EDUCATIONAL OUTCOMES OF REINTEGRATED CHILD OFFENDERS IN OTHAYA REHABILITATION SCHOOL, NYERI COUNTY – KENYA

BY

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September, 2010
DECLARATION

This research thesis is my original work and has not been presented for any award in any other university or organization.

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DEDICATION

This work is dedicated to my beloved parents Mr. Samuel Ndirangu and Mrs. Martha Wacuka who devoted much of their resources to take me to school. Further I dedicate it to my wife Jacinta and my children Samuel Ndirangu, Maryann Wacuka and Mark Maina.
ACKNOWLEDGEMENT

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<tr>
<td>ANPPCAN</td>
<td>African Network for the Prevention and Protection Against Child Abuse and Neglect</td>
</tr>
<tr>
<td>C&amp;P</td>
<td>Care and Protection</td>
</tr>
<tr>
<td>DCO</td>
<td>District Children’s Officer</td>
</tr>
<tr>
<td>DCS</td>
<td>Department of Children Services</td>
</tr>
<tr>
<td>DPO</td>
<td>District Probation Officer</td>
</tr>
<tr>
<td>FPE</td>
<td>Free Primary Education</td>
</tr>
<tr>
<td>G K</td>
<td>Government of Kenya</td>
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<tr>
<td>KAACR</td>
<td>Kenya Alliance for Advancement of Children</td>
</tr>
<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
</tr>
<tr>
<td>M O E</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry of Education, Science and Technology</td>
</tr>
<tr>
<td>NGOs</td>
<td>Non-Governmental Organizations</td>
</tr>
<tr>
<td>ORS</td>
<td>Othaya Rehabilitation School</td>
</tr>
<tr>
<td>P&amp;D</td>
<td>Protection and Discipline</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
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ABSTRACT

This study sought to document educational life experiences of persons released from Othaya Rehabilitation School, with an intention of creating information on the educational path of children who go through rehabilitation schools in Kenya. The objectives were to: document the educational experiences of children before, during and after rehabilitation, establish the extent to which rehabilitation school provided opportunity for continued learning and the level of interference, and determine their educational outcomes and their impact on the quality of post institutional life. Descriptive study design was adopted based on life stories of persons who had received rehabilitation services at the school between the year 2003 and 2007. Eleven former Students of Othaya rehabilitation school and the Manager of the institution at the time of the study were sampled through purposive and snowball sampling techniques. Data was collected by narrative interviews administered by the researcher in person. The data collection instruments were interview schedules that were piloted on two rehabilitation school graduates who did not take part in the final study. Data was recorded by use of a tape recorder supported by field notes. It was transcribed into text and analyzed using thematic analysis approach. The findings revealed that children admitted to Othaya Rehabilitation School are mainly for Care and Protection (C&P), Protection and Discipline (P&D) and also some with criminal records. Majority (80%) of the children largely come from poverty stricken functional families and dysfunctional families in rural areas and urban slums. Further, the study established that the school offers educational opportunities to all children committed to that institution regardless of their background so as to ensure that their committal does not adversely affect their education. The study also found that majority of the former rehabilitees had successfully reintegrated back in the community, were satisfied with their lives and that most of them attributed their success to the rehabilitation school. It was also found out, however, that time allocated to teaching and learning in rehabilitation schools was inadequate due to interference by other correctional programs, inadequate teaching staff, lack of clearly formulated exit and aftercare services leading to exposure of the rehabilitated youth to the very conditions that led them to delinquency and crime in the first place. Among the recommendations made were that there should be collaboration between the Ministry of Education and the Ministry of Home Affairs in providing funds, resources and personnel to rehabilitation schools. Further, the Government should come up with an after care kit for rehabilitated youth, involve the parents, guardians, relatives and the community in general in order to help the youth reintegrate back to the society smoothly. Finally, the researcher is of the opinion that the government should come up with a diversion program aimed at preventing the children from coming into contact with the formal justice system and of importance come up with non-custodial rehabilitative measures for children in need of care, protection and discipline.
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Children are greatly treasured in every society. They represent continuity of a generation and symbol of a society’s future. They are the greatest national resource and if they fail to contribute to the general welfare, they become wasteful or destructive, are damaged and our society is weakened (Shoemaker, 1984). According to Shoemaker (1996), no day passes without the appearance of some news item carrying a story of crime committed by youth. This delinquent behavior involves all types of activities committed by the youth from all backgrounds. Further, Shoemaker (1996) indicates that the problem of juvenile delinquency and crime has existed for hundreds of years and that numerous commissions, editorials, reports and government statistics reveal that juvenile delinquency and crime in children and that of young gangs not only existed but also was a source of concern to many citizens of Europe and America in the 18th and 19th Centuries.

The African Network for the Prevention and Protection against Child Abuse and Neglect [ANPPCAN] (2001) postulates that in Kenya, Children in Need of Care and Protection (CNCP) who include child offenders’ account for over 40% of total children population in Kenya. KAACR (2003) estimates the number of children in need of care and protection in Kenya to be about 600,000.
The streets of many urban centers are full of children of varying ages that engage in all sorts of ill behaviors ranging from drug abuse, crime to commercial sex. The female children are giving birth at tender ages bringing forth a new generation of disadvantaged children. According to The Sunday Nation 4th December 2005, youngsters barely out of primary school in Nairobi’s Eastland’s estates are dying in horrific shootings with police.

According to this department of education Public Law 107-110 ‘the No Child Left Behind Act’ of 2002, juvenile offenders constitute a major portion of the US crime problem. Consequently the US government has been vigorously pursuing methods of crime reduction such as quality education services that increase the academic achievement of and likelihood of successful community reintegration of incarcerated youths.

In Argentina, after years of advocacy, a national law for the integral protection of children and adolescents has been enacted, laying groundwork for a juvenile justice system and calls for institutionalized children to be integrated back into society (UNICEF, 2010).

In Kenya Children’s affairs are handled by the Ministry of Gender, Children and Social Development under the Office of the Vice President. The Ministry has set up the Department of Children Services (herein after referred to as the DCS), which is the institutional mechanism responsible for promoting the advancement of children. The Kenya Government, through the DCS, contribute to the sustainability of children’s institutions by helping to maintain the acceptable standards of treatment, service provided, health status, hygiene and discipline, and by advising their management in the
best interests of the child.

The work of rehabilitating juvenile delinquents in Kenya is undertaken by the rehabilitation schools as stipulated by the Children’s Act (Cap 586), Laws of Kenya (GOK, 2002). When established, the institutions were based on the British borstal system admitting children who for one reason or another were in conflict with the law (circular to the magistrates No.1 of 1909). The institutions were expected to re-socialize young offenders, build their self-esteem and fit them back to the society, but this turned to be punitive oriented prison for young offenders (Ndunda, 1978).

The functions of rehabilitation schools include among others, provision of social training by way of disciplining the child, provision of spiritual directions to the child through religious institutions, provision of academic training to the child to ensure that committal to the school does not adversely affect schooling, equipping the child with useful skills which would enable the child to be economically reliant, assisting children obtain admission to regular schools upon completion of committal period as well as arrangement for after care services (GOK, 2002).

The quality of juvenile justice schools throughout the world historically has been uneven and inferior to that of public schools (Bromberg & Thomas, 2006). In America for instance each state’s juvenile justice system grew in relation to the states needs and priorities rather than from a uniform policy and plan thereby resulting in disparate state systems of juvenile justice systems and practices. For juvenile justice schools, this fragmentation has contributed to the disparate and inferior quality of educational
programs with juvenile offenders educational needs often ignored and neglected (Bromberg & Thomas, 2006). However, in a report by Linton (June 2009), detailed information on the proposed 2010 federal budget reflecting priorities of the new administration reveal second chance act funding in the department of justice office a proposed increase from $25 million to $100 million in 2010. These dollars would support the juvenile offender education and juvenile offender resource centers.

In Kenya, the government addresses the provision of education and training for all Kenyans as a fundamental to the governments overall development strategy (Ministry of Education Science and Technology [MOEST], 2005). Government views education as a long-term objective to provide basic quality education to enhance Kenyans ability to preserve and utilize the environment for productive and sustainable livelihoods, to realize the universal access to education for all including disadvantaged and vulnerable and as a necessary tool for development and protection of democratic institutions of human rights (MOEST, 2005). In line with this, good progress has been made since the removal of primary school fees in January 2003 (Dfid, 2009). However this growth has been disproportionate across different sectors of primary, secondary and tertiary education (Andango & Mugo, 2007) and although primary education has received most focus in terms of policymaking, education of children in rehabilitation schools and those serving prison sentences has not been explicitly addressed. Today, persons of school going age in prison are being tutored by fellow prisoners because there’s no government policy providing for such needs (Wanini, 2009).

According to UNICEF (1999), most of the rehabilitation schools in Kenya were set up
during the colonial era and were intended for a small population, but today, there are thousands of children. These children are emotionally disturbed and education has low priority making their path towards academic success difficult and uncertain (Ngundo, 2005). They have limited understanding of what the school is trying to do; based on their own social and personal problems that distract them from academic work (Galloway, Bloomfield & Ball, 1982).

According to G.O.K (2002) Cap 586 of the Laws of Kenya, statutory rehabilitation schools cater for two categories of children. The first category, Protection and Care (P&C) handles children who are non-offenders but lack responsible parenthood, are homeless and destitute. The other category, Protection and Discipline (P&D) cater for juvenile delinquents and those beyond parental control. Human rights watch/ Africa (1997), says that sometimes children from all categories are mixed together. Peer influence interferes with learning and even after exiting the program; such children drop out of school and continue with deviance and criminality eventually ending up in adult penal institutions (Ngundo, 2005; Wakanyua, 1995). Further, according to the same act, children are committed to rehabilitation schools for three years or a shorter period as the court may decide. This duration of committal is not adequate enough to benefit these children educationally since the courts can revoke them any time.

Ngundo (2005) further states that juvenile delinquents have emotional and behavioral disorders that need to be given the right professional assistance for them to excel in academic work. All this depends largely on the expertise of the teacher. While training
the basic courses, teachers ought to cover areas such as special education, child psychology, sociology, guidance and counseling and practicum (Molly, 1972). However, provision of quality instructions and related services for children under special circumstances like in rehabilitation schools has not been adequately emphasized (MOEST, 2001). Many children now identified with behavioral and emotional disorders are children who require intensive sustained help from well trained and continuously available personnel (Kirk & Gallagher, 1983).

Although institutional rehabilitation program for child offenders in Kenya has been in place since 1910 with thousands of children going through it, and though Kenya is signatory to most of the international declarations on human rights and education such as the Jomtein Conference (1990), Dakar conference (2000) and the Millennium Development Goals (MOEST, 2003; United Nations, 1990; World Bank, 2002), such commitments cannot be achieved without inclusion of children in special segregated settings as those in rehabilitation schools (Lynch, 1994). At the current rate, millions of children will not be getting quality education and Education For All (EFA) goals by 2015 may not be achieved. There is therefore need for studies to generate knowledge on the impact that alternative education institutions such as the rehabilitation schools are making towards EFA and how the educational path for children in these categories could be improved.

1.2 Statement of the Problem

It is not enough to simply ensure that child offenders are in school. The quality of rehabilitation services and especially their education is of paramount concern (Eparis,
The UN Convention on the Rights of the Child is very clear in article 28; “Every child has a right to quality education that is relevant to his/ her individual development and life” (UNICEF, 1999). Rehabilitation Schools must therefore consciously promote acceptance and understanding of children who are different to enable them acquire intellectual and social tools needed to enable them settle back into the community upon release from these institutions.

In spite of numerous reforms that have been affected in rehabilitation schools in Kenya such as enactment of the Children’s Act and change of name from Approved to Rehabilitation schools (Kinyua, 2004; Mugo, Musembi & Kang’ethe, 2006), educational outcomes of children who have received rehabilitation services have not been satisfactory (Ndunda, 1978). While some children on release from the institutions come back to the society reformed, many others on release drop out of school continue with deviance and criminality and eventually end up in adult penal institutions (Ayora, 2003; Wakanyua, 1995). Since many children sent to rehabilitation schools are emotionally disturbed and education has low priority, their path towards academic success is difficult and uncertain (Ngundo, 2005). Further, the program predominantly addresses behavior disorders to an extent that academic needs are neglected (Cobert, 2001). This raises pertinent questions on the educational outcomes of children who receive rehabilitation services in statutory rehabilitation schools. According to Laudman (1993), better educated and vocationally skilled children are less delinquent.

Though extensive research has been carried out in the area of child rehabilitation in Kenya, most of the studies (Kinyua, 2004; Mureithi, 1984; Wakanyua, 1995) focused
their attention on institutional phase of rehabilitation, shedding little light on the post institutional life experiences and especially in the opinion of persons who consumed the services. This study therefore sought to fill the gap by conducting a biographical research based on life stories of persons who received rehabilitation services at Othaya rehabilitation school between 2003 and 2007 with a view to informing the ongoing reforms in the department of children services.

1.3 Purpose of the Study

The purpose of the study was to determine educational outcomes of persons who were rehabilitated at Othaya rehabilitation school between 2003 and 2007, document their educational experiences before, during and after rehabilitation with a view to drawing lessons that could be of information to the ongoing reforms in the department of children services.

1.3.1 Objectives of the Study

The study was guided by the following objectives;

i. To determine educational experiences of children who received rehabilitation services at Othaya rehabilitation school between the year 2003 and 2007.

ii. To find out whether the rehabilitation schools equipped the children with skills for social and economic empowerment and self-reliance.

iii. To find out whether the rehabilitation schools provided opportunities for continued academic training to children to ensure that committal did not affect their schooling.
iv. To establish exit options utilized by rehabilitation schools and their impact on the children’s educational path.

v. To determine educational outcomes and the quality of post-institutional life for children after rehabilitation

1.4 Research Questions

The study answered the following research questions.

i. What were the educational experiences of persons who received rehabilitation services at Othaya rehabilitation school between the year 2003 and 2007?

ii. What useful skills for social economic empowerment were the children equipped with?

iii. What opportunities for continued academic training did the rehabilitation school provide to the children to ensure that their committal did not affect their schooling?

iv. Which exit options did the rehabilitation schools utilize and how did they impact on the children’s educational path?

v. What were the educational outcomes of the rehabilitation program for children and how did it affect the quality of their post-institutional life?

1.5 Significance of the study

In September 2006, the department of children services established a reform secretariat whose mandate is to streamline the provision of children services in Kenya. Among the
major tasks of this secretariat is to draw guidelines for the rehabilitation of children offenders in Kenya. This process has collected views mainly from staff members of the rehabilitation institutions and from children undergoing rehabilitation to a smaller extent. This study had the potential of enriching the process with a new dimension, that is, the voices of those who have consumed the services and are now established in the community. In a similar vein, the members of staff and administrators of rehabilitation schools too could utilize the findings of this study in choosing possible course of action, that would enable them achieve effective rehabilitation of child offenders under their jurisdiction. Finally it was expected that this study would also form a basis upon which other scholars would develop similar studies.

1.6 Limitations and delimitations

1.6.1 Delimitations

This study delimited itself to boys who were rehabilitated at Othaya rehabilitation school between 2003 and 2007. For more conclusive results, persons rehabilitated in other rehabilitation schools should have been included. Consequently, findings of the study may not be generalized to girl’s rehabilitation schools in the country as each institution might be experiencing unique circumstances.

1.6.2 Limitations

The study was limited by the fact that since it was a tracer study, the researcher was uncertain of how many graduates of Othaya rehabilitation school he would be able to trace and how many among those would be willing to volunteer the required information. Finally the study was limited by the fact that, there was dearth of literature on post-institutional life functions of graduates of rehabilitation schools.
1.7 Assumptions of the Study

The study was based on the assumption that, information to be obtained from the school administration with details of their former rehabilitee’s last places of business and/or residential locations would enable the researcher trace the required number of respondents. The researcher also assumed that graduates of Othaya rehabilitation school in spite of the experiences that could have led to their incarceration would be co-operative and voluntarily share their true life experiences with the researcher.

1.8 Theoretical and conceptual framework

1.8.1 Theoretical Framework

This study was based on the re-integrative shaming theory advanced by John Braithwaite (1989) and a conceptual framework based on the same theory. Braithwaite (1989) explores the process of social control known as shaming. According to him, there are two types of shaming: re-integrative (bringing the offender back into the fold of society) and disintegrative (shunning the offender for good from society). Consistent with the claims of labeling theory, he argues that disintegrative shaming does indeed create a class of outcasts. Offenders are prevented from bonding back into society, and can only become more entrenched in crime as a result of being branded a criminal.

Re-integrative shaming, however, can be accomplished if there were societal rituals or gestures of forgiveness, or better yet, ceremonies to decertify the offender as deviant. He correctly points out that in the United States, because of its high urbanization, heterogeneity, residential mobility, and ideology of individualism has a surplus of
ceremonies to confer deviant status on people, but few to no ceremonies allowing people the opportunity to exit the deviant role. Similarly, Garfinkel (1965) has referred to criminal trials as “status degradation ceremonies”.

In relation to this study, children placed in rehabilitation schools identified by the society as “crime schools” may make them come out with hardened attitudes and resolve to go forth and commit more crimes. Further, some of the institutions involve the children in experiences which stigmatize them as “bad guys” which foreclose upon their possibilities to extricate themselves from long term careers in deviance. In cases of this nature, correctional experiences have harmful socio-psychological effects (disintegrative shaming) upon the persons who are subject to them and therefore deny them opportunities to exit deviant role.

On the other hand however, re-integrative shaming is accomplished by society’s rituals and gestures of forgiveness that seek to decertify offenders as deviant. These include equipping children with skills of economic empowerment, providing them with quality and relevant academic training, and providing them with aftercare services that would help them be reintegrated to regular schools and into the society. These help children fit themselves back in the society and thus are shielded from recidivism. It is in this context that the researcher seeks to provide insight on the true life experiences of persons who have graduated from Othaya rehabilitation school.
1.8.2 Conceptual framework

Fig. 1.1 Re-integrative versus disintegrative aspects of juvenile rehabilitation

- **Re-integrative shaming**
  - Continued schooling
  - Conformity to standards
  - Reduced crime & delinquency
  - Low recidivism
  - Well-adjusted society

- **Disintegrative shaming**
  - School dropout
  - High recidivism
  - Unemployment
  - Social misfits
  - High crime rate

**Child offender**
- Truancy
- Aggression
- Learning difficulties
- Adjustment difficulties
- Social inequalities
- Broken traditional values
- Broken family networks

**Rehabilitation school**
- Categorization and Placement of children
- Rehabilitation programs and services
- Teaching and learning strategies
- Teaching & learning facilities
- Exit strategies/options
- Aftercare/follow up programs

**Outcomes of Rehabilitation**
1.9 Operational definitions of terms

**Approved school** refers to a term formerly used to refer to rehabilitation schools

**Arrest** refers to a person being held by police against their wish and which is a pre-requisite to one being committed to a rehabilitation school

**Child Offenders** refers to boys between ten to eighteen years of age who commit repeated acts of a kind, which when carried out by persons beyond the statutory children court age of eighteen years, is punishable as crime.

**Correction** refers to the rehabilitation process of changing child offenders to become responsible citizens.

**Educational experiences** refers to social economic and educational background of juvenile delinquent children

**Educational outcomes** refer to social, economic and academic levels attained by children as a result of rehabilitation.

**Graduates** refer to persons who have successfully served committal period in a children rehabilitation school and are now established in the community.

**Juvenile delinquency** refers to a special category of offence created for persons under 18 years old as defined by the Children Act (CAP 586) Laws of Kenya

**Juvenile remand home** refers to a temporary holding center, under the administration of children’s department, to which children are committed by the court pending adjudication of their cases

**Manager** refers to a member of staff heading a rehabilitation school.

**Post institutional life** refers to social economic and educational pursuits of children in rehabilitation schools after rehabilitation
**Programs** refer to components that make up the rehabilitation process in rehabilitation schools.

**Rehabilitation** refers to the attempt to correct the behavior of juvenile offenders through educational, vocational or therapeutic treatment and reintegrate them to society as law abiding citizens.

**Rehabilitation school** refers to an institution established under section five of the children’s act to admit child offenders with a view of reforming their behavior. They were previously known as approved school.

**Reintegrate** refers to the process by which a rehabilitated youth is accepted back into the society and leads normal life like others of his age.

**Treatment** refers to a rehabilitation sanction that focuses on the child offenders with the goal of changing their behavior and perhaps their personality.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

As earlier stated this study intended to document educational life experiences of persons who have gone through the rehabilitation systems with a view to drawing lessons that may help in the improvement of the children’s rehabilitation program in Kenya. Related literature was reviewed under various themes.

a) Juvenile delinquency and crime in modern times
b) Juvenile justice education: global perspective
c) Juvenile justice system in Kenya
d) Institutions receiving delinquent children in Kenya
e) Correctional and rehabilitation programs for children in rehabilitation schools
f) Exit, aftercare and re-integration of children from rehabilitation schools

2.2 Juvenile Delinquency and Crime in Modern Times

A multitude of factors exist that contribute to the understanding of what leads one to engage in delinquent behavior. Youth Alive Kenya (2006) postulates that while biological and psychological factors hold their own merit when explaining crime and delinquency, social factors can best explain juvenile delinquency. The social causes are set out in a wide array of theories by criminologists and sociologists ranging from social learning to rational choice making, functionalism, society conflicts, labeling, social control, strain and cultural deviance.
Le Roux (1993) observed that majority of the children result to crime and delinquency due to social-economic and other factors within the family or immediate environment. Such include addiction to alcohol and drugs, financial problems and poverty, family relationship, parental and sexual abuse, parental absence from home and collapse of family structure, collapse of extended family and emergence of vulnerable modern families in urban areas.

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

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

According to Section 119(1) of the Children’s Act (GOK 2002), a child in need of care and protection is a child who;

   g) Has no parent or guardian, orphaned or destitute,
h) Is found begging or receiving alms

i) Has no parent or parents in prison

j) Parents find it difficult in parenting him/her

k) Is a truant or falling into bad association

l) Is prevented from receiving education or

m) Is engaged in the use of or trafficking of drugs or any other substance that may be harmful

How the above is put into consideration in the placement of children in rehabilitation was of interest to this study.

2.3 Juvenile Justice Education: Global Perspective

According to Corwin (2005), throughout the history, correctional education has served a variety of purposes such as controlling behavior, improving the quality of life inside the institution, providing a way for inmates to broaden their understanding and knowledge base and to acquire basic academic and vocational skills via a positive academic experience; training inmates in moral and civic responsibility; providing them with the opportunity to change their personal behavior and values; reducing recidivism, and providing a more educated workforce to support the overall operation of the institution. In many respects these functional purposes continue today and correctional educators are now deeply involved in the larger social, political and educational movement for educational improvement through relevant standards.

In USA, juvenile correctional education has been evolving over the last 360 years (Keeley, 2004). From inclusion in an indentured servant/foster care type of placement
legislated in the Massachusetts Colony in 1642, it has become manifest today as an entitlement regardless of juvenile justice disposition. The education for juveniles was wrapped in the cocoon of the dominant justice system throughout the history of the United States. Its emergence was initially indistinguishable because education was incidental to other incarceration management and treatment modalities. Keeley further explains that, to the delinquent youth who were known by many names, educational opportunities were not to be found in public school system. They presented problems and challenges to the public and school officials who were alarmed because of the conflicts that arose. "In the interest of order and school harmony, educators largely ignored these children, preferring to expel or suspend them from school and leave their fates to the courts".

Corwin (2005) says today, educational programming in juvenile correctional facilities in USA closely reflects the education provided in public schools. Education is mandatory for all juvenile offenders and educational programs and juvenile correctional facilities are required to follow the same laws and practices as their public school counterparts. For instance, if a student must be in a restricted status either for behavior or medical issues, he or she must still continue to receive educational programming. In addition, teachers of juvenile delinquents are required to maintain current certification in the subject that they teach and finally, most juvenile correctional education programs grant school credits, which are accepted by the home school as long as the programs follow the school district’s guidelines for length of time in classes.

In Europe, German model of juvenile rehabilitation, or restorative justice, is an example
of a juvenile justice system focused on rehabilitation (OMCT, 2007). Here, German criminal justice system predominately aims at educating the juvenile and providing for special sanctions. The current juvenile justice administration of Germany emphasizes release and discharge of child offenders when the severity of the offence is balanced with “social and/or educational interventions that have taken place. Included in Germany’s innovative system of juvenile justice and rehabilitation is the equal value given to efforts of reparation to the victim, participation in victim-offender reconciliation (mediation), and education programs. OMCT (2007) says that, between 1982 and 1990, incarceration of juveniles in Germany decreased more than 50%.

In the Far East, New Zealand Family Group Conference Model of Juvenile Rehabilitation perhaps represent a good option available to states in improving their juvenile justice practices (OMCT, 2007). The purpose of the Family Group Conference in New Zealand is to establish a safe environment in which the young person, who has committed the offense, is dealt with by the community. It consists of three integral components. First, the participants seek to ascertain whether or not the young person admits to the offense. Next, information is shared among all the parties at the Conference about the nature of the offense, the effects of the offense on the victims, the reasons for the offense any prior offending by the young person, and other information relevant to the dialogue. Third, the participants decide on an outcome or recommendation.

In South Africa, Gast (2001) says education in the juvenile justice system entails much more than just the formal classes and curriculum offered to young offenders. Many
institutions do not offer the regular curriculum but runs an NSS and NIC course, which is equivalent to the regular high school course load but is focused on business and entrepreneurial skills. Besides a strictly academic curriculum the Youth Centers offers extensive training courses in their workshop classrooms. There is a metal shop, glass shop, woodworking class, leather works class, and basket-making and pottery. The Labor Department also runs courses, which include welding and panel-beating. Finally, sports are played twice a week in the afternoon, the President’s Award Program is offered, and there is a basic Radio Program.

On the staffing side of things Gast says that, the new protocol calls for a residential education staff with professionals in various specialties such as psychology and social work emphasizing the individual treatment and development of the young men and women under their care.

2.4 The Juvenile Justice System in Kenya

According to Save the Children Kenya Program (2000), there is no clear differentiation between juvenile justice and welfare issues within the current national policies, legislation and practices. As a result, there exists some confusion regarding definition of justice, crime and welfare issues. Current practices seem to emphasize the social control of children in need of special protection through the juvenile justice system. Further, save the children Kenya says that in some cases, institutions within the juvenile justice system seem to provide a welfare response for children categorized as being in need of care and
protection. The most common example as given by Save the Children Kenya (2000), is when children living and working on the streets are apprehended and detained by law enforcement officials and in absence of any crime having been committed are often taken to court as being in need of protection and discipline for such status offences as being beyond parental control, truancy and begging. Accordingly, such children, the paper says are either repatriated or as often the case, are committed to rehabilitation schools which are essentially correctional facilities.

In other cases, children categorized as being in need of Care and Protection who for whatever reason cannot receive care within their families or communities are also committed to rehabilitation schools which because they provide education and care are seen as being beneficial to those children (Human Rights Watch, 2005).

A major issue of concern is that though Section 119(2) of the Children Act requires that children in need of Care and Protection (C&P) be placed in separate facilities from child offenders, institutions where these children are held do not do enough to ensure there separation of children by age or separation of offenders from non-offenders. This raises the risk of abuse and contamination of non-offenders by those more prone to offending behavior.

According to Organization Mondiale Contre la Torture (OMCT) (2007), many children in Kenya are treated as child offenders for the sole reason that they are in a poor social situation and thus many of them are committed to same settings as children in conflict with the law. This study was interested in finding out the extent to which categorization
of children is actually done in our rehabilitation schools in Kenya.

2.5 Institutions receiving delinquent children in Kenya.

According to OMCT (2007), there exits different kind of institutions in Kenya, receiving two categories of children, that is those in need of Protection and Care (P&C) and those Children in Need of Protection and Discipline (P&D). Sections 47 to 58 of the children’s act provide for rehabilitation schools, remand homes and charitable institutions. Borstal institutions are only mentioned in section 55(1) which describes them as settings where children over 16 years are committed when they display difficult character, inappropriate influence or being persistent absconder.

According to United Nations Children’s Fund (UNICEF), 1999, there are eleven rehabilitation schools in Kenya ten for boys and one for girls. Most of them were set up during the colonial period and intended to cater for a small population but today, they cater for over seven thousand. This made it necessary for the researcher to find out the extent to which congestion of children in rehabilitation schools affected teaching and learning especially in terms of provision of resources and consequently, their educational outcomes.

2.6 Correctional and rehabilitation programs for children in rehabilitation schools

According to UNICEF (1986), the objectives of rehabilitation schools are:

a) Provide social rehabilitation and training of children by way of discipline and counseling.

b) Provide spiritual direction for the children by introducing religious instructions
by different denominations through chaplaincy work.

c) Ensure continuous good health of the children through balanced diet and hygienic living conditions and also regular physical exercise.

d) Equip children with useful skills which will help them be economically independent or self-reliant on their return to society.

e) Provide academic training to the children and to ensure that their committal to rehabilitation school does not affect their schooling.

f) Assist them obtain admission to normal secondary schools, those who pass the necessary trade test certificates upon attaining 18 years.

While the above objectives are generally good and acceptable, the extent to which rehabilitation schools apply them is questionable. Mbugua (1987) postulates that, rehabilitation schools should ideally replace the home atmosphere which the children have not had and will not probably experience due to their committal. Mere exposure of children to school routine and discipline is not certain to be helpful. How the institution tries to fulfill this role, and especially in the opinion of persons who have consumed these services is of central concern to this study.

According to Bohm (1997), many of the human services and programs found in the free society are duplicated within the institutions of rehabilitation in America. At minimum, the rehabilitees are fed, clothed and provided with such basic necessities as shelter and health care needs. Those hoping to better themselves during their incarceration normally have the opportunity to participate in a number of rehabilitation programs such as work
programs, educational and vocational programs and counseling and/or therapy programs. According to the Children’ Act (GOK, 2002) rehabilitation schools in Kenya offer academic training programs, vocational training programs, and also guidance and counseling/therapy programs.

2.6.1 Educational Training Program for children in rehabilitation schools.

In Kenya, primary education is the first cycle of the national 8-4-4 education system under which rehabilitation schools fall (Kamunge, 1988). The entry for this level is 6 years so that children complete the cycle at 14 years.

According to the Ministry of Education (MOE) (1996), the objectives of primary education include among others;

i. Acquisition of literacy, numeric and manipulative skills

ii. Develop self-expression, self-discipline, self-reliance and full utilization of child’s senses

iii. Acquisition of a suitable basic foundation for the world of work

iv. Enable children develop a sense of awareness and understanding of the immediate environment and foster positive attitude towards others and

v. Enable children grow towards maturity and self-fulfillment as useful and well-adjusted members of the society

At the end of the 8th year of education, pupils sit for a national terminal examination whose objective is to rank candidates according to attainment of knowledge, skills and
attitudes and also to provide performance criteria for selecting pupils to secondary schools and post primary technical training institutions.

A major criticism of education in rehabilitation schools is that the duration of committal is not adequate enough to benefit those children fully since their stay in the program depends on court orders that can be revoked any time (Ngundo 2005). Hence the main problem of the study was that, the critical factor in the teaching and learning of children in rehabilitation schools has not been well conceptualized.

2.6.2 Vocational training programs.

According to Bohm (1997), vocational training has long been assumed that it can be rehabilitative by improving rehabilitees’ skills and providing them with skills that will help them improve their marketability upon release. In America, Bohm says that many vocational programs operate as part of the job assignment. Further they are geared towards traditional blue-collar employment such as welding and auto mechanics.

In Kenya, vocational training skills offered in rehabilitation schools include among others, carpentry, sign writing, masonry, electrical wiring, tailoring, tin smiting, basketry and agriculture (Ngundo, 2005). This study wanted to establish their relevance to economic demands today and whether indeed the rehabilitated persons use them to meet their daily needs.
2.6.3 Guidance and counseling/ therapy programs

As for counseling and therapy Bohm (1997) says that a wide range of counseling techniques and therapy modalities are used in correctional facilities across America. Suffice to say that the techniques and modalities used at given institutions ordinarily reflect the training and professional orientation of the treatment staff, case workers, religious counselors, social workers, psychologists and psychiatrists. Further, he says that a distinction is usually drawn between individual counseling which involves one to one interaction between the counselor and the rehabilitee and group counseling, which involves interaction between the counselor and a small group of rehabilitees. Those categories however, Bohm says may overlap because those who are involved in individual counseling may also be in group counseling and many techniques and principles used in individual counseling are also applied in group settings. Still the distinction has merit because individual counseling is more appropriate for some rehabilitees such as those with deep rooted problems who require long term help and group counseling is more appropriate for those who are defensive, manipulative and prone to denying their problems. This study wanted to find out whether individual and group counseling is done to children in rehabilitation schools and the extent to which it helps modify their behaviors and improve interpersonal relationships upon release.

Bohm on the other hand observes that though institutional programs are good, they are also plagued with a variety of problems that hinder their ability to affect rehabilitation. He says that counseling and therapy programs operate against the harsh realities of prison environment where custody and security ordinarily take priority over rehabilitation. Also,
many counseling programs place near exclusive emphasis on persons past and future with insufficient attention given to present coping patterns. This study was therefore interested in analyzing the opinions of persons who have gone through the system, establish how the programs emphasized in our rehabilitation schools are administered in such an environment and if indeed they help the person’s reform upon release.

2.7 Exit, After care and Re-integration of children from rehabilitation schools

According to Kakihara (2004), persistent environmental factors are present in juvenile delinquency. Therefore Environmental adjustment services play an essential role in the rehabilitation of juvenile delinquents. As widely known, there is a strong possibility that rehabilitees might repeat offences after returning to the community, unless environmental factors have been improved. In order to make juvenile rehabilitation successful, it is vital to correct or adjust the environment for juveniles while they are in custody.

According to Kakihara (2004), in environmental adjustment, the following factors are examined and adjusted when necessary.

a) Family conditions of the victim
b) Conditions of the neighborhood
c) Feelings of the community about the misconduct of the rehabilitee
d) Compensation made by the rehabilitees family and the feelings of the victims
e) The rehabilitees living conditions and relationships with friends and acquaintances before custody of training school.
f) Prospects for school work, occupation and living after release from training school

g) Motives for and causes of misconduct and other relevant information

It was therefore important to establish whether similar programs exist in Kenya and to extent environmental adjustment is done before rehabilitees are released to the community by our rehabilitation schools in Kenya.

Kakihara (2004) further says that, environmental adjustment activities include consultation with concerned parties, interviews and communication with rehabilitees and cooperation with training schools and other agencies involved. Probation officers visit the prospective homes to determine the feasibility of a rehabilitees return there. If any negative factors are found during the adjustment process, efforts are made to remove them in cooperation with family members. It was therefore necessary to find out whether probation officers carry out similar investigations before releasing children to the society.

Kakihara (2004) goes on to say that, when no family is willing to accept the rehabilitee after his/ her release, efforts are made towards finding appropriate employer, friend, halfway house or a person who will offer comparable assistance to him in re-integrating into the community. Further she explains that, because support and understanding from the family is crucially important for juveniles to rehabilitate themselves and not commit another offence, some probation officers hold group work meetings of voluntary basis for the family of special category rehabilitees such as drug abusers and gang members. In the
meetings the officers provide with information about the particular mental mechanism of the misconduct and the problems faced by the juveniles. Moreover they educate the family to be good supporters of the juvenile rehabilitation.

In Kenya, Wakanyua (1995) found that recidivism results among rehabilitated juveniles mostly from ineffective behavior modification processes and unstructured exit procedures. Their inability to cope emanates from feelings of inadequacy aggravated by stigma and lack of acceptance from the community. As a result the child either rebels from the system or retreats to a perceived cheaper life option. It was crucial therefore, to examine the way we carry out exit, take stock of the quantity and quality of the services offered in preparation for exit, especially in the opinion of those who have gone through the system and consolidate the lessons that we have accumulated over the years that might suggest on how these services can further be improved.

Concerning aftercare, and re-integration, the Government of Kenya (G.O.K, 2005) says that the ultimate aim of aftercare services is to reduce recidivism (re-offending behavior). A reduction in offending behavior by released offenders should therefore be an indication of a successful rehabilitation and re-integration. The main concern of the aftercare therefore should be towards improving the quality of life of the released and their families. This could be by helping them in finding accommodation, employment training, education and acquiring appropriate social skills. Of importance to note is that the situation to which an offender returns upon release from penal institutions and the environments he continues to live in have great impact on his/her immediate subsequent behavior.
Successful aftercare should have a direct effect of improving the social welfare of a particular individual his immediate family as well as the community which in turn helps creating and maintaining a good environment for social, economic development.

According to Bohm (1997), aftercare involves the provision of services to assist youth in successfully making the transition from institutions of rehabilitation to life back in the community. The services are the same as those provided by other types of community based programs and may include foster care, shelter, home placement or efforts to help the youth live on their own.

Altschuler (1998) in Howell (2003) found that, the few well designed evaluations of aftercare programs that have been completed have shown mixed results. According to Howell (2003), one correctional aftercare program that has produced very positive short term effects is the Life skills 95’ program in California’s San Bernadino and Riverside counties after care program for youthful offenders released from California Youth Authority. The reintegration approach of this program is based on ‘lifestyles’ awareness program which is grounded on William Glaser’s widely acclaimed ‘reality therapy’ approach. A main objective of the interactive life skills 95’ program is to “reinforce the small steps” of progress while addressing fears of the real world confronted by the newly released parolee.

In Japan, Kakihara (2004), says the government has opened halfway houses which are places established to provide rehabilitees with opportunity to deal with sudden changes.
There, they are provided with aftercare services such as accommodation and counseling. They also help them secure employment within the community and also provide them with treatment for drugs, social skills training and special vocational guidance. This study wanted to find out whether the rehabilitation schools make any follow up of children once they release to enable them fit back into the community.

2.8 Summary of literature review

Literature review for this research has been gathered from America, Europe, Far East and Africa. Literature from America reviewed treatment effectiveness for juvenile programs and found that for most, part, “nothing works” and that in fact; many juvenile programs make the problem worse and exacerbate recidivism. Similarly, literature from Africa showed that rehabilitation services and aftercare services were inadequate and that those released from the institutions found it difficult to fit back in society due to the stigma of “inmates” or “young rascals” and lack of opportunities for the children’s self-advancement after committal. However, one study pointed out that, though rehabilitees had cynical attitude towards committal to rehabilitation school, which they considered unfair, he found that at least 65% of those children sent to rehabilitation schools returned to the society reformed while only about 30% recidivated suggesting that rehabilitation schools are the most effective correctional facilities in Kenya.

On the other hand, review from Far East cite successful aftercare and reintegration institutions in Japan known as half way houses which facilitate smooth transition of juveniles from custody to the community.
It is worthy to note that these studies focused their attention largely on views of persons under rehabilitation giving little attention to those who had been released and already in the community. The studies also strongly expressed need for further research on the ways persons who graduate from rehabilitation schools adapt themselves in the community upon release and as such reinforced the need for the current study.

It is on the basis of the above stated recommendation that this current study went further to conduct a biographical research based on experiences of persons who graduated from Othaya rehabilitation school in central province between 2003 and 2007, in order to establish how the services impacted on their lives and how in their opinion they would have liked to see things done.
CHAPTER THREE

METHODOLOGY

3.1 Introduction
This section presents the methodological approaches to be employed in this study. Specifically, it details the study design, the study area, population, sample and sampling procedure, data collection instruments and procedures, development of the research instruments and data management and analysis, ethical and logistical considerations.

3.2 Study design
This was a qualitative tracer study employing descriptive design. According to Robson and Thomas (2002), this design is appropriate in studying new phenomena which have not been extensively studied and where participants are located in different uncertain locations. This method is useful in situations where the sample size is small and therefore, was essential for this study because it allowed soliciting of data from each individual as the study progressed, opening up new domains of information area.

3.2.1 Study variables
According to Gay (1961), independent variables are the ones which make a difference while the dependent variables are the ‘effect’ which is determined to occur or not to occur. In this study, the process of rehabilitation and the rehabilitation programs offered to children in rehabilitation schools were the independent variables which were either re-integrative or disintegrative. The dependent variables were the social, economic and
educational outcomes of rehabilitation such as admission to and continued schooling in regular primary, secondary and tertiary institutions/schools, career pursuits, conformity to social standards, social reintegration, low recidivism rates, and reduced crime and delinquency on one hand as re-integrative shaming, and school dropout, high recidivism rates, unemployment, socioeconomic dependence and increased crime and delinquency on the other hand as disintegrative shaming.

3.3 The Study Locale

The study was conducted among graduates of Othaya Rehabilitation School, one of the eleven rehabilitation schools in Kenya. Othaya is located in Nyeri County approximately 150 kilometers north east of Nairobi. Scantly available records showed that the school was originally a detention camp in the early 1950’s for those arrested as a result of their involvement in Mau Mau activities (Mugo et al, 2006). After the Mau Mau, many children were orphaned or displaced hence need for care and protection. On the basis of this, Othaya was gazetted as an Approved school on March 1959 to cater for boys below 16years of age (Mugo et al, 2006).

File records at Othaya Rehabilitation School showed that the school had been receiving children from all over the country categorized as in need of Protection and Care (P & C), children in need of Protection and Discipline (P & D) and also children convicted of delinquent offences. Persons who graduated from Othaya rehabilitation school were found to be ideal for this study because they come from different parts of Kenya. Further, past studies were largely based on institutions near Nairobi and thus the need to get alternative views from the rural based, Othaya rehabilitation school.
3.4 Study Population

The population of the study comprised of 130 persons who were rehabilitated at Othaya Rehabilitation School between 2003 and 2007 (File records ORS, 2007). Those Persons were found suitable for the study because they received rehabilitation services following enactment of the Children Act in 2001 and its subsequent entry to force in March 2002 and their recollections about rehabilitation were fresh in their minds. Those who were rehabilitated before 2003 have been found to be unsuitable because considering the time that had elapsed, there was uncertainty over how objective their responses would be and further, it would have been difficult to trace their whereabouts.

3.5 Sampling Procedure and Sample Size

3.5.1 Sampling Procedure

This study used a combination of purposive sampling and snowball sampling techniques. According to Creswell (2005), in purposive sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon. It allows the researcher to use cases that have the required information with respect to objectives of the study.

The researcher purposively sampled the rehabilitation school manager on the basis that being the person in charge of the institution, she was the only person who participated directly and actively in admission, correction and release of children from rehabilitation school and therefore the only person who could give first hand, accurate and reliable information about ORS and thus enable the researcher have deeper insight of the
phenomena under study. Using the information obtained from the school administration on the respondent’s last place of residence, the researcher purposively sampled eleven former student rehabilitees from Nyeri County. Initially the researcher successfully traced and interviewed six out of the eleven former student rehabilitees. At this level snowball sampling technique (Creswell, 2005) was used to complement the list of the purposively sampled respondents. The six identified subjects named and helped trace others that they knew had the required characteristics until the researcher got the desired number. The techniques were suitable for the study because target respondents were located in different uncertain locations and the researcher solely relied on their availability and willingness to participate.

3.5.2 Sample Size

The sample comprised of eleven (11) former student rehabilitees and the rehabilitation school Manager who was in charge of the school at the time of the study. According to Creswell (2005), in qualitative inquiry, the intent is not to generalize to a population but to develop an in-depth exploration of a central phenomenon which diminishes with the addition of each new individual.

3.6 Data Collection Instrument

A narrative interview was used to solicit information from respondents. Narrative interview is a form of biographical interview in which the researcher writes and records the experiences of another person’s life in which the respondent’s stories constitute data which the researcher gathers through interview or informal conversation (Creswell,
The interview dwelt on the respondent’s social, economic and educational experiences before, during and after rehabilitation, outcomes of rehabilitation and the quality of former students post institutional life. This instrument was found to be appropriate since it gave the respondents more opportunity to participate in the study and thus opened up more knowledge domains for a clear understanding of the phenomenon under consideration.

3.7 Pilot study

3.7.1 Validity

Validity tells us whether an item measures what it is supposed to measure or describe (Bell, 1993). To enhance validity, a pilot study was conducted on two rehabilitation school graduates, one from Othaya and another from Kabete both of whom did not participate in the main study. Convenience sampling technique was employed for the exercise. The objective was to assess the clarity of the instrument such that items found to be inadequate were discarded or modified in order to improve on validity. In addition, presentation was done at the special education department of Kenyatta University to help fine tune the study tool and strategy before field work.

3.7.2 Reliability

Doing qualitative research is a tricky exercise that requires greater involvement of the researcher in the entire process. In order to reduce levels of biases and increase the levels of reliability, the research instruments were extensively discussed with experts in research and in the subject area in order to sharpen and improve its appropriateness.
3.8 Data Collection Techniques

The researcher employed interview type of data collection. Using information that was provided by the school administration, the researcher traced and organized for one-to-one interviews with the graduate respondents. One-to-one interview is a data collection process in which the researcher asks questions to and records answers from only one participant in the study at a time (Creswell, 2005). During the interview and with the consent of the respondent, questions and responses were tape recorded to give an accurate record of the conversation. Brief notes and verbatim statements where necessary were jotted in a notebook in the event the tape recorder malfunctioned. Most of the respondents initially hesitated to have the interviews audio-recorded but with assurances by the researcher they agreed and opened up new knowledge domains that added flavor to this study. The management of GK King’ong’o prisons however declined to have one respondent serving jail term audio recorded citing security concerns.

3.9 Ethical and logistical considerations

3.9.1 Ethical considerations

Ethical issues need to be anticipated in qualitative data collection because one spends considerable time with participants (Creswell, 2005). According to the draft bill of the constitution of Kenya review commission (Republic of Kenya, 2003), every citizen has a right to privacy, which includes the privacy of their communications. For these reasons, the researcher sought direct consent from the participants to use a tape recorder. In addition, participants used anonymous names and were also assured that the information
would be kept confidential, used for the stated purpose only and that no undesirable persons would have access to it. For a respondent serving jail term at GK Kingo’ng’o prison, responses were jotted down in the notebook

3.9.2 Logistical considerations

Before proceeding for fieldwork, the researcher obtained a data collection permit from the National Council for Science and Technology (NCST) for the exercise. In addition, consent letters were sought from the Director, Department of Children Services and the Commissioner of Prisons in the office of the Vice President and Ministry of Home Affairs to allow access to rehabilitation schools and prisons.

3.10 Data Analysis

The data obtained from the study were largely qualitative. The answers and responses from the narrative interviews were transcribed and recorded on notebooks. Verbatim statements were also recorded. These notes were then analyzed using content analysis to classify the ideas into themes that were identified through generation of meanings from text according to various target themes, namely;

a) Experiences before, during and after rehabilitation

b) Rehabilitation programs offered to children in rehabilitation schools

c) Opportunity for continued learning in rehabilitation schools and the level of interference.

d) Exit options utilized by rehabilitation schools and their impact on the children’s’ educational path
e) Outcomes of the rehabilitation program and the quality of post institutional life.

This allowed for the trends established to be interpreted according to the themes that in turn helped answer research questions posed in chapter one.
CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter contains data presentation and discussions from narrative interviews of eleven former students of ORS and one Manager who was in charge of the institution at the time of the study. The data collected using tape recorder and field notes was analyzed using content analysis, classified into themes that were identified through generation of meanings from the text according to various target themes and presented as follows:

i. Respondents background,

ii. Life experiences of children prior to, during and after committal to rehabilitation school,

iii. Skills taught for socio economic empowerment to children in rehabilitation schools,

iv. Opportunities for educational training in rehabilitation schools and the level of interference,

v. Exit options utilized by the rehabilitation schools and their impact to the children’s educational path

vi. Educational outcomes of the rehabilitation program and the quality of post-institutional life.
4.2 Respondents background

This section gives brief narratives of the Eleven respondents (former ORS students) citing their background, rehabilitation period and the socio economic activities they were involved in at the time of the interview. This enabled the reader get insight on the background of the respondents. The names of the persons who participated in this study were withheld in order to maintain confidentiality.

Respondent 1:
Age: 15 years
Rehabilitation period: January to December 2007
Place of interview: Thunguma children’s home, Nyeri.
Interview date: 6/5/2009
He was born in Kinoru area in Meru in 1994. He was left as an infant by the parents under unexplained circumstances and thus brought up by grandparents who afforded him education up to standard 5. His grandfather subjected him to manual labor at home leading to him escaping from home and consequently dropped out of school. He was on the streets for two years collecting and selling scrap metal up to 2006 when he was apprehended and committed to ORS for protection and discipline (P&D). He escaped in 2007 and went back to the streets of Nyeri town, where he was re-arrested and taken to Thunguma children’s home. At the time of interview, he was preparing to sit for KCPE at the end of the year.

Respondent 2:
Age: 25 years
Rehabilitation period: 2005 to 2007
Place of interview: Thunguma children’s home, Nyeri.
Interview date: 6/5/2009
Samuel (not his real name), was born in Kayole slums in Nairobi, brought up as an orphan after he was abandoned by parents at birth. He lived with well-wishers mainly engaged in begging, scavenging, collection of scrap metal and snatching items from the public. He was arrested and committed to rehabilitation school for care and protection (C&P). He had been to Kericho, Machakos and Othaya rehabilitation schools. At the time of the interview he was under the guardianship of ORS who had taken him to
Thunguma children’s home to pursue a vocational training course under a Japanese sponsor.

**Respondent 3:**

Age: 18 years  
Rehabilitation period: 2000 to 2005  
Place of interview: Kenyatta High School, Othaya  
Interview date: 15/4/2009

He was born in 1991 and brought up in Kiandutu slums in Thika. His parents separated when he was 7 years and consequently dropped out of school at standard 3 due to poverty and being labeled as a street boy in school by teachers and peers. He lived on the streets of Thika town where he was arrested on request by his mother and committed to ORS. There he excelled in education and scored 335 marks in KCPE 2005 and proceeded to Kenyatta high school in Othaya. At the time of the interview he was a KCSE candidate who had hopes of pursuing his university education. He was also a talented footballer, a talent realized and nurtured at ORS.

**Respondent 4:**

Age: 17 years  
Rehabilitation period: 2004 to 2007  
Place of interview: Othaya Boy’s High School,  
Interview date: 7/5/2009

Albert (not real name) was born of a father from Marsabit and mother from Nyeri. Soon after birth, parents separated and the mother remarried in Karatina. Later the mother died and he was left with a foster father who was cruel to him and thus escaped to the streets of Karatina town. He was arrested on request by his aunt, committed to rehabilitation for Protection and Care (P&C). He posted good results in KCPE 2007 and was admitted at Othaya Boy’s Secondary School where at the time of the interview he was in Form Three.
Respondent 5
Age: 26 years
Rehabilitation period: 1996 to 2004
Place of interview: Kingongo Maximum Prison,
Interview date: 22/5/2009
He was the last born in a family of seven, brought up in Gatitu village on the outskirts of Nyeri town. The father was a prominent businessman and the family was economically stable. He accidentally pierced a fellow pupil with a pencil in the eye and this landed him to a rehabilitation school for C&P. He was in rehabilitation schools for 8 years that is Kericho, Machakos and Othaya. He trained as Radio /TV technician enabling him to open a repair shop in Nyeri. It’s in this shop that he handled stolen goods that landed him in jail for 5 years.

Respondent 6:
Age: 17 years
Rehabilitation period: 1998 to 2007
Place of interview: Thunguma Children’s Home, Nyeri
Interview date: 6/5/2009
He was the first born in a family of three brought up on the outskirts of Kerugoya town. The family later moved to Kayole slums in Nairobi, where for unknown reasons he dropped out of school and assisted parents to earn daily living by begging, scavenging and collecting scrap metal. He was arrested and committed to Rehabilitation School for care, protection and discipline, at Dagoretti and later transferred to Kericho, Machakos and finally, Othaya. He was expelled from ORS for indiscipline, wandered on the streets in Nyeri and finally sought refuge in Thunguma Children’s Home where he had registered to sit for KCPE.

Respondent 7:
Age: 17 years
Rehabilitation period: 2000 to 2007
Place of interview: Gikondi Secondary School
Interview date: 3/6/2009
He was born of a family of two in Kisumu rural but later migrated to Kibera slums in Nairobi. The family had serious marital conflicts that led to separation and later death of both parents. He lived in the slum as a street boy until he was arrested for loitering and taken to Othaya after the court process. He did KCPE in 2007 and was admitted to Gikondi Secondary School where at the time of interview he was in Form Two. He has remained under the guardianship of ORS.
Respondent 8:
Age: 19 years
Rehabilitation period: 2003 to 2005
Place of interview: Blue Valley Slums Nyeri
Interview date: 16/5/2009.

He was an orphan brought up by Grandparents in a rural village in Embu. He dropped out of school in standard 2 and ran away from home citing mistreatment by his grandfather who occasionally took alcohol. He was initially committed to Dagoretti and Kericho rehabilitation school for P&C. He recidivated on being released and was re-arrested and committed to Othaya up to 2005. At the time of interview, he was employed as a hotel attendant in blue valley slums in Nyeri

Respondent 9:
Age: 18 years
Rehabilitation period: 2000 to 2006
Place of interview: Othaya Boy’s High School,
Interview date: 7/5/2009

He was born in a single parent family whose main occupation was brewing and selling of alcohol in Korogocho slums in Nairobi. The family was very poor to afford even basic necessities such as food clothing and shelter. He was taken to rehabilitation school by the Catholic Church where he scored 296 marks in KCPE 2006 and proceeded to Othaya Secondary School. At the time of the interview, he was in Form Two.

Respondent 10:
Age: 16 years
Rehabilitation period: 2006 to 2007
Place of interview: Nanyuki
Interview date: 20/4/2009

Koome (not real name) was a second born in family of three who became orphans after both parents died in road accident when he was 6 years. He became a truant at age 10 and was involved in petty theft in school home and neighborhood. He was taken to rehabilitation school by relatives where he scored 310 marks. He was selected to join Tigithi secondary school but the school declined admission due to the stigma of having been to a rehabilitation school. At the time of the interview he was living with an uncle in Nanyuki not engaged in any economic activity
Respondent 11:
Age: 26 years
Rehabilitation period: 1999 to 2004
Place of interview: Nairobi
Interview date: 19/5/2009
He was born in Kiambu of parents whose main occupation was hawking in Nairobi. Dropped from school in standards 4 mainly due to peer influence. He was committed to rehabilitation school by his father where he took courses in motor mechanic and driving. He was married and had two children. At the time of interview he was working as a Motor mechanic on Kirinyaga road, Nairobi. Though he was a trained motor vehicle driver, the CID Department denied him a certificate of good conduct on the basis of his juvenile criminal records, effectively shutting him out from proper reintegration in the community.

From the information presented above it is evident that majority of the respondents came from a poor background where either one or both parents were not there. This effectively confirms Tutt (1974) findings that, poverty creates a constellation of factors which contribute greatly to delinquency.

4.3 Experiences of children prior to, and during rehabilitation.

4.3.1 Experiences prior to rehabilitation

The study sought to determine the respondents’ experiences before they joined Othaya Rehabilitation School. Questions were asked regarding the general description of their homes, the persons they were living with before admission and economic status of their families. This was expected to shed light on the circumstances that could have contributed to delinquency and subsequent committal of the children to rehabilitation schools.
From the responses given, five respondents lived in rural areas while five lived in slums in urban areas. Only one came from a well up family background and none had come from affluent families and neighborhoods. From these results, it can be said that majority of those who are taken to rehabilitation schools were from slums in major urban centers in the country.

The study also established that children in rehabilitation school came from diverse backgrounds. Some had come from functioning families with both parents while others many came from dysfunctional families such as broken, separated, single parent families. The study also found that at least 40% of the children were orphans whose parents had died when they were below five years. These findings seemed to concur with Le Roux (1993) who observed that majority of the children resort to crime and delinquency due to socio-economic and other factors within the family and/or the immediate environment.

According to Le Roux (1993), financial problems and poverty, poor family relationships, parental absence from home and collapse of extended family and the emergence of vulnerable modern families in urban areas contribute significantly to delinquency and crime. This position was clearly illustrated by one respondent who had the following to say:

‘You know even before my parents died, there were serious problems at home. My parents would fight almost every day and there was hardly any food and other things at home’.

The study also revealed that majority of the former student rehaibilees came from average size families with children ranging from four to seven possibly meaning that the size of the family is not a factor leading to delinquency.

Concerning the persons with whom the respondents lived with before admission to Othaya Rehabilitation School, it was evident from the responses that majority of the respondents (5) lived with both their parents. The study established that three (27%) respondents lived with uncles and aunts while two (18%) lived with their grandparents and only one lived with the father only. On probing further, the researcher established that though majority of these children lived with their parents initially, later many of them moved away from homes after parents died or separated, meaning that at the time of becoming delinquent, many were either orphans or not under their parents care. This suggests that social environment plays a significant factor to delinquency.

The respondents were further asked to give the economic status of their families. The findings revealed that eight (73%) respondents came from low income families. The findings of the study further revealed that two (18%) respondents came from average income families while only one respondent came from a wealthy family. From these results, it can be deduced that poverty was a contributing factor to delinquency as majority of those who join the rehabilitation school come from low income families mainly living in slums. Poor families especially those living in slums in urban areas and those with low incomes mainly from informal sectors were found to be prone to child delinquency. Only one respondent came from a relatively wealthy family background.
These findings suggested that though delinquent children come from diverse backgrounds, poor families were more prone than rich and affluent families. In addition to the above, the researcher established that some children went to the streets not only because of poverty but also due to neglect and abuse by relatives following death of parents. A Case at hand was respondent number 8 who said;

‘Because I was staying with my grandparents, sometimes grandfather would be very harsh and brutal. He overworked me in the farm, beat me and called me names. The worst came when he burnt my school uniform. I had to escape’

(Respondent No. 8, 16/5/2009)

Another area of experience was where the respondents were asked to explain the circumstances under which they joined Othaya Rehabilitation School. All the eleven respondents explained that they were apprehended by the police in conjunction with parents/guardians, taken to the children court and committed to rehabilitation schools. The offences mentioned by majority as spelt out for them by the children’s court clearly indicated that majority; seven (64%) respondents were in the rehabilitation school mainly for Care and Protection (C&P) while the rest were there for Protection and Discipline (P&D). The offences for which majority were arrested included among others, loitering on the streets, escaping from home, taking and trafficking of drugs and snatching valuables from the public. Among other reasons that led to their admission in rehabilitation schools were court order for jail term, request by their parents to be arrested due to indiscipline and involvement in theft cases. Some, it was revealed were taken to rehabilitation schools following requests by their parents and/or relatives to the law enforcement agencies as one respondent explained;
“My mother requested the police to arrest me.
I was taken to court, where I was committed
to rehabilitation school for five years”
(Respondent No 3, 15/4/2009)

Further enquiry on why other school mates were admitted showed that they were also admitted for the same reasons. An interview with the school manager further revealed that most of the children were admitted after committing minor offences and escaping from home. Some went to the streets because of fear of being punished by the authorities after committing offences.

4.3.2 Experiences during rehabilitation

The study sought to establish the respondents’ feeling and expectations upon admission into a rehabilitation school. According to seven (64%) respondents it was inappropriate for them to be admitted into such schools while four (36%) felt that it was appropriate for them to be admitted into such schools. From the result of the analysis, it is evident that majority of the respondents were admitted into rehabilitation school against their wish.

One of the respondents had the following to say:

“…. I was very bitter because initially the judge had set me free, only for my sister to talk with the prosecutor and the decision was changed to committal for three years”
(Respondent No 3, 15/4/2009)

Further inquiry with the respondents the researcher noted the changing nature of various aspects of their lives. For instance, committal was a life characterized by sudden transition from a life full of freedom to a life full of specified routine and strict instructions and in most cases unquestionable. It was a way of life away from idling and
drug taking to a life of attending classes and vigorous drills. Most of the respondents did not find this transition any smooth and consequently faced a number of challenges. One respondent made the following comment:

‘You see life on the streets is not as bad. There you have a lot of freedom to do as you wish. Your friends will cater for you as they teach you tricks of getting money. In rehabilitation school, teachers do not give children breathing space. They will come to teach one after the other until one cannot get anything anymore.’
(Respondent No 8, 16/5/09)

However with time most of the respondents confirmed having achieved some adjustment and subsequently beginning to find value in the programs offered by the school. This affirmed by the manager who had the following to say:

‘We only provide the children with conducive environment for normal growth and development, assuming that their behaviors are as a result of poor environment. Whenever we receive them from the children’s courts, they are full of fear, trauma. Some have home sickness especially when relatives do not visit. Others are unable to cope with the daily routine. Temptations to escape are very high in the first six months after which majority adjust and start to appreciate the school’
(Manager ORS, 7th May 09).

The above was confirmed as the interviews progressed as majority (9) remembered the rehabilitation schools with pride and fondness referring to them as ‘Boma’. Some (2) held a lot of attachment to Othaya rehabilitation school as they regularly visited and talked to children rehabilitees.
4.4 Skills taught for socio economic empowerment of children in rehabilitation schools

The main objective of the rehabilitation was to make the former delinquent youth change their behavior so that they could fit into the society (Khaemba, 2008). This would enable them contribute to their own well-being as well as that of the society at large. At individual level, the program was meant to equip the children with skills of self-reliance in order to make him/ her more productive.

Interviews held with the respondents and the school manager revealed that children are trained on a number of skills in the rehabilitation school. These included among others, Educational/academic training, Vocational training, Life skills training, Games and sports, Guidance and Counseling/therapy services and Pastoral services.

4.4.1 Vocational skills training

In this section, the researcher sought to know the vocational skills offered to children in rehabilitation schools and how they felt about them. Further the researcher was interested in establishing their relevance to the children needs and whether they equipped children with skills for social and economic empowerment and self-reliance, especially in the opinion of the persons who had consumed the services.

Interviews with respondents revealed that the children were being taught skills such as shoe making and repair, carpentry, upholstery, barber, detergent making, tomato sauce making and electronic engineering.
The respondents were asked to express their feelings towards the skills training offered by the rehabilitation school. Majority (7) of the respondents indicated that they did not like most of the skills being trained because they mostly comprised of excessive manual work, were not their choices, not addressing their needs and not ‘relevant’ to their needs. Two respondents according to the study were undecided about how they felt about the training while two other respondents liked them.

For the few who liked the skills training, it was because of a variety of reasons. Such reasons included the belief that they would get jobs, the cooperation with the teacher/instructor or that they liked the way the teacher/instructor trained them. The researcher also established that one skill being taught; electronic repair and maintenance was very popular with all the respondents. Here, they were being trained on how to repair electronic equipment such as mobile phones, radios and televisions, Computers and repair of other electronic gadgets. One respondent made the following comment about the course;

‘…There was ‘Rodi’ club where we were trained how to make and repair radios, television, mobile phones etc. It was our favorite course.’

(Respondent No.7, 3/6/09)

Concerning vocational training facilities, all the respondents explained that the school lacked most amenities and the few available were dilapidated and not operational. The school manager confirmed these findings and went further to explain that besides inadequate vocational training facilities, they lacked trainers due to financial constraints.
These findings seemed to suggest that the school lacked the capacity to equip the children with relevant skills to compete in the market.

4.4.2 Guidance and counseling services

The researcher established from the respondents that there were both group and individual counseling sessions at ORS. Group counseling was conducted at least once per month by either priests and/or pastors from churches in the neighborhood or by personnel from hospitals, while individual counseling would be done according to individual needs. All the respondents confirmed receiving at least one individual counseling session immediately after reporting to ORS, but majority (10) could not recall having any other session thereafter. None of them had sought the services from the teachers or the welfare officers though many disclosed that they had problems that they would have liked to share with the teachers or the welfare officers.

The manager gave further insight on the matter by explaining that individual counseling was supposed to be done on every child at least once per month by the welfare officers. According to her, they were supposed to find time to meet children allocated to them during their free time. However, this was not the case at ORS because at the time of the interview for instance there were three welfare officers against 104 children. This according to her made it very difficult for the officers to meet their obligations thus compromising the quantity and quality of their work. In addition to this the manager also revealed that the school did not have a residential trained counselor though children always required psychological counseling.
Concerning the atmosphere under which counseling took place, many (8) of the respondents expressed the discomfort under which such sessions were conducted. The welfare officers approached them with suspicion and often labeled them as untrustworthy and undisciplined. This kind of environment was likely to hamper personal development of the rehabilitees that would improve social skills development. A communication barrier reinforced this since most of the children as will be shown later, owing to their weak educational background had problems with language.

From the conversations, the researcher also established that the institution did not have adequate facilities for counseling. For instance the manager confirmed that indeed they did not have a designated room for counseling purposes. Individual counseling was being conducted in the staffroom, matron’s office or the manager’s office. According to Macharia and Ngunjiri (2002), a suitable guidance and counseling office is necessary for individual Counseling therapy. There should be very few physical barriers between the counselor and the client in order to maintain an informal atmosphere of counseling. This could probably explain why the respondents had not voluntarily sought the services from the teachers and the officers.

4.5 Educational training in Rehabilitation Schools

The UN Convention on the Rights of the Child states in article 28 that ‘every child has a right to quality education that is relevant to his/her individual development and life’ (UNICEF, 1999). In light of this statement, the researcher wanted to find out whether children in rehabilitation schools are afforded an opportunity to continue with education
while serving the committal period. The researcher also sought to establish the type of education offered at the rehabilitation school, the quality of teaching and learning, rehabilitees’ feelings about the relevance of education to their needs and the teaching and learning facilities. It further wanted to establish the extent to which academic training is interfered with by other programs and services in the institutions. The results of the study are presented in the subsequent sections.

4.5.1 Educational experiences before admission to rehabilitation school

The study wanted to find out whether children admitted to rehabilitation schools had ever been enrolled in school before their committal. Further the researcher wanted to know the level they reached. This was important for the researcher to enable him determine their entry behavior and thus establish whether they were placed appropriately in the rehabilitation schools. The results of the findings were as shown on Table 4.1 below.

**Table 4.1 Educational experiences of children before joining rehabilitation school**

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No school</td>
<td>2</td>
<td>18%</td>
</tr>
<tr>
<td>Standard 1 to 3</td>
<td>6</td>
<td>55%</td>
</tr>
<tr>
<td>Standard 4 and above</td>
<td>3</td>
<td>27%</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>100%</td>
</tr>
</tbody>
</table>

From Table 4.1, majority (82%) of the respondents had educational experience prior to committal to rehabilitation school. Six dropped out between standard one and standard
three while three reached standard four onwards. Only two (18%) of the respondents had not attended any school at all prior to committal to rehabilitation schools. The above finding showed that majority of the children under rehabilitation had schooling experiences that could be relied upon as basis of their placement for education and training in rehabilitation schools.

Further inquiry on reasons that led the children fail to attend and/or drop out of school revealed that some the orphans were orphaned and therefore abandoned school and went to the streets because they could not afford school fees. Others explained that their families were very poor and could not afford school fee and other educational related resources.

However the findings further revealed that most of them dropped out of school very early and only three went beyond standard 3. This meant that though majority had earlier enrolled in school, their educational experience was very limited and thus could not be relied upon as foundation for the rehabilitees’ education and training in rehabilitation schools.

4.5.2 Placement upon admission to rehabilitation schools

The respondents were asked to give their views on whether they were placed appropriately when they joined the rehabilitation school. Majority of the respondents agreed that indeed they were admitted to the right level where they had dropped. This shows that the rehabilitation schools place the children on the basis of their previous
educational levels. This showed that the rehabilitation schools offers opportunity to all rehabilitees who are willing to continue with their education regardless of when and under what circumstances they left school.

Further insights by the manager revealed that once committed to rehabilitation, the children are taken for three months to Getathuru rehabilitation center for assessment and placement using standardized tests. In addition, further assessment is done at the school level by the teachers for educational purposes.

4.5.3 Educational curriculum in rehabilitation schools

From the information gathered from the former rehabilitation students, the researcher established that the schools followed the regular school curriculum whose fundamental goal is to prepare the youth to be useful and independent members of the society. Subjects taught according to majority of the respondents include English, Mathematics, Science, Kiswahili and Social Studies. At the end of the primary school cycle it was established that children would sit for the Kenya Certificate of Primary Education (KCPE) Examinations like other pupils in regular public primary schools.

Further inquiry from the manager revealed that though the schools followed the regular school curriculum, the institutions focus did not appear to be tailored towards academic excellence, rather their focus is on behavior modification other than academic excellence. Those findings are similar to those of Cobert (2001), who found that rehabilitation school programs predominantly address behavior disorders to an extent that the children’s academic needs are neglected.
4.5.4 Teaching and learning atmosphere in rehabilitation schools

Concerning the learning atmosphere, the former student respondents intimated that their teachers approached them with contempt and suspicion, and often called them names. A communication barrier as stated earlier made things worse since most of them owing to their weak educational background had problems with English as the language of instruction. From the discussions with the manager, it was apparent that inappropriate behaviors exhibited by the children were a problem to the teachers a factor that made the learning atmosphere poor. Some children acted out, yelled and sneaked out among others. For the teachers who did not have any form of special training they encountered problems such as lack of classroom control.

The researcher also sought to establish the subjects in which the students performed better in school. The results showed that six (55%) respondents performed better in Kiswahili. The results further show that five (45%) respondents mentioned that they performed better in mathematics, science and social studies while, four (36%) mentioned that they performed better in English. Only one respondent performed well in religious studies. This demonstrated that the rehabilitation schools gave the children opportunity to improve their educational skills and thus not disadvantaged by committal to the schools.

Further enquiry on the reasons behind better performance in different subjects revealed that according to the respondents the subjects were taught well. The other reason was that they liked the teachers teaching them the subjects, and yet others said that the subjects were their favorites. On the other hand some respondents intimated that a substantial number of teachers in the rehabilitation schools failed to attend to lessons regularly
leading to their poor performance in the national examinations. One respondent lamented;

‘We only sat in class and no teachers were coming to teach. This was very boring until children would think of escaping’.

(Respondent No. 1, 6/5/09)

From the above comment, it appeared that the quantity and quality of education in rehabilitation schools lack proper supervision on the part of the teachers. Since the schools fall under the Ministry of Gender, Children and Social Development whose main focus is correction and rehabilitation, it is possible that Managers of those schools are not bothered by quality educational instructions like other regular public schools.

Despite the sentiments expressed by the former student rehabilitees, an interview with the rehabilitation school Manager revealed that Othaya rehabilitation school generally used to perform well in K.C.P.E until the year 2007. The school had taken position one in the location between 2003 and 2007. The school however declined from 2008 due to inadequacy of the teachers after the Teachers Service Commission (T.S.C.) withdrew all the teachers in the rehabilitation schools.

When the respondents were asked to give their views on whether the education given in rehabilitation schools was relevant to their needs at the time, the responses given by majority (82%) showed that education was irrelevant to their needs at the time and that it only came to make sense to them much later. Two (18%) respondents felt that the training was relevant while one respondent was undecided on the issue.
Despite the dissenting voices however, there appeared to be some consensus on the former rehabilitees thinking about the ways they thought education would help them in the future. Majority confirmed that it was helpful to them.

4.5.5 Teaching and learning facilities in rehabilitation schools

The study sought to establish the adequacy of personnel resources, time resources, physical facilities and other resources such as textbooks, desks and stationery. The findings revealed that there was adequate time allocation as mentioned by seven (64%) respondents, though four (36%) felt that there was inadequate time allocation for curriculum instruction. The study established that teachers were inadequate as was indicated by eight (73%) respondents. Only three (27%) respondents indicated that there were enough teachers. In terms of classes, it was found out that the classes were adequate as indicated by nine (82%) respondents though two respondents indicated that classrooms were inadequate. Regarding textbooks, the study established that there were enough textbooks according to eight (73%) respondents. There were only three respondents who felt that the textbooks in the school were inadequate. The study also found out that desks were adequate according to eight (73%) respondents. Finally, the study established that stationary was adequate as was indicated by seven (63%) respondents as only four (36%) respondents indicated that the stationary in the school was not enough. To a larger extent therefore, other than for teachers, the rehabilitation schools have adequate teaching and learning facilities. Information from the manager added weight to this observation when she revealed that the rehabilitation schools benefit from the government sponsored Free Primary Education (FPE) like other regular primary schools in Kenya.
4.5.6 Interference with educational training in rehabilitation schools

In this section the researcher wanted to find out how well academic training was being carried out in rehabilitation schools given that the institutions main focus is behavior modification other than educational pursuits.

Respondents were asked to mention activities that in their opinion of the respondents interfered with normal teaching and learning in the rehabilitation school and that could have contributed to their educational outcomes. From the findings it was apparent that frequent visits by Government officers or other stake holders to the correctional and rehabilitation schools was a factor that interfered with smooth teaching and learning of children in the rehabilitation schools. Whenever such officers were expected, the respondents intimated that elaborate preparations to receive and entertain such visitors would be done sometimes taking a lot of time sometimes as much as a week. This negatively affected the schools’ academic programs.

Another form of interference identified was frequent transfers of the rehabilitees from one Rehabilitation School to another. This was especially evident with those who were in rehabilitation for more than three years. For instance seven of the respondents had come to Othaya School following transfers from Dagoretti, Kericho or Machakos rehabilitation schools. Further, two of the respondents did not complete their committal periods at Othaya because they were transferred to Wamumu rehabilitation school in Embu. This was confirmed by the manager who explained that this happened from time to time due changes among children in terms of behavior, age, and sometimes congestion. According to the manager, Othaya rehabilitation school is meant for ‘low risk’ children placed there
for purely Protection and Care (P&C). Whenever a rehabilitee exhibits behaviors contrary to the diagnosis then he is transferred to the appropriate institution. Other transfers according to the manager are necessitated by congestion or need for a change for those who have overstayed. Such transfers the respondents intimated meant fresh assessment and placement in the new school which in most cases is detrimental to the children educational pursuits. This was confirmed by one respondent who shared his own experience in the following words;

‘Every time I was transferred from one rehabilitation school to another, I was forced to repeat the class. In Kericho for instance, I was in standard five but on coming to Othaya I was taken to standard four. That is why after all those years; I could not reach class 8 to sit for KCPE’ (Respondent No.6, May 6th 09)

Transfer of teachers was mentioned as the third form of interference. For example all (6) the respondents who were in the rehabilitation school in 2007, confirmed that many teachers left the school for public schools under unexplained reasons. This in the opinion of the respondents interrupted and interfered with their education as they remained without teachers for the rest of the year and consequently negatively affected those who did KCPE at the end of the year.

4.6 Exit options utilized by Rehabilitation Schools and their impact on the children’s educational path

In this section the researcher wanted to know whether there were any preparations made before the rehabilitees were released, the exit options utilized, and whether there were any follow up/aftercare programs by the institution on the rehabilitated youth. This was important in that it is the most crucial moment of the rehabilitation process. If it is not
handled carefully, the rehabilitated youth can revert back to their old habits in the environment where it all began. Most of the children look forward to it, but when the day comes, their hearts are stormed with feelings of uncertainty and insecurity because of the many things that can go wrong. The responses are presented in the subsequent sections.

4.6.1 Preparations for exit from Rehabilitation School

The respondents were asked to mention the preparations that were made before being released from the rehabilitation school. One form of preparation mentioned by majority of the respondents was that those who had parents/guardians would have them invited to school before they were released. The school administration held counseling sessions in which the parents/guardians would be advised on the preparations to make in order to receive their children back. The parents were required to scout for public schools to admit their children upon release for those who would want to continue with education. Others were advised to look for ways to help their children adjust to their new life; to finance and give moral support to the socio economic activities their children would start. The rehabilitees on the other hand were also given permission to go to their homes and inform their parents, relatives and the society on their pending release. Some (36%) said that they were also given advice by the teachers on how they were to carry themselves and relate with the public while out of school.

Discussions with the manager revealed that normally the schools welfare department worked in conjunction with the Department of Probation Services (DPS) to carry out an Environmental Adjustment Survey. According to her, during environment adjustment
survey, Probation officers visited the prospective homes to determine the feasibility of a rehabilitated youth returning there. If any negative factors were found during the adjustment process, efforts are made to remove them in cooperation with family members. Such factors as mentioned by the manager included family conditions of the victim, conditions of the neighborhood and feelings of the community about the misconduct of the rehabilitee among others. These findings seemed to agree with Kakihara (2004), on the factors put into consideration during environmental adjustment survey in Japan.

While this should be the ideal situation on the ground, the manager explained that it rarely happened because of lack of personnel. In practice many children are repatriated back to their presumed points of origin ignoring the psychological preparation of the child and that of the receiving agent

4.6.2 Exit options utilized by the rehabilitation school

When the respondents were asked to mention circumstances under which they left the rehabilitation school, four exit options were identified as summarized on the Table 4.2.
### Table 4.2 Exit options in ORS

<table>
<thead>
<tr>
<th>Exit Option</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed STD 8</td>
<td>5</td>
<td>46</td>
</tr>
<tr>
<td>Elapse of committal period</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>Escape/expulsion</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>Transfer</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>100</td>
</tr>
</tbody>
</table>

From the above information (Table 4.2), majority of the respondents exited the school after completion of the primary school cycle and sitting for KCPE in standard eight. Completion of committal period, transfer to other rehabilitation schools and sometimes expulsion or escape from the school were also mentioned by the respondents. As explained earlier, transfers to other rehabilitation school were occasioned by rehabilitees attaining certain age, change of the rehabilitees behavior or sometimes due to congestion.

The manager further intimated that besides the above mentioned exit options, a substantial number of children escaped whenever they were involved in serious offences for fear of the consequences. Further, she explained that the institution is faced with difficulties releasing rehabilitated youth who do not have parents or relatives willing to receive them. These findings pointed out at a missing link that is crucial for successful reintegration of rehabilitated youth to the community which had initially rejected them.
This is in agreement with Wakanyua (1995) who found that recidivism among rehabilitated juveniles in Kenya, results mostly from ineffective behavior modification processes and unstructured exit procedures. Their inability to cope emanates from feelings of inadequacy aggravated by stigma and lack of acceptance from the community. As a result the child either rebels from the system or retreats to a perceived cheaper life option.

According to Kakihara (2004), when no family is willing to accept the rehabilitee after his/ her release, efforts are made towards finding appropriate employer, friend, halfway house or a person who will offer comparable assistance to him in re-integrating into the community.

4.6.3 Post-institutional support

Concerning assistance and support to the rehabilitees upon release, the Manager disclosed that the responsibility of the institution is simply to receive, rehabilitate and hand back the youth to the community. According to her the institution normally issued certificates of merit and letters of introduction to the children on release. The letter and certificates are meant to describe the youth’s behavior, skills acquired and potentiality for employment which were aimed at enabling them fit into the society.

Those with good academic records were issued with academic report forms and other supportive documents to enable them transit to regular schools. Where need be the school administration introduces them to Educational Officer’s and Constituency Development
officers for further assistance. This position was however discounted by majority (8) of the interviewed respondents who said that the school did not assist them in any way upon release. In fact one respondent retorted:

‘When I was given release, they only gave me two hundred shillings that was not enough for my fare home. The release letter was hand written on a simple piece of paper and people would think I had forged. I therefore alighted at Nyeri and joined my former colleagues on the streets’

(Respondent No 8. 16/5/09)

Further discussions with some (2) respondents revealed that even after release some could not exit because they were orphans and the only place they knew was the rehabilitation school. The feeling was that the government should have afforded them some form of support to enable them start off. It was therefore evident that the exit aspect was neither supporting nor enhancing reintegration of children back into the society. This left them to search for educational opportunities themselves exposing them to all manner of ills including mistrust, suspicion and feelings of rejection and low esteem before the supposed receiving institutions due to ‘stigma’ of rehabilitation school.

The manager was of the opinion that the rehabilitated youth should be given after care kit or funds to help them start off so that they are sheltered from temptations to go back to delinquency.
4.6.4 Reception by the community

The study sought to find out how the respondents were received back into the community from the rehabilitation school. It was mainly focused on the reception by parents, siblings, relatives, neighbors and law enforcement agents. The findings showed that the respondents were received very well by their parents/guardians, siblings relatives and neighbors as indicated by seven (63%) respondents.

Regarding the reception given by law enforcement agents, six (55%) respondents indicated received well. Some (2) however expressed misgivings over how the authorities altitude towards them. Some of the law enforcement agents had labeled them as ‘former street children’ a term that made many uncomfortable as it created suspicion among their peers.

From this result, it can be observed that to a large extent, after the release from the rehabilitation schools, the respondents were welcomed back into the community. This denotes that the community has accepted the change in behavior of the respondents and the impact of the training they underwent.

4.7 Outcomes of rehabilitation of child offenders

Before the researcher sought to know the factors that influenced the outcomes of the former student rehabilitees, he enquired on the respondent’s current socio economic engagement. The findings are summarized on Table 4.3.
Table 4.3 Former student rehabilitee’s current engagement

<table>
<thead>
<tr>
<th>Current engagement</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continued schooling</td>
<td>4</td>
<td>37</td>
</tr>
<tr>
<td>Vocational training</td>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td>Employment</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>Jobless</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Imprisonment</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>11</td>
<td>100</td>
</tr>
</tbody>
</table>

From the table above, majority (64%) of the respondents were in schools pursuing either education or vocational training courses. Two (18%) were employed in the ‘jua kali’ (non formal) sector while one confessed that he was jobless and not engaged in any economic activity at all. Only one person was found to have recidivated and was serving a five year jail term in Kingongo prison.

In view of the above results, the researcher sought to know whether their engagement were attributable to skills acquired from the rehabilitation school. The responses given showed that majority of the respondents (7) agreed that indeed their engagement were attributed to the programs while four disagreed. For instance one respondent had the following to say:

‘…today I feel proud of having gone to Othaya rehabilitation school for its there that I realized what education is about. I have hope of a better life in future.’

(Respondent No, 7/5/09)
Further enquiry on the reasons why they thought so, showed that the rehabilitation programs gave them skills which they used earn some money for their daily needs. Another reason was that the programs enabled them to mature, realize the importance of education and other courses offered and hence behavior change which helped them to fit back into the society and earn their living within the society which had earlier rejected them. It was also found out that the learning programs offered by the rehabilitation schools improved their education hence communication and socialization skills. This is in turn replicated in their interaction and job acquisition in the society.

Finally, a few respondents disclosed that through sports and games and other life skills training opportunities offered at the rehabilitation school, many realized and developed their talents some of which have become sources of their livelihood. A good example was respondent number four, who trained as a barber and was now using the skill to raise his pocket money for his upkeep at Othaya Boys Secondary School. Respondent number five played ‘live bands’ in various entertainment joints and operated an electronic repair shop before he was arrested and jailed. Those skills, they attributed to the rehabilitation school.

From the above observations, was evident that skills taught in the rehabilitation school had impacted on the lives of the rehabilitees and could be attributable to their current status. These findings seemed to agree with Wakanyua (1995), who found that at least 65% of the children sent to rehabilitation schools returned to the society reformed suggesting that rehabilitation schools were the most effective correctional facilities in Kenya.
4.7.1 Factors that facilitated smooth re-integration into the community

The researcher wanted to know the factors that could have made it easy for the rehabilitated youth to get admission to regular schools, secure opportunities for employment and thus enable them fit back in the community. Majority of those who were pursuing education in secondary schools attributed admission to their performance in the national examinations that earned them an automatic admission to public secondary schools. Besides their own efforts of passing the examinations, they cited assistance either financial or otherwise given by their relatives and the rehabilitation school for the orphans as a factor that helped them to secure admission to schools and thus reintegrate.

For instance respondent number 7 said;

‘After sitting for the KCPE examination, I remained at ORS because I had nowhere to go. When the results came out I had scored good marks that enabled me get admission to Gikondi Secondary School. The rehabilitation school helped me get a sponsor to pay the school fee while the rehabilitation school Manager did shopping for me and gave pocket money.’

(Respondent No.7, 3/6/09)

This demonstrates very clearly that besides rehabilitation those children require assistance to help them start of their lives again. According to Kakihara (2004), when no family is willing to accept the rehabilitee after his/ her release, efforts are made towards finding appropriate employer, friend, halfway house or a person who will offer comparable assistance to him in re-integrating into the community. Probably the department of children services should think of a similar program in Kenya to shelter the children from going back to crime and delinquency.
4.7.2 Factors that hindered smooth re-integration into the community

When the respondents were told to mention the factors they considered to have hindered their reintegration, majority said limited skills/ poor performance in the examination as the main reason. This was confirmed by the manager who explained that most of the former student rehabilitees, owing to their social and educational background, many performed poorly in KCPE and thus could not compete favorably with other children from regular schools. Those taught vocational skills could not favorably compete with other job seekers with stronger educational backgrounds and higher technical skills from other institutions.

Another factor cited by at least 40% of the respondents was the fact that they were being discriminated against and being labeled as ‘former delinquent youth’ denied them equal chances of competing favorably other children from regular schools. Potential employers and school administrators did not fully trust them. The continued use of the term ‘former rehabilitee’ gave them label which not only stigmatized them but also scared off the prospective employers. This observation was clearly illustrated by the experience of one respondent;

‘I scored 310 marks in KCPE 2006, and I was selected to join Tigithi Secondary School. When my uncle presented my leaving certificate to the school administration on admission day, the Head Teacher turned us back citing reasons that the school could not accept persons from rehabilitation schools’

(Respondent No.10, 20/4/09)
The above revelations seemed to confirm Braithwaite (1989) shaming theory that some of these institutions involve the children in experiences which stigmatize as ‘bad guys’ which foreclose them upon their possibilities to extricate themselves from long term careers in deviance, that is disintegrative shaming.

4.7.3 How the former rehabilitees were overcoming the challenges

Asked to comment on how they coped with the challenges they faced, respondents said that they opted to do jobs which did not require them to reveal their backgrounds or even remind them of their tainted past. For instance respondent number 11 opted to become a motor vehicle mechanic where the certificate of good conduct was not a requirement.

The results further revealed that respondents practiced self-control and avoided peer influence which would lead to breaking of law or abuse of drugs. Respondents indicated that they did everything to ignore the mistrust and suspicion accorded to them by some members of the public.

4.7.4 Impact of rehabilitation on the lives of the former students

The study sought to establish the different aspects of life of those who joined rehabilitation school. They were interviewed on how their admission to rehabilitation schools impacted on their education, vocations, spirituality, socialization skills and generally their behaviors. The findings revealed that seven (63%) respondents totally attributed their current engagement to the skills acquired in the rehabilitation school. This was especially very significant with respondents who were orphans and those who had not had a chance to go to school initially. One respondent commented;
Regarding socialization skills, it was found that there was an improvement as indicated by seven (63%) respondents. The respondents were further asked whether there were some children whom they knew who went back to recidivism after rehabilitation. Majority conceded that indeed only a small percentage of the rehabilitated persons went back to their former characters. From the findings, it is clear that rehabilitation schools changed the lives of many children and made them responsible members of the society.

The study also sought to find out how the respondents’ felt as far as life was concerned after their release from the rehabilitation school. The findings revealed that majority of the respondents (8) were satisfied with their life as it was at the time of the study. Only three respondents mentioned that they were not satisfied with the life they lived even after their training in rehabilitation school and were looking forward to improving their lives further. From the findings, it can be concluded that rehabilitation schools improved the lives of children and made them live better and satisfying lives. As a result of the skills acquired, some have regained their self-esteem and self-worth and were seen to have set very high standards for themselves.

4.7.5 Comments on the weaknesses of the rehabilitation school

The study sought to establish in the opinion of the former rehabilitees what they thought required improvement. This would help the department of children services look for ways
of transforming those weaknesses into strengths and thus improve the rehabilitation schools.

One of the weaknesses pointed out was the inadequacy of personnel especially teachers which compromised efficient teaching and learning in the schools. This placed children in rehabilitation schools at a disadvantage considering that they competed for the same vacancies in secondary schools with other children in regular schools. Further, some (2) respondents pointed out that academic work was occasionally interrupted by other activities of daily living such as cleaning, vocational training, and elaborate entertainments for guests most of were not scheduled. This to them contributed to their poor performance in national examinations, denying them chance of becoming self-reliant in future.

The second weakness mentioned by 7 respondents was that the rehabilitation schools required children to put on uniforms. They felt that the uniforms identified them negatively creating an impression that they were not part of the community. Whenever they went for outings the community treated them with suspicion and children from other schools could not mingle with them easily.

Thirdly the respondents cited poor treatment by some officers as a weakness facing the schools. They cited splitting fire wood, farm work and corporal punishment as treatment that made students dislike the school. Further many expressed their displeasure on the fact that they were being locked in the dormitories and lights put out for the whole night
so that they do not escape. To them this was inhuman and a violation of their rights. In addition to that, the children said that they were fed on low quality food which they referred to as ‘weevil-eaten food.’

An interview with the school manager on the challenges facing rehabilitation schools revealed that there was inadequate finance. This inadequacy led to scaling down of certain votes such as catering sometimes leading to inadequacy. It was also revealed that there were inadequate personnel evidenced by allocation of 104 children to only three welfare officers. Another challenge was that the manager referred to parents as having a tendency to dump their children in rehabilitation schools; this in turn created a feeling of abandonment by the parents. This was evidenced by the fact that some parents never visited their children in school.

4.7.6 Suggestions on how the rehabilitation schools can be improved

Finally the respondents were asked to make suggestions on how the rehabilitation schools could be improved. Majority (9) of the respondents suggested that the quality of education should be improved by ensuring that there is adequate teaching staff and teaching and learning facilities. This would ensure equal opportunities for the children in rehabilitation schools just like those in regular schools.

Secondly the respondents suggested that the schools should strive to create conducive environment and atmosphere for learning. They suggested that sporting activities, outings and participating in communal activities in the society as ways through which the children would feel as part and parcel of the society and thus be able to focus their attention to educational related activities.
The respondents also suggested that the schools should closely monitor the behaviors of the children admitted in rehabilitation schools to prevent them from influencing others into bad behavior. The schools were to lay more emphasis on the guidance and counseling of children in the rehabilitation schools to facilitate their behavior modification.

Further, there was a suggestion by Othaya Rehabilitation School manager that the department of children services at the national level should maintain a register of those who have gone through rehabilitation schools and form a network of the graduates to enable them to measure the impact of the program. She also suggested that the aftercare kit should be introduced to help the children from rehabilitation schools to start off upon their release from the rehabilitation schools.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This chapter summarizes the findings of this study. The summary is divided into parts addressing each objective stated in chapter one. The summary is followed by conclusions based on the findings of the study and similarly following the objectives in chapter one. Following the findings and the summary are recommendations on how rehabilitation schools in Kenya can be improved further to make them conducive for children admitted there. Lastly the chapter makes recommendations of areas for further study.

5.2 Summary of Research Findings
The study intended to trace and determine educational outcomes of the persons who were rehabilitation at Othaya rehabilitation school between the year 2003 and 2007, document their life experiences before, during and after rehabilitation with a view to drawing lessons that could be of information to the ongoing reforms in the department of children services.

In this section, a summary of the results of the study are presented in accordance with the objectives of the study which were to;

a) Trace and document educational experiences of children who received rehabilitation services at Othaya rehabilitation school between the year 2003 and 2007.
b) Find out whether the rehabilitation schools equipped the children with skills for social and economic empowerment and self-reliance

c) Find out whether the rehabilitation schools provided opportunities for continued academic training to children to ensure that committal did not affect their schooling.

d) Identify exit options utilized by rehabilitation schools and their impact on the children’s educational path

e) Determine educational outcomes and the quality of post-institutional life for children after rehabilitation

5.2.1 Rehabilitees’ experiences prior to, during and after rehabilitation

A total of eleven former students of Othaya rehabilitation school were successfully traced and interviewed by the researcher. Their recollections were supplemented by information shared with the researcher by the manager of ORS at the time of the study.

The study found that majority of the children found in rehabilitation schools come from both normal functioning families with both parents while others come from dysfunctional families such as broken, separated, and single parent families. Further the study established that majority of the children went to the streets and eventually into delinquency and crime due to socio economic factors and other factors within the family and/or the immediate environment, such as poverty, neglect and abuse by close relatives. Majority of the children taken to Othaya rehabilitation school mainly fall under the categories of Care and Protection (C&P), Protection and Discipline (P&D) and a few under juvenile criminal offenders category.
Majority of children in the rehabilitation schools felt that it was inappropriate for them to be taken to rehabilitation schools. They initially experienced challenges in coping with the new restricted life in rehabilitation schools, but with time many came to appreciate the institution’s rehabilitation programs.

5.2.2 Programs offered to children in rehabilitation schools

The findings also revealed that children in rehabilitation schools are offered a variety of programs that range from educational, vocational and life skills training to services such as guidance and counseling and pastoral services. Those skills though not very popular with the rehabilitees have been found to empower them economically and thus prepared them for self-reliance upon returning to the community. Children in rehabilitation school are offered both individual and group counseling services. However the personnel entrusted with this very important service in rehabilitation schools is inadequate and have no professional training in guidance and counseling and therefore unable to successfully help children develop educationally, vocationally and socially.

Majority of the children committed to rehabilitation schools had some academic experience before committal which was however limited and considering time and other experiences on the streets, it cannot be relied upon for placement of children in rehabilitation schools for educational purposes.
5.2.3 Opportunity for education in rehabilitation schools

Findings of the study also showed that, generally the rehabilitation schools offer opportunity for continued educational training to all the children under their jurisdiction regardless of their background. The schools follow the regular 8-4-4 curriculum which allows the children to sit for the KCPE examinations upon completion of the primary school cycle. The rehabilitation schools have adequate teaching and learning facilities and resources provided by the government through the Free Primary Education (FPE) program available to all other regular schools. Placement of children is competently done on the basis of assessments using standardized tools at Getathuru rehabilitation center and further assessment at the school by the teachers.

The teaching and learning atmosphere in the rehabilitation schools is not satisfactory due to the behaviors exhibited by some of the children who have little interest in education and/or other rehabilitation programs. Teachers who do not have any form of special training encounter problems of class room control; they approach the children with contempt and suspicion and often call them names.

On the same breath, the study found that teaching and learning in rehabilitation schools is wanting because it is being interrupted by inadequacy of teaching and welfare staff, frequent transfers of both the teachers and learners and inadequacy of time for academic instruction and other correctional and rehabilitation programs. This puts the children in rehabilitation schools at a disadvantage over their peers in regular schools who have all the time for academic work.
5.2.4 Exit options and their impact on children’s’ educational path

The study established that there are no structured exit procedures for children in rehabilitation schools. The exit options largely utilized include rehabilitee’s completion of committal period, completion of primary school cycle, transfer to other rehabilitation facilities as a result of age, congestion, change of behavior and sometimes expulsion.

Preparations for exit and follow up/aftercare services for the rehabilitated youth were found to be inadequate. These services are supposed to be offered by children officers and voluntary children officers under the district children’s office. The researcher established that these offices do not keep records or follow up majority of the children released from rehabilitation schools. Further the offices are under staffed and as such environmental adjustment services are not done. For that reason the children are literally ‘ejected’ out of the institutions at the end of their committal period and expected to reintegrate in the society that had earlier rejected them. This situation has consequently made some rehabilitated youth have go back to the streets rendering the whole exercise futile.

5.2.5 Outcomes of rehabilitation and quality of post institutional life

In determining the outcomes of rehabilitation and the quality of post institutional life after rehabilitation, the findings of the study revealed that majority of the rehabilitated youth successfully reintegrated back into the community and were busy pursuing their careers either in education, vocational training or are in employment.
The study established that majority of the respondents upon release were able to engage in various income generating activities while others continued with education in regular public schools. This was after their behaviors changed significantly and were able to go back to the mainstream society and were readily accepted.

Majority of the respondents (8) were satisfied with the lives they lived after the rehabilitation, did not see themselves any different from the rest of the public and were hopeful reaching greater heights courtesy of the skills acquired from the rehabilitation school.

Socially, the study found that rehabilitation schools equip the children with skills for socialization and economic empowerment leading to self-reliance. These skills have helped them become responsible members of the community through the application of the skills learned in their day today activities. Only a few (10%) fell back to crime and delinquency (recidivism), mainly attributable to lack of proper follow up/aftercare services, something that exposes the rehabilitated graduates to mistrust and suspicion by potential employers once they disclose their backgrounds.

5.3 Conclusion

Based on the above findings, the researcher came up with the following conclusions;

- Children in rehabilitation schools encounter both pleasant and unpleasant experiences before, during and after rehabilitation
- The atmosphere in rehabilitation schools is not good enough for effective teaching and learning.
• The exit and aftercare programs for rehabilitated youth from rehabilitation schools falls short of expectation.

• Although all the programs offered to children in rehabilitation schools are good and well intentioned, their implementation is wanting. As a result, the schools have not made significant positive impact on the lives of the former students.

5.4 Recommendations

5.4.1 Recommendations to the Government

1) The government should improve its diversion program in order to prevent children in conflict with the law from coming into contact with formal justice system. In particular it should come up with non-custodial rehabilitative measures. This could be done at community level to shelter children from unpleasant experiences in the hands of police, courts and rehabilitation schools which label them as social misfits and thus make it difficult for them to come out of delinquency and crime.

2) The government through the Teachers Service Commission (TSC) should deploy more trained teachers to the rehabilitation schools so as to ease the problem of teacher shortage. Teachers already in the schools should be taken for in-service course programs and seminars on special needs education, which will equip them with skills on how to handle special needs children under their jurisdiction and thus improve quality of teaching and learning in the schools.

3) The follow up/aftercare program by the field officers and the Probation
Department in the Ministry of Gender, Children and Social Development should be intensified so as to monitor the reintegration of rehabilitated children from rehabilitation schools and thus prevent recidivism i.e. recurrence of delinquent behaviors among the rehabilitated youth.

4) The government should provide a guidance and counseling program in rehabilitation schools. The department of children services should hire qualified and experienced staff to enable them competently and effectively deal delinquent children. Such personnel should have professional training with exposure to various courses like, human development and personality, counseling techniques, and children’s record maintenance. This will help the children in rehabilitation schools to understand and accept themselves and thus make plans to improve themselves educationally, vocationally and socially.

5) There should be collaboration between the Ministry of Education and the Ministry of Gender, Children and Social Development in providing funds, resources and trained teachers among others in order to ensure that education of children rehabilitation schools is effectively carried on without frequent hiccups like the withdrawal and transfers of teachers.

6) For those who do not proceed on with education after leaving rehabilitation school, placement officers should make arrangements with the Government and other Non-Governmental Organizations to help them procure assistance and/or
loans to enable them to start off and thus reintegrate with ease to normal life. For those who proceed to secondary schools and colleges, a support program should be formulated to cater for their education.

7) The study also recommends that the quality of education in the rehabilitation schools should be improved. This can be achieved through ensuring that there is adequate teaching staff, facilities and learning materials. Further the Quality Assurance and Standards Department (QASO) in the MOE should intensify inspection and assessment of teaching and learning in rehabilitation schools in order to ensure rehabilitees get quality education similar to other regular public schools. This will ensure that committal to rehabilitation school does not adversely affect the children’s schooling.

8) In talking about the welfare of the former rehabilitation school students, it has been found that the government has not made any efforts to follow on the former rehabilitees. The government therefore through the institutions and other agencies needs to make a follow up on those who exit to find out whether they reintegrate in the society or not, whether they utilize the skills trained or not, with a view to intervening and deriving lessons that can be used to further improve the rehabilitation schools in Kenya.

9) The department of children services should provide adequate treatment to children in need of care within a genuine system of social welfare and stop considering
institutional rehabilitation as the only solution for C&P, P&D and children with criminal tendencies.

5.4.2 Recommendations to Othaya rehabilitation school

10) Mixing children in need of Care and Protection (C&P), children in need of Protection and Discipline (P&D) with children committed for criminal activities will only afford them a chance to undergo further training in crime. Therefore children with criminal records should be carefully screened and isolated from others. Some petty offences should be handled by social workers and parents/guardians of the respective children in order to avoid removing them from the community and in the process labeling them as social misfits.

11) Courses offered in rehabilitation schools should be increased to give diversified training both for vocational and educational training. This will give a variety of options to the children giving them a chance of securing employment in future. They should be tailored to current realities in the world of work today.

12) Parents, guardians, relatives and all members of the community should be actively involved in the rehabilitation of children. They should regularly visit children in the rehabilitation schools to get to know of their progress and to show a sense of belonging. This is viewed to be one of the strategies to ensuring effective re-integration of children into the community upon completion of rehabilitation.
5.5 Suggestions for Further Research

This study was carried out among the rehabilitated former students of Othaya rehabilitation school in Nyeri South District of Central Province. Due to the limited scope of the study, the researcher was not able to carry out extensive research on the educational outcomes of child offenders in Kenya. Therefore the researcher would like to suggest the following as related areas in which further research can be carried out.

i. Since this study, was carried out in a boys rehabilitation school, there is need for similar studies focusing on girls rehabilitation schools in Kenya

ii. Similar studies should be carried out in other rehabilitation schools in the other regions in Kenya mainly to investigate on the effectiveness of rehabilitation schools on improving children’s behavior and character.

iii. There is need to find out how the standards of education in rehabilitation schools are maintained now that these institutions are placed under a different ministry other than the Ministry of Education which is in charge of monitoring the quality of education in Kenya

iv. Relevance of vocational training programs offered to children in rehabilitation schools to job market in Kenya in the 21st century.

v. Effectiveness of probationary and aftercare programs for rehabilitated juvenile delinquents in Kenya.
REFERENCES


1. **Bio-data**

Rehabilitation period; from…………. To ……………………

Highest educational level attained…………………………

Current occupation/engagement …………………………….

2. **Please tell me about your childhood experiences before admission to Othaya rehabilitation school.**

   **Probe notes:**
   
   n) General description of home, siblings, parents and extended family.
   
   o) School experience i.e. Courses taken, subjects favored, credentials achieved, peer relations, teachers
   
   p) Circumstances leading to admission to a rehabilitation school.

3. **Please, can you share with me your experiences in Othaya Rehabilitation School?**

   **Probe Notes**
   
   - Feelings and expectations in entrance to a Rehabilitation school.
   
   - Rehabilitation programs and services offered
   
   - Inter personal relationships with peers and staff.
4. Tell me about academic training in Othaya rehabilitation school.

Probe notes.

- Subjects offered
- Teaching and learning facilities available
- Rehabilitees' perception and feelings about academic training
- Rehabilitees' performance in academic work

5. Please tell me about your exit from Othaya Rehabilitation School.

Probe notes

- Preparations for exit from the school
- Feelings and expectations on release.
- Assistance and support given by the School on release.

6. Tell me how you were received back into the community.

Probe notes

- How were you received by the parents, siblings, relatives and general public
- Assistance given by school to enable one fit back in the society
- Challenges encountered and how they were overcome
- Whether the skills acquired helped one reintegrate in society
7. Tell me about:
   a) Your educational life experiences after rehabilitation

   Probe notes
   - Assistance given to help you join regular schools
   - Educational path
   - Educational achievements
   - Career pursuits

   b) Your Social life experiences after rehabilitation

   Probe Notes:
   - Relations with members of the family and relatives
   - Marriage and family
   - Relations with neighbors
   - Relations with law enforcement agents

   c) Your Economic life experiences after rehabilitation

   Probe notes
   - Employment history/economic activities engaged in
   - Whether they use the economic skills taught in rehabilitation school

8. Please comment about Educational outcomes of children in Rehabilitation schools

   Probe Notes
   - Admission to regular schools after rehabilitation
   - Retention and Completion of Education for children in rehabilitation schools
   - Transition to secondary and tertiary institutions
• Relevance of education to children from rehabilitation schools

• Suggestions on how education for children in rehabilitation schools can be improved

9. **Please comment about the social and economic outcomes of children from rehabilitation schools**

   **Probe notes**

   • Relations with members of the society

   • Relations with law enforcement agents

   • Rates of recidivism

   • Their social and economic activities

10. **What would you say about rehabilitation schools for child offenders in Kenya?**

    **Probe notes**

    • Strengths and weaknesses of rehabilitation schools

    • Solutions to problems they are facing and/or how they can be made better
APPENDIX: B

NARRATIVE INTERVIEW GUIDE FOR REHABILITATION SCHOOL MANAGER.

1. I want you to share with me experiences of children in rehabilitation schools
   • before joining rehabilitation schools
   • during court trial and committal
   • in rehabilitation schools

2. Tell me about the treatment and rehabilitation of the children in rehabilitation
   • Treatment and rehabilitation programs
   • Resources and facilities for rehabilitation

3. Please tell me about educational training of children in rehabilitation schools
   • Educational assessment and Placement of children in various levels of learning
   • Curriculum offered
   • Time allocation and syllabus coverage
   • Teaching and learning facilities and teaching personnel
4. **Now tell me about exit of children from rehabilitation schools**
   - When to terminate intervention
   - Commonly used exit strategies
   - Assistance/help given to children on exit from the school
   - Follow up/aftercare services to children

5. **What are the outcomes of rehabilitation of children?**
   - Socioeconomic outcomes of rehabilitation
   - Educational outcomes of rehabilitation
   - How the schools rate success of the program
   - Recommendations on how the program can be improved.