the first correctional institution to be established in Kenya. It was established around 1910. It was then known as Kabete Approved School. The main purpose of establishing this institution was to cater for youth who had been imprisoned for failure to register themselves for the identity card and for those who did not carry the cards (Kamau-Kangethe, Mugo & Musembi, 2006).

During that time, detained juveniles were trained on blacksmith, woodwork, tractor driving or plant operations, mechanics, leather work, crop and animal farming, tailoring, masonry, sign writing and painting (Odera, 2013). Over the years, the institution saw the introduction of academics, mainly primary school starting from standard four. In the 1980s a secondary school section was established but was later phased out in 2004.

Overtime the purpose of the institution changed to cater for children in conflict with the law and those in need of care and support. According to Odera (2013), the school has a capacity of 300 children and at the time of this study there were 134 children. The rehabilitation school admits children from Getathuru Boys
National reception, Assessment and Classification schools, after going through initial
assessment for about 3 months. The main purpose of the rehabilitation school is to
provide psycho-social rehabilitation and character formation alongside academic
skills training to the juvenile offenders. Therefore, all the programmes put in place at
the school are tailored towards ensuring that the children are adequately provided for
and rehabilitated so as to fit well into the society after their release (Kabete, Annual

According to Odera (2013) the following are rehabilitation programmes
offered at Kabete Rehabilitation Schools: counselling, education, vocational trade
programmes, life skills and agriculture. Of particular importance to the study were
education programmes and vocational trade programmes. Educational programmes in
rehabilitation schools aim at providing offenders with opportunities to improve
themselves through education and to assist them in participating in public
examinations (Cheung, 2008). The education programmes offered in Kenyan
rehabilitation schools includes the provision of subjects like Mathematics, English,
Science, Kiswahili and Social Studies (Odera, 2013).

On the other hand, Cheung (2008) notes that vocational trade programmes aim
at assisting the offenders in gaining vocational skills which may enable them to seek
gainful employment after being released from the institution. There are various
vocational training courses offered under the vocational trade programme in
rehabilitation schools in Kenya. These include courses like mechanics, electrical,
masonry, carpentry and joinery, tailoring and dressmaking as well as agriculture
(Odera, 2013). This study sought to examine educational and vocational programmes
offered at Kabete Rehabilitation School in order to unearth why incidences of juvenile
delinquency are still on the rise whilst programmes are already in place.
Statement of the Problem

Kenya ratified the UNCRC in 1990 and ACRWC in 2000 (Mbugua, 2012). According to Palmqvist (2006), in ratifying the UNCRC and ACRWC, Kenya formally agreed to make sure that all children in the country enjoy their rights. Further, it shows how the Kenyan government is committed to enhancing successful rehabilitation of juvenile offenders. Even though this is the case, research shows that a lot needs to be done. If juveniles are to successfully change their behaviour, they need to receive special attention. Holman and Zeidenberg (2006) argue that for juvenile offenders to reform there is need for them to be treated safely, legally and humanly. Consequently, rehabilitation programmes designed for juveniles should be structured in a way that enhances their successful rehabilitation and subsequent reintegration back into the community.

Much as there are rehabilitation programmes put in place, studies have shown that incidences of juvenile delinquency and reoffending are still high. Griffin (2010) argues that in Kenya, the number of juvenile offenders admitted into correctional facilities to serve time for the offenses they have committed has been on the rise. At the same time, the author notes that incarcerated youth return to the justice system at disturbingly high rates. Griffin (2010) further notes that minority youth make up approximately two-thirds of the youth in the juvenile justice system (as cited in Odera, 2013).

Cheseto (2012) also notes that the traditional methods of rehabilitating juvenile delinquents have proved unsuccessful resulting to children committing crime again and again. This is because rehabilitation methods used in Kenya provide temporary solutions to juvenile delinquency leading to recidivism. Therefore, the study sought to examine a selection of rehabilitation programmes in order to establish
why incidences of juvenile delinquency and reoffending are still on the rise even when existing programmes ought to curb it

Purpose of the Study

The purpose of the study was to examine selected programmes offered to juvenile offenders at Kabete Rehabilitation School in Nairobi, Kenya.

Objectives of the Study

The following were the objectives of the study:

1. To identify the education programmes offered to juveniles at Kabete Rehabilitation School.
2. To identify which vocational trade programmes are offered to juveniles at Kabete Rehabilitation Schools.
3. To examine the criteria used to match juveniles to the specific programmes offered at Kabete Rehabilitation School.
4. To identify challenges faced at Kabete Rehabilitation School in the cause of provision of the specific programmes.

Research Questions

This study was guided by the following questions

1. Which education programmes are offered to juveniles at Kabete Rehabilitation School?
2. Which vocational trade programmes are offered to juveniles at Kabete Rehabilitation School?
3. What criterion is used to match juveniles to the specific programmes offered at Kabete Rehabilitation School?

4. What are the challenges faced at Kabete Rehabilitation School in the cause of provision of the specific programmes?

Justification of the Study

Several studies have been done in the field of rehabilitation of juvenile offenders in Kenya. Despite coming up with various recommendations that can help improve the administration of juvenile justice in rehabilitation schools, a few gaps have been noted. For instance, Odera (2013) only focused on third year juveniles, leaving out the first and second year juveniles. Ndegwa (2014) also focused on second and third year juveniles only. This study therefore sought to fill the gap by including the first year juveniles as they could also provide necessary information for the improvement of Kabete Rehabilitation School. The first year is the foundation stage and hence a crucial stage that needs to be taken into account.

Moreover, it has been noted that with rehabilitation programmes still in place, the rates of juvenile delinquency and reoffending are high. This could be an indicator that something is wrong with the existing programmes. Therefore, this study sought to provide a scrutiny into the programmes offered so as to establish what was lacking and how it could be addressed. This is another reason why the study needed to be conducted.
Significance of the Study

The findings of this study will benefit the society as it has developed a series of recommendations for strengthening the rehabilitation schools in terms of behaviour modification of juvenile offenders. This will mainly be important to policy makers and professionals working with children in conflict with the law. For instance, the Children’s Department may benefit from this information as it has informed them on what is lacking in the rehabilitation schools as far as education and vocational trade programmes offered to juvenile offenders are concerned. Furthermore, the study findings will also benefit the juveniles and staff at Kabete Rehabilitation when the situation is improved. Other rehabilitation schools in Kenya will also benefit from the findings as they will help them strengthen their institutions.

The findings will also be of benefit to students interested in the justice system and child development. It has provided more information on how the rehabilitation programmes work. This information can also be integrated into the Master of Arts in Child Development programme of Daystar University to supplement what exists.

Assumptions of the Study

1. The educational programmes offered at Kabete Rehabilitation School are the same as the ones offered at other primary schools in the country.
2. The vocational trade services offered at Kabete Rehabilitation School include masonry, carpentry and mechanic.
3. Children are matched to the various programmes offered according to a specific criterion.
Scope of the Study

The study was conducted at Kabete Rehabilitation School, Nairobi County. This institution is classified as a medium risk facility which means that it caters for children in the middle of the offending continuum. The offending continuum comprises those at the lower level who commit petty offences like truancy; middle comprises those who commit offenses like theft and burglary. The high risk has offenders of serious crimes like manslaughter and murder (Berrien County, 2015). The age of the juveniles admitted at Kabete is between eleven and eighteen years. Most of these children come from disorganized and poor families.

Limitations and Delimitations of the Study

Due to the scope of this study the following limitations were encountered. The researcher faced a language problem as many children interviewed were more fluent in Kiswahili than English. In order to delimit this, a competent research assistant who was fluent in Kiswahili was taken aboard to assist in interpretation where it was needed. The research assistant was a Master of Arts in Child Development student from Daystar.

Another limitation to the study was access to classified information. It was hard to gain access to children’s files and to some information from staff working at Kabete Rehabilitation School which would have been important to the research. Access to children’s personal files was limited as such information is restricted from the public. To delimit this, relevant authorities were assured of confidentiality and the use of the information for academic purposes only. Access to the restricted files was granted after this assurance from the researcher. To gain respondents’ confidence, they were told that giving out their names was optional.
The third limitation to the study was the number of programmes examined. The study only focused on education and vocational programmes offered at Kabete Rehabilitation Schools. There are other programmes in addition to these programmes that are currently being offered at the institution. These programmes could have also been examined in order to enrich the findings of the research. Recommendation for further study was given to include the other programmes offered.

Definition of Terms

Child: A child is an individual who has not attained the age of 18 years (Constitution of Kenya, 2010). In this research, the term was used to refer to any human being below the age of 18 years.

Juvenile offender: or children in conflict with the law is a term used to refer to anyone under the age of 18 who comes into contact with the justice system as a result of being suspected or accused of committing an offence (UNICEF, 2006). In this research, the term was used in the same way. The term was also used interchangeably with the term child offender.

Rehabilitation schools: are places established by the minister of East African Community, Labour and Social Protection to provide accommodation and facilities for the care and protection of children (Children Act, 2001). In this research the term was used to refer to statutory institutions for the rehabilitation of child offenders.

Vocational trade programmes: According to Careerpilot (2017) vocational trade programmes are general qualifications that develop practical skills and knowledge related to an employment area. In this study, the term was used to refer to programmes apart from academics that are offered to juveniles in order to equip them with skills.
Summary

Chapter one presented the introduction and background of the study, statement of the problem, objectives of the study, research questions, justification, scope of the study, limitations and delimitations of the study and definition of terms. Chapter two presents a review of the literature relating to existing legal instruments that deal with rehabilitation of juvenile offenders, and an analysis of theoretical, conceptual framework, general and empirical literature.
CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviewed the theoretical and conceptual framework. The theoretical review focused on a model used in rehabilitation of juvenile offenders. A review of literature based on empirical and textual publications also formed part of the chapter. It also included an analysis of existing legal instruments that deal with the rehabilitation of juvenile offenders.

Theoretical Framework

This study was based on the rehabilitative model by Cressy and Ward (1969). In relation to this study, the model was reviewed as follows.

The Rehabilitative Model by Cressy and Ward (1969)

The Rehabilitative Model according to Cressy and Ward (1969) notes that children differ from adults and ought to be treated as such. This model stresses on individualized treatment. They argue that individuals have different characteristics and act differently. As this is the case, Cressy and Ward (1969) argue that all individuals ought to be treated differently and given treatment tailored to their individual needs. This means that rehabilitation programmes in schools have to be individualized if successful rehabilitation is to be achieved. Cressy and Ward also assert that this model focuses on the individual’s wellbeing and security concerns as secondary needs.
The rehabilitative model is based on the premise that juvenile offenders are responsive to treatment and if treated properly, they will grow out of criminal behaviour (Arrigo & Shipley, 2012). This means that juveniles can be transformed into productive citizens by the justice system. According to this model what matters most is how these juveniles are treated.

With this model, the notion is that the judgment of juvenile cases would be made based on its appropriateness for the offender and not the offense. Arrigo and Shipley (2005) assert that this notion is also why the juvenile justice system was established as a separate entity. They further argue that it presumes that the juvenile offender is different from the adult offender and ought to be treated as such.

Day, Howells and Rickwood (2004), also posit that rehabilitation is very important for delinquents and re-entry into community because being reformed sets the foundation for a better lifestyle in the community once out of the juvenile justice system. The rehabilitation model is ideal over retributive model as the latter focuses primarily on punishment and deterrence is not as effective (Bradshaw & Roseborough, 2005, as cited in Darbouze, 2008). Darbouze (2008) also argues that rehabilitation is practical because some rehabilitative methods address the personal needs of juvenile delinquents and gives juvenile offenders realistic options to make it in society without having to recidivate. This clearly shows the importance of using the rehabilitative model to tackle the issue of juvenile delinquency.

According to Day et al. (2004), correctional agencies have been influenced by the rehabilitative model. They argue that programmes which adhere to this model target those at the highest-risk of reoffending. Day et al. (2004) further argue that the programmes offer high-risk offenders the most intensive interventions and seek to
change factors that are known to directly relate to the reasons for offending, such as antisocial attitudes, substance use and anger. Applying this model in Kenya could significantly change the rate of recidivism and probably the rate of juvenile delinquency. This can be the case because after being reformed, juveniles are less likely to reoffend and could be a good influence to their peers.

In relation to the study, the rehabilitative model matched the purpose of rehabilitation schools, which was rehabilitation of young offenders. As noted by Odera (2013) this model has been used to distinguish between traditional prisons and modern rehabilitation schools. He further notes that, whereas the traditional prisons are considered secure confinement for prisoners and punishment for their wrong doing by making prison life so unpleasant to deter crime, modern rehabilitative schools focus on treatment to cure the inmates off their criminality and eventually rehabilitate them. This closely relates to rehabilitation programmes which were the main focus of this study.

General Literature Review

Education Programmes Offered in Rehabilitation Schools

Various regional and international treaties provide for the kind of education programmes that need to be offered in rehabilitation schools. For instance, the UN Rules for the Protection of Juveniles Deprived of their Liberty accords the juveniles the right to education. Principle 38 of the rules states that this education should suit the juveniles’ needs and abilities and be designed to prepare them for return to the society. The principle further states that those juveniles who are illiterate, or have cognitive or learning difficulties should have the right to special education. This principle informed the study that education offered at rehabilitation schools should
suit the juveniles’ needs. If special needs juveniles are not considered then the ultimate goal of this education will not be achieved thereby hindering the reformation process.

Principle 40 provides that any certificates awarded to the juveniles while detained should not indicate that they were detained. This helps them to avoid discrimination once they are integrated back into the community. Indeed, if the certificates indicate that they were once incarcerated then employers would easily not employ them as a result of fear. So this provision protects the juvenile’s integrity.

Principle 41 states that detained juveniles should be provided with a library. This library should be adequately stocked with both books and all the other learning materials suitable for the juveniles. It further provides that the juveniles should be encouraged to use it. This provision gives an opportunity for the juveniles to easily excel in their studies and also to stay away from other things that may pose a threat to their successful reformation.

Principle 12 of the UN Rules for the Protection of Juveniles Deprived of their liberty states that “Juveniles detained in facilities should be guaranteed the benefit of meaningful activities and programmes which would serve to promote and sustain their health and self-respect, to foster their sense of responsibility and encourage those attitudes and skills that will assist them in developing their potential as members of society” (UN General Assembly, 1990). This clearly shows that the programmes have to be structured in a way that takes into consideration the interest of the child.

According to Gachara and Wasanga (2011) various writers note that rehabilitation schools ought to have educational, vocation, recreational and medical programmes. They further note that these programmes play the role of enhancing
social development and imparting skills that eventually help reformed juveniles adjust more easily into the community after their release. The hope is that this will make them less delinquent.

Roberts (2004) suggests what an effective education programme ought to have. He observes that an effective education programme should have a wide range of curriculum options. Hence, the education programmes should not only focus on the academic subjects but also other non-academic activities. As proposed by Roberts, a multicultural gender-based programme for girls, for instance can include: fine arts, reading, character education, decision making and life skills. He further argues that for an education programme to be effective, it has to be flexible, adaptable and easy to improvise as the children move around the facility.

Vocational Trade Programmes Offered to Juvenile Offenders

Not all juveniles will excel in academics subsequently, some are better in vocational trades. Vocational trade programmes form part of the programmes that are offered to juvenile offenders. Vocational training can create careers for these children who do not do well in academics. The Children’s Act of 2001 provides for vocational training programmes as one of the methods to be used in the rehabilitation of juvenile offenders. As a result, rehabilitation schools offer various vocational trade programs.

Siegel and Welsh (2016) argue that even at their best level, educational programmes in rehabilitation schools are inadequate. This is because many find it hard to cope with any type of education as they have had a bad experience before, they dislike school and are frustrated. If the juveniles are forced to get involved in education programmes, their frustration usually gets them in trouble. This is where vocational training programmes come in.
For a long time vocational training has been used as a treatment method for juvenile offenders (Siegel & Welsh, 2016). This has been used to complement educational programmes and other programmes offered to juvenile offenders. Siegel and Wash further note that today’s vocational programmes in rehabilitation schools include auto repair, printing, woodwork and computer training. Other services also offered include: nutrition and dietetics, cosmetology, secretarial training and data processing. However, in Kenya the case is different.

According to Odera (2013) Kenyan rehabilitation schools have six courses taught under vocational trade. These are mechanics, electrical, masonry, carpentry and joinery, tailoring and dressmaking as well as agriculture. He further notes that these courses are gendered. According to Odera (2013) all these courses apart from tailoring and dressmaking were being offered at Kabete Rehabilitation School during the time of his study. This is because Kabete Rehabilitation School admitted boys only. The gender-stereotyping of the vocational programmes was noted by Siegel and Welsh (2016) as a common draw-back to vocational programmes offered to juveniles. Siegel and Wash (2016) further note that it is more difficult to avoid this in single-sex rehabilitation schools as funds are not allocated for training all programmes.

The UN Rules for the Protection of Juveniles Deprived of their Liberty provides that every juvenile detained in a facility has the right to receive vocational training in areas likely to prepare him or her for future occupation. It further provides that children should not be forced to do a certain type of vocational training but rather they should choose what they want.
Criteria Used to Match Juveniles to Specific Programmes

The UN Rules for the Protection of Juveniles Deprived of their Liberty provides criteria that should be used to match the juveniles to various rehabilitation programmes. Fundamental principle number 27 of the rules requires that at the moment of admission, each juvenile should be interviewed and a psychological and social report identifying any factors relevant to the specific type and level of care and programme required by the juvenile should be prepared. The principle further states that this report, alongside another report prepared by a medical officer who has examined the juvenile, should be forwarded to the manager of the rehabilitation school for purposes of determining the most suitable placement for the juvenile within the school and the particular type and level of care and programme required and to be rendered (UN General Assembly, 1990). This provision informed the study on how matching of juveniles to the specific services offered needs to be done.

Furthermore, Department of Children Services (2008) provides that a newly admitted juvenile should go through an intake assessment. This particular assessment is needed to clarify individual characteristics, mental/physical conditions, personal history and family conditions. It also seeks to establish the juvenile’s academic/vocational attainment and aptitude as well as other matters that may be crucial to his treatment. The department of Children Services gives a guideline for this assessment.

The department of Children Services proposes that the assessment should be completed within two weeks after admission. After this assessment is completed, an Individualized Treatment Plan (ITP) needs to be prepared as soon as possible. This ITP is what forms the basis of the programmes to be offered to that particular
juvenile. The treatment plan is organized after clarification of the problems causing the juvenile to offend, the juvenile’s merits that will help him fit into the society, his physical and mental development, personality and his future planning has been done. In addition, it is required that the treatment and rehabilitation programmes at the rehabilitation school should be properly arranged with regards to the needs, risks and the well-being of the juvenile (Department of Children Services, 2008).

Challenges experienced in the delivery of rehabilitation programmes

Evidence has shown that rehabilitation programmes in rehabilitation school face various problems. For instance, Mccluskey (2017) argued that juveniles in detention do not get the best education. He further argues that the education that is offered in these institutions is substandard. This is the case because classes are grouped by age, not ability and the teachers try to find a middle ground, where everyone can follow. Mccluskey (2017) also posited that programmes like science are taught without beakers, Bunsen burners, microscopes and any other item that could be used as a weapon.

Gachara and Wasanga (2011) noted that rehabilitation programmes in Kenyan rehabilitation schools faced various problems. One problem that they noted was that the programs were delivered in a non-conducive environment. This was the case as most of the rehabilitation school buildings were old and had not been renovated for a long time. The classes also had broken windows, no electricity and broken choke boards. Odera (2013) also found out that the problems being faced by the rehabilitation schools in Kenya had not changed overtime. This posed a threat on the successful rehabilitation of juvenile offenders.
Various studies have been conducted in the field of rehabilitation both locally and internationally. Akoensi, Humphreys and Lösel (2010) did a systematic review of juvenile offending programmes in Europe mainly focusing on what works in reducing re-offending. The study used a responsivity principle stating that the offenders’ characteristics affect how they will respond to a therapist or treatment and treatment styles must respond to the features of the offenders. The search strategy included the use of published databases, unpublished databases like dissertation abstracts, government publications and hand searches. The study also focused on the following European countries: England, Wales, Scotland, Northern Ireland, Netherlands and Germany. The study concluded that treatment works for juveniles. Besides, programmes incorporating education, vocational skills elements as well as cognitive behavioural techniques were most effective. Another conclusion was that increased adoption of the responsivity principle may lead to increased success. Akoensi et al. (2010)’s study informed the current study on the programmes offered in European juvenile institutions.

Bhagat (2015) analysed the juvenile justice system in the Asian Pacific countries. These countries included: India, Cambodia, Papua New Guinea, Philippines, Thailand, Singapore and Vietnam although the study focuses more on India. It explored how well juvenile justice systems in the region complied with the international laws and standards of juvenile justice. The study examined how the CRC was put into practice, if countries had definitive juvenile justice mechanisms in place and juvenile justice implementation initiatives.
The study noted that although the countries in the Asian Pacific region were making efforts to adopt juveniles’ rights at the legislative, administrative and judicial level, they still lacked the ability and will to enforce them. The study further reported that juveniles detained in homes faced various abuses such as physical torture and sexual exploitation. Moreover, the crime rate was increasing particularly in India as a result of the juvenile justice system being underdeveloped, lacking sufficient funding, monitoring and active support from the society. Bhagat (2015) also noted that what juveniles faced had a negative impact on their rehabilitation.

Mugerwa (2010) looked at the challenges of rehabilitating juvenile delinquents in Uganda. The study focused on Kampiringisa National Rehabilitation Centre and Naguru Remand Home. The primary objective of the research was to examine the challenges of rehabilitating juvenile delinquents. The study used both qualitative and quantitative methods. Data collection included the use of focus group discussions, observations and interviews.

Odera (2013) examined the effectiveness of rehabilitation programmes on juvenile delinquents in Kenya. The study focused on government rehabilitation schools in Nairobi namely Kabete, Getathuru and Dagoretti. The target population of the study was 3rd year juveniles, welfare officers, class teachers and trade instructors. The study found that the rehabilitation programmes in the institutions included counselling, education, spiritual welfare and life skills as well as vocational training including: masonry, mechanic, tailoring and dress making, carpentry and joinery, barber for the boys, hair dressing, tailoring and dressmaking, fashion and design and bakery for the girls. Agriculture was also offered for all the children. The findings also revealed that the programmes were carried out in deplorable conditions which
affected rehabilitation. Personnel at these institutions were well trained and competent in juvenile rehabilitation and the programmes were carried out according the management principals and guidelines.

Another study in Kenya that examined rehabilitation of juvenile offenders is by Ndegwa (2014). This study looked at the factors influencing rehabilitation of juvenile delinquents in Dagoretti Girls’ rehabilitation school in Kiambu County. The objectives of the study were to examine how the existing guidelines in children’s courts influenced the juvenile’s rehabilitation process, determine how the competence level of the staff influenced the rehabilitation and to examine how the environmental settings of rehabilitation schools in Kenya influenced the rehabilitation process and to investigate the influence of family involvement in the rehabilitation process. The target population were second year and third year juveniles, welfare officers, class teachers and vocational training instructors.

The findings of Ndegwa’s study showed that most of the guidelines stipulated in national and international legal instruments were not adhered to particularly in the children’s court. The findings also indicate that the staff members were role models but the environmental setting of the school greatly influenced the rehabilitation process. This was so because the beds were inadequate and some children slept on the floor, workshops and classrooms had inadequate facilities and many parents never visited their children.

The current study examined selected programmes at Kabete Rehabilitation School. It sought to fill the knowledge gap that has been there since the Department of Children Services was moved to the Ministry of EAC, Labour and Social Protection. It also provided a limelight as to why incidences of juvenile delinquencies are still on
the rise when they are many programmes in place to curb them. The study came up with recommendations that may enhance the rehabilitation programmes.

Conceptual Framework

According to Mugenda (2008) a conceptual framework is a concise description of the phenomenon under study accompanied by a graphic or visual depicting the major variable of a study. This framework helped the researcher in determining the link between the variables of the study. The conceptual framework of this study is presented in Figure 2.

Independent variables  Intervening variables  Dependent variables Desired outcome

![Conceptual Framework Diagram]

*Figure 2.1: Conceptual framework*

Source: Author (2018)
Discussion

The researcher conceptualized that effective rehabilitation is influenced by various factors. These factors include: rehabilitation programmes offered at the school and the criteria used to match the juveniles to the specific rehabilitation programmes. The type of rehabilitation programmes offered can greatly affect the delinquent behaviour if they are well structured to tackle the issue. The criterion used to match juveniles to the various specific rehabilitation programmes may also have an impact on their rehabilitation because if they are mismatched then the whole purpose may not be achieved. Furthermore, the juvenile’s successful rehabilitation may be affected if the juveniles do not change their attitude towards delinquent behaviour. The teachers’ and instructors’ attitudes and the conditions of the premises may also affect the rehabilitation process.

Summary

Chapter two dealt with the literature review. Literature was reviewed according to the objectives of the study. The chapter also included a review of various studies that have been done in the field of juvenile justice; both locally and internationally. Furthermore, the chapter included the theoretical framework and conceptual framework. The following chapter outlines the research methodology.
CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter outlines the methodology that was used in carrying out this study. It was divided into research design, population, target population, sample size, sampling techniques, data collection instruments, types of data and data collection procedures. It further provides a procedure for pretesting, data analysis plan and ethical considerations.

Research Design

This study adopted a case study research design. Case studies are appropriate when a researcher addresses a descriptive question “what is happening or has happened?” and also the other research methods are not likely to offer the rich explanations or the insightful enlightenments that might arise from undertaking a case study (Yin, 2012). A case study design was appropriate for this research because of the nature of the research and the need to study the phenomena in its real world context. Another reason of choosing this design was that the research addressed a descriptive question “which academic and vocation programmes are offered at Kabete Rehabilitation School?” Zainal (2007) argues that case studies help the researcher understand behavioural conditions through the respondents’ perspectives. Furthermore, case studies help the researcher examine data within a specific context.

Population

The population of the study included children in conflict with the law in rehabilitation schools as well as professionals working in statutory juvenile justice.
institutions in Kenya. At the time of this study, there were eight rehabilitation schools in Kenya. These were: Kabete Rehabilitation School, Getathuru Rehabilitation School, Dagoretti Rehabilitation School in Nairobi County, and Kirigiti Rehabilitation School in Kiambu County. The others were Wamumu Rehabilitation School in Kirinyanga County, Othaya Rehabilitation School in Nyeri County, Likoni in Mombasa County and Kakamega Rehabilitation School in Kakamega County.

Target Population

The study targeted population was drawn from Kabete Rehabilitation School in Nairobi County. It comprised of thirty two juveniles in their first year, ten in their second year and sixteen in their third years of rehabilitation. The target population also included three academic teachers, four vocational instructors, three welfare officers and one administrative officer and one supporting staff. The institution admits boys only. Most of these boys come from poor and disorganized families. The boys committed to this institution fall into two categories namely; children in conflict with the law and those in need of protection and care. Of importance to this study were children in conflict with the law. This was so as they fitted the purpose of this study.

Kabete Rehabilitation School was the chosen one among other rehabilitation schools as it was the first rehabilitation in Kenya. The researcher assumed that since it was the first rehabilitation school, a lot of things might have happened since its establishment and therefore expected the institution to have more monitoring in rehabilitation trends and process. The distribution of the target population is presented in table 3.
Table 3.1: Distribution of the Target Population

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juveniles (1\textsuperscript{st} year)</td>
<td>32</td>
<td>45.71</td>
</tr>
<tr>
<td>Juveniles (2\textsuperscript{nd} year)</td>
<td>10</td>
<td>14.28</td>
</tr>
<tr>
<td>Juveniles (3\textsuperscript{rd} year)</td>
<td>16</td>
<td>22.86</td>
</tr>
<tr>
<td>Academic officers (teachers)</td>
<td>3</td>
<td>4.29</td>
</tr>
<tr>
<td>Vocational instructors</td>
<td>4</td>
<td>5.71</td>
</tr>
<tr>
<td>Administrative officers</td>
<td>1</td>
<td>1.43</td>
</tr>
<tr>
<td>Welfare offices</td>
<td>3</td>
<td>4.29</td>
</tr>
<tr>
<td>Supporting staff</td>
<td>1</td>
<td>1.43</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>70</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Sample Size

According to Mugenda (2008) a recommended sample size is between 10 to 30\% of the total population. However in a small universe a larger proportion could be selected. In this study, the total population of all fifty eight juveniles was selected and a total of eight members of staff. According to the study’s objective, the sample size comprised of fifty eight juveniles, three academic teachers, four vocational instructors and one administrative officer making it 91.67 \% of the total population.

Sampling Techniques

This study was a census; hence everyone in the study site was a participant. However, purposive sampling technique was used to select the site. The main reason for using a census for this study was due to a small population. Furthermore, data
collected through a census is more accurate than data collected through sampling as census takes the entire population into account, whilst data collected through sampling is close to real information but has a margin for error (Kapahi, 2014). Census was mainly used for the juveniles at the institution.

Stratified random sampling was used to sample key informants. Key informants, who were the members of staff at Kabete Rehabilitation School, were categorized based on their specific responsibilities at the school. These categories were administrative officers, teachers, welfare officers, vocational trade instructors, and supporting staff. From these groups the study selected the administrative officers, teachers and vocational trade instructors. Purposive sampling was used to select the site because of its characteristic as being the first rehabilitation school in Kenya.

Data Collection Instruments

The study was based on both primary and secondary data. Data was collected through the use of a series of questionnaires, focus group discussions and observation. The research instruments were structured according to the research objectives. They were designed and initially tested in the field before being applied at the actual site of study. The questionnaires were used to collect data particularly from the staff working at the Kabete Rehabilitation School; mainly the teachers, vocational trade instructors and administrative officers. The questionnaires were semi-structured and administered by the researcher. According to Desai and Potter (2006) semi-structured questionnaires combine some predetermined questions to collect basic information. The other questions allow more flexible answers to bear ideas or perceptions in an open-ended manner.
Facilities within the institution, mainly classrooms and workshops were observed and participant observation was done through the researcher observing the participants in their natural environment. In particular, this involved the researcher attending academic classes and vocation lessons. Focus group discussions were for the children. The children were divided into groups of 6-8 based on their ages and class.

Types of Data

Types of data collected included primary and secondary data. Primary data was collected through the questionnaire which was administered to the staff members at the institution. Focus group discussions with the juveniles were also used to collect primary data. Secondary data was yielded through legal instruments and policies.

Data Collection Procedure

An introductory letter was obtained from Daystar University and a permit sought from National Council of Science, Technology and Innovation (NACOSTI) which were presented to the manager of Kabete Rehabilitation School. Thereafter, permission was sought in writing. After permission was granted, the actual data collection commenced. The data collection was divided into two: juveniles and staff at Kabete rehabilitation school.

Data collection for juveniles at the institution was done through focus group discussions. According to Hennink (2014) the size of a focus group is determined by the purpose of the study, the topic under discussion and the type of participants. Hennink (2014) further argues that a group of six participants may be suitable for an intense research topic or when participants have much experience on the topic. In this
case, a group consisted of at least eight children. These children were classified according to age group and class. The age groups were 10-14 years and 15-18 years. For the FGD participant observation techniques were also employed.

Children were not coerced to participate and only those who assented to the study participated. One group of children refused to participate as they claimed to have been busy with other stuff. All participating juveniles were made to understand that they could withdraw from the study without consequences. Nevertheless, all were encouraged to participate in the study because of the benefits. They were told that participation will provide them with an opportunity to air out their views which could form recommendations of the study.

With participant observation, the researcher was able to observe the facility and the respondents in their natural setting. The researcher observed the conditions of the classrooms and workshops. Further, the researcher took part in activities and observed the behaviour of both the children and staff members. The researcher sought to find out in what conditions the programmes were offered and the way the programmes were delivered.

For staff members at the institution, questionnaires were self-administered. These were semi-structured questionnaires, whereby some questions and sequence were determined in advance. Recruitment of these staff members was done through the manager of the rehabilitation school. The staff members were met at the school. Written consent of the staff members was also sought. For secondary data, documentary analysis was conducted.
Pretesting

A pre-test was conducted to test the data collections instruments and procedures. This was done using 6 children and 1 staff member from Dagoretti Girls’ Rehabilitation School in Nairobi. This formed 10% representation of the total population of juveniles and staff at Kabete Rehabilitation School. The pre-test findings indicated that the juveniles at the institution went through various education and vocation trade programmes. The education programmes included; mathematics, English, Kiswahili, CRE, Science, Social Studies and Life Skills. These programmes were compulsory as they followed the Kenyan Education system. The vocational trade programmes offered at the institution included dressmaking, hair dressing, bakery and fashion. The respondents indicated that these vocational trade programmes were only offered to girls.

The pre-test findings informed the current study that the education programmes offered at Dagoretti Girls’ Rehabilitation School were the same as the ones offered at Kabete. It also informed the study that the vocational trade programmes offered at Dagoretti Girls’ Rehabilitation School could be different from the ones offered at Kabete Rehabilitation School. This was because Dagoretti Girls’ Rehabilitation School was an all-girl’s institution and Kabete Rehabilitation School was an all-boys institution.

The importance of doing this in the study was to test the reliability and validity of the tools. It also helped the researcher to determine which items the respondents did not understand and ascertain whether the analytical techniques were appropriate. A one day orientation was conducted after the pre-test. This was done at the target school. During this orientation, the researcher trained the research assistant on the
research methods and data collection process. This process together with the pre-test helped to establish whether the research assistant understood the whole process well and clear out confusions and concerns where there was need to.

Data Analysis Plan

Data was collected using questionnaires, focus group discussions and observation. After collecting the data, the social demographic data and other quantitative data was analysed quantitatively using excel and presented in percentages. Qualitative data was analysed using themes. All responses and observations were recorded manually. The analysis took into consideration issues that emerged from the data collected. Preliminary analysis took place once a pattern was established and then the researcher organized the findings in themes that were emerging.

Themes that emerged from the interviews were listed according to categories. Based on the study objectives the categories were children in conflict with the law and people working at Kabete Rehabilitation School. The analysed data was then presented in form of summary, conclusions and recommendations.

Ethical Consideration

The researcher got permission from Daystar University to conduct the study. The researcher also got a permit from National Council of Science, Technology and Innovation (NACOSTI), Department of Children Services (DCS) and the Manager of Kabete Rehabilitation School. In addition, the researcher ensured that the juveniles’ psychological status was not put into danger due to their participation in the study by
not asking them very sensitive questions. The researcher also ensured that the children’s participation was as brief as possible.

Mugenda (2008) suggests that protection of the rights and welfare of research participants ought to be the most important ethical commitment for everyone involved in a research study. As this is the case, the researcher took steps to ensure that there was non-disclosure of research data to any third party that would utilize such information for their own benefit. Strict measures were taken to ensure that the pointers to respondents were non-existent.

Informed consent, confidentiality, protection of the children and equal rights to participate were observed. The researcher sought consent from all participating juvenile professionals. Assent from the children was also sought. Children were required to sign an assent form. Recruitment of these children was done with the full consent of the manager of the institution as their immediate guardian. The children were not forced to participate and the decision of those who refused to participate was respected. For those children who participated, they were allowed to share only what they were comfortable with. All the other participating respondents were also provided with formal request to participate in the study, of which a written consent was given.

Summary

Chapter three outlined the methodology that was used in carrying out this study. It included the research design, population, sample size and sampling techniques. Furthermore, the chapter included data collection instruments, types of data and data collection procedures. Lastly, a procedure for pretesting, data analysis plan and ethical considerations were discussed.
CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

Introduction

This chapter contains the findings on the academic and vocational programmes offered to juveniles in Kenya, the criteria used to match juveniles to these programmes and the challenges faced in delivery of these programmes. The chapter also includes presentation, analysis and interpretation of the data. Key findings are also presented. Lastly, it presents the summary.

Response rate

The study was carried out at Kabete Rehabilitation School in Nairobi. The sample comprised of first year, second year and third year juveniles, class teachers, vocational training instructors and administrative officers. They were classified as fifty eight juveniles, three class teachers, four vocational instructors and one administrative officer. The purpose of involving teachers, instructors and administrative officers was to get expert views from people working with children in conflict with the law and those in the criminal justice system and seek their recommendation on what could be done in order to enhance rehabilitation of children in conflict with the law.

The juveniles participated at a response rate of 75% as the other juveniles had gone on a trip during the period of the study. Nevertheless, the participating juveniles fully participated. There were forty one juveniles who took part in the study. The forty one participating juveniles were put into four focus groups of eight each and a fifth group had nine juveniles. The juveniles were classified into the groups according to
their age and the class they were in. All three teachers participated at a response rate of 100%. All four vocational instructors and one administrative officer also participated at a 100% response rate.

Demographic analysis

Kabete Rehabilitation School does not accommodate girls. Therefore, the only gender that was there were boys. On demographic information, the researcher distributed data on the age and duration the children had stayed in the institution. The data was presented as shown in figure 4.1 and figure 4.2.

![Figure 4.1 Distribution of children according to age](image_url)

Source: Author (2018)

The findings showed that many juveniles who were admitted at Kabete Rehabilitation School were between the ages of 14-16 years. Twenty two out of the forty one juveniles were between the ages of 14-16 years, twelve were between the
ages of 11-13 and seven were between the ages of 17-18 years. This implied that younger boys were more involved in juvenile delinquency than older boys.

The juveniles were also requested to indicate how long they had stayed in the institution since their admission. The response was presented in figure 4.2.

![Figure 4.2 Distribution of children per duration of their stay in the institution](image)

*Figure 4.2 Distribution of children per duration of their stay in the institution*

*Source: Author (2018)*

The study showed that many juveniles were in their first year. Thirty one juveniles out of the total forty one were in their first year, six were in their second year and four in their third and final year. This clearly showed that incidences of juvenile delinquency are still on the rise. The finding that there are many juveniles in their first year closely related to the justification of the study. It justified the inclusion of first years in the study. This study clearly showed that if first year juveniles were neglected then the findings would not have been representative of the population.
Education Programmes Offered

The study sought to find out what education programmes were offered at the institution. The juveniles were asked to name the education programmes they were involved in. All children indicated that they were involved in all of the education programmes which were being offered. The following are the education programmes the children reported to be involved in: Mathematics, English, Kiswahili, Social Studies, Science, CRE and Life Skills. Class teachers were also asked to list down the educational programmes offered to the juveniles. The teachers also listed the same programmes the juveniles had listed.

Both the juveniles and teachers reported that classes in which these education programmes were offered were standard five, six, seven and eight. The teachers reported that these programmes followed the Kenyan education system. The Kenyan education system came into existence in the year 1985. It is popularly known as 8-4-4 system. In standard eight, the children sit for the national examinations. Just like the Kenya education system, the teachers reported that primary education at Kabete Rehabilitation School was free and compulsory. The inquiry also revealed that juveniles did not have the option to select what education programmes they wanted to partake in.

“We are all not allowed to choose any education programme we can partake in. We are forced to attend all classes all the time even if you do not like the programme. It’s very different with the vocational trade programmes”.
Challenges Facing the Education Programmes

The teachers were asked to point out the problems faced while offering these programmes. The following are problems the teachers gave. The first one was inadequate time to cover the syllabus.

Teacher 1: “I personally, I am very overwhelmed with work because I move from one class to another each day as I have to cover two subjects in Standard five to Standard eight”. As a result, it is very hard to finish all the syllabuses”.

This was the case as only three teachers had to teach four classes and seven subjects. This inadequacy number of teachers was also a problem on its own.

Another problem that was reported by the teachers was attitude of learners. One teacher reported that

Teacher 2: “Because most of these juveniles were not going to school before being admitted into the institution and had a bad attitude towards school, it is hard to change their attitude. Most of them feel like school is a burden on their lives. As a result, their concentration in class is very poor at times”.

Inadequate teaching and learning materials was also another problem that was reported.

Teacher 3: “We do not have enough teaching and learning materials at this school. For instance, we have a library but this library does not have books. As a result juveniles have nothing to read when they are free. Furthermore, the juveniles do not have enough exercise books and as a result some end up stealing from their friends”.

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On the other hand, the children were also asked to point out the problems facing the education programmes. The children reported many problems being faced under these programmes than what the teachers had mentioned. The first problem given by the children was lack of adequate teachers. This was mainly reported by children in standard 5 and 6 as they claimed that the teachers focused more on standard seven and eight.

Juvenile 1: “We have a few teachers around to take us through the education programmes. As a result of this, the teachers spend more time with the children in standard 7 and 8. They feel that those children are more important since they are closer to writing their national examinations.”

This finding closed related to what Onyango (2013) found when he did the research at the same institution. He noted that programmes were affected because Kabete Rehabilitation School lacked enough teachers and that these teachers sometimes could be busy with their own things. The second problem reported by the juveniles was inadequate learning materials.

Juveniles 1: Learning materials like text books are very few and not available for all of us. As a result we have to wait for other juveniles to finish in order access these scarce books. Exercise books and pens are also lacking. As a result, we have to share and in worse cases some juveniles steal their friends’ books and pens.

Another problem that was reported by the children was the state of the classrooms. Mainly juveniles in standard five, six and seven claimed that their classes did not have electricity and as a result they found it very hard to study at night.
Juvenile 3: “A lot of classes do not have electricity. As this is the case, we find it hard to study at night. Only standard 8 pupils are allowed to access the few classes that have electricity. As a result we just roam around at night doing nothing productive”.

Juvenile 4: Classes have cracked floors, windows are broken. Our desks have broken locks and as a result anyone can access our note books. This leads to many cases of stealing.

Odera (2013) also noted that “most of the buildings were very old, in a deplorable state, had cracks on the walls/floors and have never been painted since the establishment of these schools”. This was also the case with what the researcher observed. The researcher observed that the outlook and interior of the school were in bad state. The situation had not changed for so many years.

Lastly, both the juveniles and teachers were asked to give suggestions as to what could be done to address the various problems reported. The teachers suggested that more teachers should be recruited in order to decrease the workload. The teachers also suggested that adequate teaching and learning materials should be provided.

On the other hand, the juveniles corroborated with the teachers that more teachers should be recruited but had more suggestions.

Researcher: What do you suggest should be done to eradicate these problems?

Juvenile 1: “More textbooks and stationary should be procured”

Juvenile 2: “Classrooms should be renovated, floors should be fixed and windows repaired”
Vocational Trade Programmes Offered to Juveniles

The study sought to establish what vocational trade programmes are offered to juveniles at Kabete Rehabilitation School. Both the trade instructors and juveniles were asked to list down the vocational trade programmes offered. The following were the vocational trade programmes offered to juveniles at Kabete Rehabilitation School: Mechanics, Electrical, Masonry, Carpentry, Tailoring, Agriculture and Bakery. Furthermore, the juveniles were requested to mention the vocational trade programmes they were involved in. The distribution of the juveniles according to the vocational trade programmes offered is presented in figure 4.

![Figure 4.3: Distribution of juveniles per vocational trade programmes offered](image_url)

The total number of juveniles was forty one. Figure 4.3 showed that the majority of juveniles were doing carpentry. This was seconded by Agriculture and Mechanics at 16%. Bakery and masonry were the ones with the least number of juveniles at 13% and 12% respectively. This implied that more juveniles preferred
Carpentry, Agriculture and Mechanical to the other vocational trade programmes offered. When asked why many preferred carpentry more, the juveniles said that it was more practical and they felt that out of all the vocational trades offered it looked lucrative.

_Juvenile: “I prefer carpentry over other vocational trade programmes as I feel that when I go home it will help me start my own workshop and make money”_

_Juvenile 2: “I find carpentry more practical and rewarding. I think it will enable me have money when I go back home”._

Challenges facing the Vocational Trade Programmes

The juveniles and trade instructors were both asked to mention the problems that are faced with the various vocational trade programmes offered. Several problems were reported. The trade instructors reported lack of adequate tools and equipment as the main problem. It was reported that the workshops had inadequate tools and equipment to cater for all the juveniles. As a result, juveniles were given shifts to access these scarce tools and equipment. Another problem that the instructors reported was bad state of the workshops. The workshops had cracked floors, broken windows and some even hard broken tools and equipment.

The researcher also observed that the state of facilities at the institution was bad. From the observation, classes and workshops were not in a good state. Paint in the classrooms and workshop was peeling off. According to respondent Y, the “institution’s buildings had never been painted since its establishment”. The researcher also noted that the tools and equipment were few and that some of the
workshops had old and out-dated machinery. The researcher further noted that some equipment was also in unusable state. For instance, it was noted that the mechanic workshop had cars that had broken down beyond repair. This implied that the juveniles partaking this trade could not be well equipped as they could if the cars were in good condition and operational.

The juveniles in the various vocation trade programmes were also asked to mention the problems the programmes faced.

Problems facing the vocational trade programmes as reported by the juveniles.

Researcher: “What problems do you face with vocational trade program?”

Juvenile 1: “We have few tools for carpentry

Juvenile 2: “We lack enough aprons, dustcoats and gumboots

Juvenile 3: “We lack enough tools for masonry

Juvenile 4: “We have few tools for mechanics”

Juvenile 5: “We have few wires for electrical”

Criteria used to match juveniles to the specific programmes offered

The trade instructors and teachers reported that various factors are taken into consideration when matching the juveniles to the specific programmes offered at the institution. These factors include: age, personal preference of the child, academic level and risk factors. Respondent X added that as required by the law, they have an Individual Treatment Plan (ITP) that they use to match juveniles to the programmes.
Respondent X: “The ITP takes into consideration the cause of the juvenile’s offense, the juvenile’s positive characteristics, his needs and also his well-being at this school. With the aid of the ITP, we also consider the juvenile’s ability, aptitude and motivation when matching the juveniles to the specific programmes”.

Key Findings

1. According to the findings of this research, the education programmes included Mathematics, English, Kiswahili, CRE, Social Studies and Science.

2. The vocational programmes offered at the institution included Mechanics, Electrical, Masonry, Carpentry, Tailoring, Agriculture and Bakery.

3. This research found out that the criteria used in matching juveniles to the programmes offered was known as an Individualized Treatment Plan (ITP).

4. Among the challenges experienced at Kabete Rehabilitation School in delivery of the education programmes were lack of enough teachers, inadequate time to cover the syllabus, attitude of learners and inadequate teaching and learning materials. State of classrooms was also another challenge as classroom had cracked floors, broken windows and desks. The vocational trade programmes also faced various challenges. One challenge was that the workshops were in dilapidated state, lacked equipment and machinery. Less time was allocated to the vocational trade programmes.
Summary

This chapter looked at the findings on the programmes offered to juveniles in Kenya. The discussion included presentation, analysis and interpretation of the data. Key findings were also presented. The chapter presented the responses of both the children and staff members at Kabete Rehabilitation School on the educational and vocational programmes offered at the school. It also presented the challenges these programmes face in the course of their delivery. Lastly, recommendations on how to address these challenges as reported by the juveniles and staff members are also outlined.
CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter discusses the study’s overall findings and implications in light of the conceptual framework. It includes discussions of key findings, in line with the objectives of the study, and linking the findings to the literature review and theories. Equally, the conclusion and recommendations deriving from the study are presented. Lastly, areas for further study are suggested.

Discussions of Key Findings

Education Programmes Offered to Juveniles at Kabete Rehabilitation School

The first objective of the study was to establish the education programmes offered to juveniles at Kabete Rehabilitation School. According to the Kenyan constitution (2010), children are accorded the right to education. This includes children in conflict with the law. The study found out that the rehabilitation school adheres to this provision. The researcher found out that upon admission into the institution the juveniles were taken through various education programmes to help them be productive citizens when released back into the community. Programmes offered included: Mathematics, English, Kiswahili, CRE, Social Studies, Science and Life Skills. These programmes were taught in standard five, six, seven and eight. These findings relate to what Odera (2013) found at Kabete rehabilitation school. He found out that the same education programmes were being offered. The current study noted that only 3 teachers were responsible for these 4 classes.
The study also found out that even though they were only 3 teachers against 4 classes, these teachers were competent. Findings indicated that all the teachers had diploma certificates in education. Furthermore, their experience helped them a lot in dealing with children in conflict with the law. These experiences helped the teachers to work better as they were able to assess and classify the children based on their risk levels and needs. Furthermore, the teachers were able to track and observe the juveniles’ progress reports on rehabilitation process.

The education programmes at Kabete Rehabilitation School followed the Kenyan education system. This was in accordance with the provision of the UN Rules for the Protection of Juveniles Deprived of their liberty (1990). The rules provide that the type of education given to detained juvenile offenders should follow the education system of that country. This is so as to enable the juveniles continue with their education without difficulty after being released.

The Kenyan education system follows the 8-4-4 system. According to Odera (2013) this system consists of eight years of primary school, four years of secondary school and four years of college education. Primary school education is free and compulsory. This was also the case with the education offered at Kabete Rehabilitation School. As is the case with the Kenyan education system particularly the primary education, the education programmes offered at Kabete Rehabilitation were compulsory. This conforms to the Constitution of Kenya’s provision that every child has the right to free and compulsory education. The major difference between the education offered in Kenyan schools and the one offered at Kabete was that the primary education at the institution was delivered only in standard five, six, seven and
eight. This was the case because of the ages of the children admitted at the school. The minimum age of the admitted juveniles was eleven years.

As with the Kenyan education system, the education system at Kabete also incorporated culture and social values of Kenya. This was done to mould the juveniles into good Kenyan citizens after release and also to help them socialize better. This was in line with The Riyadh Guidelines. The Riyadh Guidelines (1990) particularly guideline number 21 requires that education systems of signatory countries should incorporate cultural identity and patterns; including social values of that particular country.

The education programmes at Kabete Rehabilitation School were also structured and modelled as suggested by Roberts (2004). Roberts (2004) argues that an effective education programme ought to have a wide range of curriculum options. This was evident at the institution as there were various subjects offered to the juveniles. Furthermore, the education programmes at Kabete did not only focus on academic subjects but also focused on character education and life skills to enable the juveniles become productive citizens once they were released back to the community.

The researcher noted that the education programmes at the institution were also inclusive. This is to say that special attention was also given to children with special needs. Those juveniles who had special needs were given extra attention as the teachers could go and assist them where they needed help. This was easily achieved as teachers at the institution are knowledgeable in special needs education. This state of affairs is in conjunction with the provisions of the UN Rules for the Protection of Juveniles Deprived of their Liberty (1990). Principle 37 of the rules accords that those
juveniles who are illiterate, or have cognitive or learning difficulties should have the right to special education. Kabete Rehabilitation School successfully achieves this.

The education programmes were also guided by a time table which clearly spelt out what needed to be done at a particular time and day. The timetable was posted on the notice board within the institution for everyone’s easy access. This indicated that rehabilitation programmes were conducted daily. Saturday was reserved for general cleaning and Sunday was for the juveniles’ religious nourishment and leisure. Nevertheless, the timetable was sometimes overruled particularly when there were visitors around. The researcher observed this at one time when a certain micro finance institution came to market their products and donate food items. During this day, classes were postponed as there was no one to teach and the children had to be present during the ceremony. Ndegwa (2014) also noted that the timetable at rehabilitation schools in Kenya was sometimes overruled. This showed that things had not still changed. This also could make juveniles feel like the rehabilitation programmes are not that important and in the process affect the rehabilitation process.

The education programmes at the school were also flexible. This was the case as they took the form of extracurricular activities. These extracurricular activities enabled the juveniles to learn and remain focused in their school work. The activities included dancing lessons, football and visitations to other juvenile schools. This helped the juveniles stay away from offences and keeping themselves fit. They also helped the juveniles socialize with their fellow juveniles in turn improving their social development.
Vocational Trade Programmes

The study findings showed that there were various vocational trade programmes offered at the school. These programmes included: Mechanics, Electrical and Masonry. Carpentry, Tailoring Agriculture and Bakery were also offered. These programmes were offered to all juveniles at the school. The programmes also had their own dedicated workshops.

It was noted that the children found the vocational trade programmes more fun than academic programmes. This was the case because unlike with academic programmes, the juveniles were free to choose which trade they wanted to partake in. The researcher noted that this free choice meant that the administration were very serious in adhering to the standards of juvenile administration. For instance, principle 43 of the UN Rules for the Protection of Juveniles Deprived of their liberty (1990) provides that incarcerated juveniles should be accorded the chance to choose the type of work they wish to perform. Another reason why the children found the vocational trade programme more fun was that they felt that vocational trade programmes were more practical as they could do that in their day to day lives. This was the case as the programmes were tailor-made to tackle the juvenile’s disturbed backgrounds and at the same time modify their habits.

Furthermore, the vocational trade programs equipped the juveniles with knowledge and skills necessary to help them be productive after being released back into the community. As required by the UN Rules for the Protection of Juveniles Deprived of their liberty (1990) the work offered at Kabete Rehabilitation School resembled closely to the conditions of normal work in the community. This was done to prepare the juveniles for the conditions of normal occupational life. According to
Ndegwa (2014) juveniles were provided with start-up tool kits upon discharge so as to enable them start a new life.

Criteria Used to Match Juveniles to the Specific Programmes

The research sought to establish the criteria that were used to match juveniles to the specific programmes offered at the school. The findings showed that various factors were taken into consideration when matching the juveniles to the programmes. These factors included age, personal preference of the child, class academic level and risk factors. All these factors fell under one umbrella called Individualized Treatment Plan (ITP). The ITP prescribes what needs to be considered when matching the juveniles to the various rehabilitation programmes offered.

The members of staff at Kabete rehabilitation school also indicated that some management policies and guidelines help in assisting administration of rehabilitation programmes. These included the Children’s Act (2001), the National children policy of 2010, Code of Regulation (COR), and National Standards policy for regulations in statutory institutions. All these policies clarified how juveniles ought to be treated during admission, assessment and classification up to the completion of the rehabilitation process. The policies spelt out goals for the institution and how to achieve them.

Respondent X stressed that the school seriously followed the policies and guidelines. He also noted that newly admitted juveniles went through an intake assessment. During this assessment, individual characteristics were clarified, mental and physical conditions, personal and family conditions assessed. Individual characteristics were clarified in order to establish the positive attributes that the juvenile possessed and could be used to help them in the rehabilitation process.
Mental and physical conditions were checked in order to establish whether there existed medical and physical conditions that could affect the rehabilitation process. If mental and physical conditions were established, a plan of action would be included in the individual treatment plan.

Personal and family conditions were also assessed to see if the family were the cause of the juvenile’s delinquency. This assessment also helped the assessor to establish at what point or whether to involve the juvenile’s family in the rehabilitation process. Family involvement is crucial in the rehabilitation process. This helps the child not to feel secluded but that they are still part of their family. The assessment also helped the assessor in the reintegration of the juvenile back into their community. Respondent X stated that the welfare officers at the institution were responsible for this assessment.

The researcher noted that the ITP was in tandem with the rehabilitative model discussed earlier. As the rehabilitative model stresses on individualized treatment, so does the ITP. According to Department of Children Services (2008) the ITP recognizes that each juvenile has different characteristics and act differently and as a result he needs to be treated as such. This is the main reason why the ITP prescribes treatment tailored to juveniles’ individual needs. Furthermore as with the rehabilitation model, the ITP focuses on the juvenile individual’s wellbeing and security concerns as secondary needs. Another similarity is that they are both based on the premise that if the juveniles are treated fairly then they would likely reform. Respondent X stressed on this by saying that they ensured that the best interests of the juveniles were of paramount importance in the ITP. This is why it was noted that juveniles at the rehabilitation school are not locked in a building like the prison.
Nonetheless, the study found a major hindrance which was the implementation of the ITP. The ITP requires that a juvenile should be medically examined upon admission into the institution, a thing which was never done. This was mainly because the school did not have medical personnel. As a result, some mental illnesses which could negatively impact on the rehabilitation process could go unnoticed. This situation goes against the United Nations Rules for the Prevention of Juveniles Deprived of their Liberty (1990).

Fundamental principle number 27 of the United Nations Rules for the Prevention of Juveniles Deprived of their Liberty (1990) clearly states that upon admission, each juvenile should be interviewed, and a psychological and social report classifying any factors significant to the particular type and level of care and programme required by the juvenile should be organized. The principle further provides that this report, together with a report prepared by a medical practitioner who has assessed the juvenile upon admission, should be forwarded to the one overseeing the operations of the institution and in the case of Kabete rehabilitation school the manager for purposes of determining the most appropriate treatment for the detained juvenile within the facility and the specific rehabilitation programme required and to be pursued.

For the academic programmes, the study found out that before a child was placed in a specific class, a background check was conducted. This background check included the assessor linking with family members and relatives to find out whether the child was going to school before being admitted. The assessor also checked what class the juveniles were. After determining these, the child would then be placed into the appropriate class. Special attention was also given to those juveniles who were
illiterate and had learning difficulties. This was in tandem with most of the requirements given by the Department of Children Services.

For vocational trade programmes, the study found out that juvenile’s personal preference was one of the determining factors. Juveniles were given the chance to choose what trade they wanted to pursue while they were at the institution. This freedom of choice made the juveniles become more focused on the trades and as earlier stated they were observed to be more enthusiastic. This was also in line with the provisions of The UN Rules for the Protection of Juveniles Deprived of their Liberty that juveniles should have a choice of the vocational programme they want. All the other factors that were considered when linking the juveniles to the education programmes were also considered with the vocational trade programme.

Challenges experienced in delivery of the programmes

The study found out that both education and vocational trade programmes faced various challenges. Much as the education programmes at the school were structured in a way that modelled effective education programmes, there existed problems that posed a threat to the programme’s purposes. One such problem noted was that much focus was given to those in standard seven and eight by the teachers at the expense of the other classes. According to the teachers class seven and eight were crucial because juveniles in these classes were almost sitting for the national examinations and needed to be given extra attention. Thus, a focus on the standard seven and eight pupils put the other children at a disadvantage since they complained that their work was sometimes not marked, that they were not given much access to textbooks and also that they had limited access to classrooms that have light at night.
The teachers corroborated this point stressing that they had huge workload and that the time to finish the work was minimal.

As a result, this put the children in the lower classes at risk of getting themselves involved in unnecessary activities that could affect their successful rehabilitation. This finding closely related to the conceptual framework, particularly the intervening variables. Much as the education programmes were put in place, the juvenile’s in the lower classes believed that they were being side-lined and this could eventually make them indulge themselves in bad activities since they have nothing productive to do. Consequently, this could affect their change in behaviour and subsequently their successful rehabilitation and reintegration back into society. Juveniles in their second and third years reported that education programmes had not really benefitted them because of the lack of materials and missing of classes. This was in tandem with what Odera (2013) found. He found that lack of adequate materials and the teachers missing classes made the third year juveniles feel that the rehabilitation programmes had not achieved their purposes.

Furthermore, the researcher found out that the school has a library as any other school ought to. Nevertheless, it was noted that the library lacked books necessary for the juveniles’ education and their successful rehabilitation. They were only a few books stocked in this library. This meant that the juveniles had to share and access to these books was hard as reported by the juveniles themselves. This situation goes against the UN Rules for the Protection of Juveniles Deprived of their liberty particularly Principle 41. This principle clearly states that detained juveniles should be provided with a library. It further states that the library should be adequately stocked with both books and all the other learning materials suitable for the juveniles.
The researcher also noted that the classrooms were in dilapidated state. For instance, the floors and walls were cracked, the windows and also some desks were broken. On top of this, most of the buildings at Kabete Rehabilitation had not been painted for a long time. Most of the classrooms also did not have electricity. This made learning for some children difficult. The broken desks meant that the safety of the juveniles’ textbooks and notebooks was compromised as anyone could access them. Lack of electricity in some classrooms also meant that those children who wanted to study at night could not do so. As a result these children resorted to roaming around the campus, playing or watching TV in the hall when they could be studying.

Vocational trade programmes also faced challenges. For instance it was noted that less time was allocated to vocational trade programmes as compared to the time that was allocated to academics. This led to a situation whereby the juveniles who had more passion for vocational trade became frustrated. This finding was corroborated by the researcher through participant observation during data collection. The researcher observed that more juveniles were more attentive and interactive during their lessons in the workshops as compared to when they were in the classroom. The less time allocated to vocational trade programmes could be one of the reasons why vocational trade programmes seemed not to be helping juveniles reform.

Moreover, both the vocational trade instructors and juveniles reported various problems facing the delivery of programmes. The problems reported included dilapidated conditions of the workshops where trainings were done, lack of adequate tools and equipment. The researcher also attested to these conditions. Most of the workshops had few materials which meant that some juveniles had to wait for their
friends before accessing the workshops. Also, most of the workshops had broken windows, cracked floors and broken machinery. For instance, the mechanics workshops had old cars, some of which had broken down. The children working with old machinery meant that they were not up to date as things had drastically changed over the years. This could also contribute to cases of juveniles not being successfully rehabilitated and reoffending after being released. Ndegwa (2014) also noted that the conditions of the workshops were bad. This clearly showed that things had not changed over the years.

In particular, the children complained that the workshops were lacking the following items. Those in carpentry complained about having few saws, chisels, hummers, tape measures and dustcoats. This meant that they had to borrow from their friends and had to wait for those friends to finish first. Borrowing of gear like dustcoats could subject the juveniles to various infections. Those in the wiring section also complained about lack of electrical wires and safety wear. This posed a threat to their wellbeing. The children recommended that the workshops be renovated and more tools and machinery be stocked in the workshops.

Conclusion

The existing education programmes at Kabete Rehabilitation School comprised of Mathematics, English, Kiswahili, Social Studies, CRE and Life Skills. The vocational trade programmes at the school included: Mechanics, Electrical, Masonry, Carpentry, Tailoring, Agriculture and Bakery. There was a specific criterion that was used to match juveniles to these specific programmes.

The education programmes were structured to model effective education programmes. They were flexible as they took the form of extracurricular activities.
They also focused on reading, character education and life skills. This structure helped the juveniles in character reformation and social development. It also helped the juveniles to stay focused.

Nevertheless, the study found that problems encountered during the delivery of the education programmes. For instance the school had limited number of teachers. The juveniles also complained of the classroom’s deplorable conditions. Lack of adequate materials and limited access to those materials were also challenges that were noted.

The study found out that vocational trade programmes were offered to all children and that the children preferred them to academics. Even though vocational programmes were the juvenile’s most favourite, the study found out that the programmes faced various challenges which could hinder the successful rehabilitation of juveniles. One such challenge was limited time allocated to vocational trade programmes than academics. The conditions of the workshops were also not good. Trades like mechanics had old and out-dated machinery. Carpentry and wiring also lacked various tools and equipment.

Furthermore, the study established that the juveniles were not just put into the various programmes that were offered at the institution. Instead, there was a specialized criterion that was used to appropriately match them. This criterion was called an Individualized Treatment Plan (ITP). The ITP focused on similar characteristics for both the education programmes and vocational trade programmes. The ITP mainly focused on age, class academic level and risk factors. It also focused on the juvenile’s characteristics. Only one characteristic distinguished the ITP used for education and the ITP used for vocational trade. Personal preference distinguished
the two. The ITP used for vocational trade gave precedent to the juvenile’s choice of trade whilst it was compulsory with the education programmes.

Recommendations

Based on the findings of the study, the researcher recommended that education programmes and vocational trade programmes needed to be reviewed as they were lacking. In particular the following were the recommendations:

a. The Department of Children Services needs to recruit more teachers for Kabete Rehabilitation School. These teachers also need to be trained well in order to help in the rehabilitation of juveniles.

b. The juveniles ought to be given more textbooks and notebooks. Furthermore, the juveniles should be given equal access to the textbooks.

c. Classes and workshops need to be renovated.

d. Skill upgrading courses should be offered to the trade instructors.

e. In terms of matching of juveniles to the specific programmes offered, juveniles that cannot manage to learn in class should be allowed to choose the trade they can manage to partake in.

Areas for Further Research

Based on the findings of the study, the researcher suggested further study in the following areas:

1. An examination of all programmes offered to juvenile offenders in Kenya.

2. Effects of conditions of rehabilitation schools on juvenile delinquency in Kenya.
REFERENCES


Appendices

Appendix I: Focus Group Discussion

I am Precious Eddie Semu, a Master of Arts student in Child Development at Daystar University. I am conducting a research whose purpose is to examine the academic and vocational trade programmes offered to juvenile offenders in Kenya. The interviews and your responses will strictly be kept confidential and not shown to anyone except the people working on this research. Your names and any information that may lead to your identity shall not be put in any report and shall not be shown to anyone. Feel free to ask a question where you do not understand and you don’t have to respond where you do not want to. Nevertheless, I would encourage you to participate as your responses will form part of the recommendation to improve your life at the school.

Instructions

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

Background

1. How long have you stayed in this school? 1 year ( ), 2 years ( ), 3 Years ( ), Any other (specify)

               ……………

2. Were you going to school before you came to this school?

   Yes No (if yes proceed to question 4, if no skip to question 5)

3. Why were you not going to school

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4. What is your day to day life like in the school?

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5. What vocational training programmes have you been involved in?

Mechanics ( ), Electricals ( ), Masonry ( ), Carpentry and joinery ( ), Tailoring and Dressmaking ( ), Agriculture ( ), any other, (specify)………………

6. What problems do you face with the vocational training programmes?

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7. What do you suggest should be done to improve these problems?

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8. What academic programmes have you been involved in? Name the subjects taught. Mathematics ( ), English ( ), Kiswahili ( ), Science ( ), Social studies ( ), C.R.E ( ), Any other (specify),

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9. What problems do you face with the academic programmes?

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10. What do you suggest should be done to eradicate these problems?

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11. How do you rate your teachers and vocational training instructors in delivering services?

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

a. Please explain further based on your response above; ........................

I greatly thank you for making your time available to share your views with me. God bless you.
Appendix II: Questionnaire for staff members

I am Precious Eddie Semu. A Master of Arts student in Child Development at Daystar University. I am conducting a research whose purpose is to examine the academic and vocational trade programmes offered to juvenile offenders in Kenya. The interviews and your responses will strictly be kept confidential and not shown to anyone except the people working on this research. Your names and any information that may lead to your identity shall not be put in any report and shall not be shown to anyone. Feel free to ask a question where you do not understand and you do not have respond where you do not want to.

Background

1. What is your name? (optional)

2. How old are you?

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3. What are your qualifications as a class teacher or vocational training instructor in this institution?

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4. How long have you been involved in the rehabilitation of juvenile delinquents?

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5. What is the current population of both children and staff members?

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Programmes offered to juveniles

6. Which vocational training programmes are offered to the juveniles?
   Mechanics ( ), Electricals ( ), Masonry ( ), Carpentry & joinery ( ), Tailoring & Dressmaking ( ), Agriculture ( ), any other, (specify)......................

7. Which problems exist with the delivery of these programmes?
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8. What do you think needs to be done in order to eliminate these problems?
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9. Which academic programmes are offered to the juveniles? Name the subjects taught. Mathematics ( ), English ( ), Kiswahili ( ), Science ( ), Social studies ( ), C.R.E ( ), Any other (specify), .................................................................
10. Which problems exist in the delivery of these educational programmes?

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Criteria used to match juveniles to the specific programmes

11. What criterion is used to match juveniles to the various specific programmes offered?

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I greatly thank you for making your time available to share your views with me. God bless you.
Appendix III: Observation Guide

State of facilities at Kabete Rehabilitation School

Classrooms and Workshops

<table>
<thead>
<tr>
<th>Area of observation</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cracked floor</td>
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Appendix IV: Assent Form

An analysis of programmes offered to juvenile offenders: A Case of Kabete Rehabilitation School

Researcher Introduction and Study Description: I am Precious Eddie Semu, a Masters candidate at Daystar University, Nairobi Campus. I am conducting a study on the academic and vocational trade programmes offered to you here and how they assist you to change your behaviour. I have asked you to take part in this research because I need to gain more insights on the programmes offered and how the programmes affect you.

Procedure: You are being asked to take part in at least one focus group discussion that will require about 20 minutes of your time. With your consent, I will audio-record where need be and take hand-written notes. The results will assist in the analysis of the data collected.

Risks and benefits: The risks you may incur by your participation in this study are minimal. This is because the researcher will not record your name and anything that may lead to your identification will be removed as soon as possible. Your participation in the study will contribute to greater understanding of rehabilitation programmes offered to juvenile offenders at Kabete Rehabilitation School. The results of this study will be useful to society as it will develop some recommendations for changing the rehabilitation schools in behaviour modification of juvenile offenders.

Payment: You will receive no monetary compensation for your participation.

Subject’s rights: When I am finished with this study I will write a report about what was learnt. This report will not include your name or that you were in the study.
You do not have to be in this study if you do not want to be. If you decide to stop after we begin, that’s okay too. You will not be punished for refusing to take part in this study. The manager on behalf of your parents knows about the study too.

If you decide you want to be in this study, please sign your name.

I, _________________________________, want to be in this research study.

______________________________  
(Date)
Appendix V: Consent form for staff members at Kabete Rehabilitation School

An examination of programmes offered to juvenile offenders: A case of selected programmes at Kabete Rehabilitation School, Nairobi

Researcher Introduction and Study Description: I am Precious Eddie Semu, a Masters candidate at Daystar University, Nairobi Campus. I am conducting a study on the programmes offered to juvenile offenders; mainly focusing on Kabete Rehabilitation School in Nairobi. This study seeks to examine the programmes offered to juvenile offenders and how they enhance their reformation. I have asked you to take part in this research because I need to gain more insights on the rehabilitation programmes offered at the school.

This interview will ask for responses to questions regarding the rehabilitation programmes at the institution and your role in the rehabilitation of juvenile offenders. Your participation will add more value to this study as you are the ones who are on the ground and really know what is happening.

Procedures: You are being requested to take part in at least one in-person interview that will require one to one and about 30 minutes of your time. With your consent, I will audio-record where need be and take hand-written notes. The results will assist in the analysis of the data collected.

Risks and benefits: The risks you may incur by your participation in this study are minimal. This is because the researcher will not record your name and any identifiers will be removed as soon as possible. Your participation in the study will contribute to greater understanding of rehabilitation programmes offered to juvenile offenders at

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Kabete Rehabilitation School. The results of this study will be useful to society as it will develop a series of recommendations for strengthening the rehabilitation schools in behaviour modification of juvenile offenders. Equally, the results will be important to policy makers and professionals working with children in conflict with the law.

Payment: You will receive no monetary compensation for your participation

Subject’s rights: Your participation is voluntary and you have the right to withdraw at any time without any consequence. You also have the right not to answer some questions. I want to assure you that data collected from this interview will be handled in confidence and for the sole purpose of this research. Access to the data will be limited to my supervisors and me.

___ I voluntarily agree to participate in this study.

___ I voluntarily agree to audio-recording of the interview.

___ I voluntarily agree to have my identity revealed as an interviewee in reports or publications.

__________________________________
(name)

__________________________________ ______
(Date)
Appendix VI: Consent form for the manager

An examination of programmes offered to juvenile offenders: A case of selected programmes at Kabete Rehabilitation School, Nairobi

Researcher Introduction and Study Description: I am Precious Eddie Semu, a Masters candidate at Daystar University, Nairobi Campus. I am conducting a study on the programmes offered to juvenile offenders; mainly focusing on Kabete Rehabilitation School in Nairobi. This study seeks to examine the programmes offered to juvenile offenders and how they enhance their reformation. I have asked you to sign this consent form on behalf of the parents of the children who will take part in this research. To ensure that participating children are protected from any psychological harm, I will not ask them very sensitive questions and I will also make sure that their participation is as brief as possible.

By signing this form, you also give me consent to interview the staff members at the institution and to observe the institution. I will interview all children and 8 members of staff including you. I will be here for 5 days. Observation will include observing the facilities and participant observation through attending academic classes and vocational trade lessons.

Name:...........................................

Date:...........................................

Organisation:..............................................................
Appendix VII: Research Permit

THIS IS TO CERTIFY THAT:
MR. PRECIOUS EDIJO SEMUI
of DAYSTAR UNIVERSITY, P.O. Box
1694-00265 Lilongwe, has been
permitted to conduct research in
Nairobi County

on the topic: AN EXAMINATION OF
PROGRAMS OFFERED TO JUVENILE
OFFENDERS: A CASE OF SELECTED
PROGRAMS AT KABETE REHABILITATION
SCHOOL

for the period ending:
11th May, 2018

Applicant’s
Signature

Permit No.: NACOSTI/P/17/65457/17207
Date Of Issue: 12th May, 2017
Fee Received: KSh 2000

Director General
National Commission for Science,
Technology & Innovation
Appendix VIII: Anti-Plagiarism report

**AN EXAMINATION OF PROGRAMMES OFFERED TO JUVENILE OFFENDERS: A CASE OF SELECTED PROGRAMMES AT KABETE REHABILITATION SCHOOL, NAIROBI**

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**PRIMARY SOURCES**

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