

**ASSESSMENT OF OUTCOMES OF TRANSITION PROCESS ON BEHAVIOUR
CHANGE AMONG GRADUATE REHABILITEES REINTEGRATED FROM
REHABILITATION SCHOOLS IN KENYA**

WANG'ERI JOYCE MUGURE

E83/29420/2014

**RESEARCH THESIS SUBMITTED IN PARTIAL FULFILMENT FOR THE
AWARD OF DEGREE OF DOCTOR OF PHILOSOPHY IN SPECIAL NEEDS
EDUCATION IN THE SCHOOL OF EDUCATION OF
KENYATTA UNIVERSITY**

OCTOBER, 2022

DECLARATION

I declare that this thesis is my original work and has not been presented to any other University/institution for consideration of any certification. This research thesis has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

Signature _____ Date _____

Joyce Mugure Wang'eri
E83/29420/2014
Special Needs Department

Supervisors: This thesis has been submitted for appraisal with our approval as university supervisors.

Signature _____ Date _____

Dr. George Mathenge Wairungu
Lecturer, Department of Special Needs Education
Kenyatta University

Signature _____ Date _____

Dr. Margaret Murugami
Lecturer, Department of Special Needs Education
Kenyatta University

DEDICATION

To those involved in the reintegration process for the children with deviant behavior and ensuring they are well reintegrated back into the society. The completion of this work humbles me a lot. I also dedicate this book to my husband and children, who have been tirelessly present at every stage of my research. All research assistants for their efforts during data collection. Graduate rehabilitees, managers of the rehabilitation schools for juveniles with emotional and behavior disorders, community leaders and family members who took part in this study.

ACKNOWLEDGEMENT

Honour and glory to our heavenly Father who has bestowed upon me grace, mercy and favour throughout my studies. I also, wish to sincerely thank my two supervisors Dr. George Mathenge and Dr. Margaret Murugami both lecturers at Kenyatta University, Department of Special Needs education.

I would like to express my gratitude and honour to my husband, Mr. David Wanjau for his constant support and understanding. A special thanks to my children and my parents for their continued support and encouragement in my life.

I would like to also sincerely thank the managers and staff working in the rehabilitation schools in Kenya, the graduates, community leaders and families for their tireless support in laying the foundation of this work. I am very grateful to everyone who supported me in one way or another during my studies. May God bless them all.

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LIST OF ABBREVIATIONS AND ACRONYMS

EBD	-	Emotional and Behaviour Disorders
BD	-	Behaviour Disorders
C&P	-	Care and Protection
CEFA	-	Copenhagen Economic & Finance Association
DCS	-	Department of Children Services
DPAS	-	Discharged Prisoners' Aid Societies
DTO	-	Detection and Training Order
GK	-	Government of Kenya
ITP	-	Individual Transition Plan
KCPE	-	Kenya Certificate of Primary Education
MoE	-	Ministry of Education
MoEST	-	Ministry of Education Science and Technology
NGOs	-	Non-Governmental Organizations
P&D	-	Protection and Discipline
RSs	-	Rehabilitation School (s)
UNICEF	-	United Nations Children's Fund

ABSTRACT

Reintegration focuses on an individual's ability to function in community in terms of peer connections, facility and family in general. The aim of this study was to determine the outcome of the transitional process of behavior change among the rehabilitee graduates released from rehabilitation schools in Kenya. The research goals were; to identify factors that contribute to successful reintegration, to examine follow-up of the graduates, to investigate the opinion of the graduate rehabilitees towards the reintegration process, explore whether family members accept and support the graduate rehabilitees, to establish ways in which community leaders support the reintegrated rehabilitees, explore the challenges faced by the reintegrated rehabilitees and identify gaps on the education and vocational training curriculum used in rehabilitation Schools. The target population was drawn from the rehabilitees reintegrated from all rehabilitation Schools, rehabilitation School managers, one family member and one community leader per rehabilitee who knew them well were also targeted. A sample size of 10 rehabilitees, 7 managers, 10 family members and 10 community leaders were interviewed. A qualitative research approach applying phenomenological design was applied. This was used to allow researchers to gather information on reintegrated rehabilitation graduates. The study used snowball sampling technique to select the Graduate Rehabilitees. Interview guides were used to solicit information from respondents. The school managers, family members and community leaders were purposively selected. It was informed by the Social Reaction Theory founded by Erwin Lemert. The pilot study was done on graduates residing within Kiambu and Nairobi counties who were reintegrated from Othaya and Kakamega Rehabilitation Schools. Researcher handed over the research tools to various research professionals, including supervisors and fellow researchers, to review their content and relevance. Their suggestions were incorporated into the research instruments to improve them. Further triangulation of data, detailed questions during interviews, use of field notes, and use of appropriate time in the field also increased the reliability of qualitative data. A biographical study based on the life stories of individuals reintegrated from rehabilitation school from year 2012–2015 was appropriate to fill this gap. Data was collected through interviews, coded into topics, and written in a notebook to help answer research questions. There was lack of funds for follow-up and no set programs for reintegration. It was found that there was need for more courses to be introduced in the schools to help the Rehabilitees cope with improved technology after they are released and also help them acquire skills to help them earn a living after reintegration. Majority of the reintegrated rehabilitees were not on any form of supervision, no follow-up, some graduates had a lot of support from their families, some were discriminated upon in the community for being rehabilitees and finding jobs, schools and other services within the community was not easy.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This chapter presented background to the study, purpose of the study, statement of the problem, limitations and delimitations of study, significance of the study, conceptual framework, research objectives and research questions, assumptions of study, definition of operational terms and theoretical framework.

1.2 Background to the Study

Reintegration of graduate rehabilitees is both an event and a process (Kyaw, 2007). It is a long-term process that starts at the time of the child's intake into a Rehabilitation school and continues even after the physical release (Guidelines for the alternative care of children- a United Nations work frame, 2009). The process aims at disengaging children from institutions and re-uniting them with their families and communities through interventions, programs and services designed to assist them resettle into their families and communities by networking with all relevant stakeholders (Maguire & Raynor, 2000). Each year in the United States of America, jails and prisons discharge approximately 600,000 graduates back to the community from rehabilitation schools (AL-Taher, 2007). The discharged graduates need to be followed up after release to ensure they settle well in the society.

In the US, a study by Mathur and Clark (2014) suggests that Juvenile justice has become the default service system for children with special needs. The US National Partnership for Workforce and Disability (2015) also reports that young people with behavioral and emotional disorders (EBD) account for about 47.4% in the Juvenile system while in the school system they were at 8% of students with disabilities.

Mathur and Clark, (2014) asserts that one reason why students with EBD, participate in Juvenile justice related issues is because of unresolved academic, mental health, and behavioral problems. They argue that these students have a long history of dropping out due to poor grades, school truancy, substance abuse, mental health, behavioral problems, and falls prey to juvenile justice in relatively subtle ways. As a result, children with EBD find themselves placed in highly secured facilities – specifically, rehabilitation schools with very limited freedom and decision-making power. Before being released back to the community, these students need well-structured transitions services to help them navigate confidently into the community and be reintegrated to this physically and mentally restrictive environment. They need extra support to successfully transit to school, work, and/or the community (Clark, 2018).

Juvenile justice facilities differ from other rehabilitation facilities in that a child has committed a crime and the facility is guarded to ensure that all entrances and exits are within the control of security personnel (Dawes, 2011). These rehabilitees, if not well supported, are at great risk of becoming better criminals and lack employment and mostly

face problems with family, co-workers, and community relationships. National Center for Educational Statistics, (2010) argued that they are more often excluded from less restrictive settings than any other special education category (Gagnon & Barber, 2014). Efforts are also being made to return EBD students to peculiar mainstream schools after dropping out. EBD students make more failures than other special education categories (Shapiro, 2010). Skelton, (2007) argues that, the premise is that students with significant disruptive behavior problems should be excluded from the mainstream environment and sent to special places to learn how to change their negative behavior. Once behavior improves, students are returned to the mainstream setting.

Cesar, (2007) previously, indicated a growing interest in reintegrating rehabilitated individuals into the community. The reintegration of graduates from remedial institutions or youth administration takes on a totally different angle when the graduates are young people (Hoge, 2007). During puberty, youngsters are amidst different advances, for example, the formative change from youth to adult status which spans social conditions, physical, emotional and cognitive changes (Skelton, 2007). Juvenile rehabilitees require a lot of guidance and counselling to help them make sober decisions as they exit the rehabilitation institutions.

In Wales and England, a study conducted by Keely in 2004 found out that over the initial half of year 2004, the percentage increase of rehabilitees is 11% increase: As of 2 July 2004, 2,586 young people were in for rehabilitation (Keeley, 2004). There was a high

conviction rate among this category. In an earlier study in 1999, there had been a revelation that 80% of 14–17-year-olds reintegrated back to their communities were reconvicted in the range of two years. Most of those reintegrated had a history of serious social rejection. More than a quarter of school-age children had the same educational and numeracy skills as normal 7-year-olds (Howell, 2009). Over half had a background marked by being in consideration or social administration association. 5,400 juveniles were sentenced to the schools in 2003-2004. Detention and Training Orders (DTOs) were the primary form of incarceration for juvenile rehabilitees. Of the condemned adolescent populace, approximately 66% were serving DTOs (Howell, 2009). The normal time span spent in authority under a DTO is 4½ months. The rest of the condemned populace were carrying out punishments for "grave wrongdoings", spending around 11 months in the adolescent domain, many were moved to adult facilities where they spent a critical extra time before they were freed (Bloom, Owen & Covington, 2004). The detention period exposed the adolescent detainees to skills and knowledge which will be useful to them after they exit the detention institutions.

The state has seen an impressive increase in the number of graduates, in contrast to a steady decline in the availability of social services, more effective measures were taken to reintegrate them into society (Ann & Boyance, 2008). California was among the first state to re-examine the merits of community-based rehabilitation programs. This was as a result of a reaction of dramatic increase in the state's rehabilitees' population and the failure of the other programs used previously to change a stable pattern in which roughly

two out of every three rehabilitees returned to rehabilitation institutions (Ann & Boyance, 2008). Financial support to the rehabilitees was important to help them settle well in the society.

Young rehabilitees face difficulties when reintegrated back to the society. Everyone hopes that they will effectively reintegrate into their networks and families, yet additionally face a "double transition" of maturing from teenagers into adults (Clark, 2018). This cycle is interceded by aftercare, which gives the graduates in the community difficulties for example, in job seeking, instructive projects, professional abilities and advice, as well as supervision normally done by probation officers (Burnett, 2004).

Although research has shown that a variety of aftercare programs have positive outcomes for young people, the presence of aftercare services is vital for young people effectively re-entering into their communities (Gagnon & Barber, 2014). It is an important step to do, but it is usually ignored. The quality and content of follow-up care should not be neglected. There are many program reviews of aftercare services, aftercare articles should thoroughly consider how workers provide rehabilitation services within their organizations. In all jurisdictions, juvenile aftercare is frequently availed via way of aftercare workers (often in private, contracted aftercare programs), juvenile probation officers, or a mixture thereof.

Research done in Kenya by (Mugo, Musembi & Kangethe, 2006) recommends reintegration into families and communities and further monitoring of young people leaving Kenyan rehabilitation facilities. They emphasize that development is fundamental to increasing the likelihood of effective rehabilitation outcomes. Some interested parties who include, government and non-governmental organizations, can help with development towards successful exit (Wakanyua, 2006).

Social support from family demonstrates a sense of caring for others and provides individuals with emotional and instrumental resources by providing tangible support from social networks such as community and family (Petersilia & Turner, 2010). Providing individuals with emotional and instrumental resources by showing concern for others and offering food, transport, housing and secure employment (Skelton, 2007).

According to (Mugo et al., 2006), in Kenya, the aim of youth rehabilitation schools is to rehabilitate and reintegrate children into society for a fully functioning life. They also provide mentorship programs, a feature found in juvenile law (Cap. 141) and Kenyan law (GoK, 2002). They also provide primary education as there are primary schools within the institutions. Ministry of East African Community, Labour and Social Protection, State Department of Social Protection, Department of Children's Service provide staff in the schools. No secondary education is provided within the schools but those rehabilitees who pass their primary exams are allowed to proceed to secondary schools of their choice. This helps equip them with enough knowledge as they exit the schools. Research

shows that the process of reintegration presents another challenge to the individuals undergoing rehabilitation. The aim of this study was to assess the outcome of transition process on behavioral change among the graduates released from Kenya rehabilitation schools.

1.3 Statement of the Problem

Extensive research has been carried out in areas of juvenile rehabilitation in Kenya. Most studies have focused on institutional phase of rehabilitation, shedding little light on the post institutional life experiences especially for the rehabilitees reintegrating into society. The average recidivism rate for the 18 US agencies was 36.5%. This research seeks to investigate whether recidivism is common among reintegrated graduates here in Kenya. Follow-up period used to estimate reoffending is on average 3.7 years in the United States. Studies conducted in Kenya on follow-up period used to determine relapse are unclear. The aim of this study was to determine whether in Kenya graduates were followed up after reintegration. No studies have been done to identify the relationship between the curriculum used in the rehabilitation school and its impact on smooth reentry process by the rehabilitees. Provision of secondary education is important and provision of enough teachers is important. This study intended to identify the gaps on the curriculum and proposes changes that can be included in the curriculum to aid in assisting the rehabilitees in smooth transition and finally, fill in the gaps by conducting biographical research based on life stories of individual who have received help from rehabilitation schools from year 2012-2015.

1.4 Purpose of the Study

This study aimed to determine the outcome of the transitional process on behavior change among graduates discharged from rehabilitation schools in Kenya.

The study addressed the following research objectives:

- i. Determine factors which contribute to successful reintegration of rehabilitees.
- ii. Find out if there is follow-up of the graduate rehabilitees after they are reintegrated back to the society.
- iii. Asses the opinion of the graduate rehabilitees towards the reintegration process.
- iv. Determine if family members accept and support the reintegrated rehabilitees.
- v. Establish ways in which community leaders support the reintegrated rehabilitees.
- vi. Explore the challenges faced by the reintegrated graduate rehabilitees.
- vii. Identify gaps on the curriculum for education and vocational training used in the rehabilitation schools.

1.5 Objectives of the Study

Objectives of the study were to:

- i. Determine the factors which contribute to successful reintegration of rehabilitees
- ii. Find out if there is follow-up of the graduate rehabilitees after they are reintegrated back to the society.
- iii. Assess the opinion of the graduate rehabilitees towards the reintegration process.
- iv. Determine if family members accept and support the reintegrated rehabilitees.
- v. Establish ways in which community leaders support the reintegrated rehabilitees.

- vi. Explore the challenges faced by the reintegrated graduate rehabilitees.
- vii. Identify gaps on the curriculum for education and vocational training used in the Rehabilitation schools.

1.6 Research Questions

This includes;

- i. Which factors are likely to contribute to successful reintegration of graduate rehabilitees into society?
- ii. How is follow-up of the rehabilitees done after they are reintegrated back to the society?
- iii. What are the opinions of the reintegrated graduate rehabilitees towards the reintegration process?
- iv. What are the perceptions of family members towards the reintegrated graduate rehabilitees?
- v. How do community leaders support the reintegrated graduates?
- vi. What kind of challenges do the graduate rehabilitees face after they are reintegrated back to the society?
- vii. What gaps exists on the curriculum for education and vocational training used in Rehabilitation schools?

1.7 Assumption

The researcher assumed that:

- i. Rehabilitees, family and community leaders would accept to be interviewed.
- ii. Time allocated was appropriate for the chosen sample of the rehabilitees.
- iii. The rehabilitation school managers were to give a list of the reintegrated rehabilitees.
- iv. It would be possible to trace the rehabilitee's whereabouts.

1.8 Limitations of the Study

1.8.1 Limitations

- i. Rehabilitees were located in all parts of the country, hence tracing them was difficult.
- ii. Some respondents did not understand English or Kiswahili well, hence interpreters were used.

1.8.2 Delimitations

Includes:

- i. The research was confined to the graduate rehabilitees who had finished the rehabilitation process from schools in Kenya from the year 2012 to 2015.
- ii. Study was confined to the graduate rehabilitees released at 18 years or less.

1.9 Significance of the Study

Research has contributed to the present body of knowledge on social reintegration of rehabilitees. Policy makers found information that helped them address the problems that prevented successful reintegration and used it as a basis for further research. The research findings contribute to the existing literature, especially with respect to the children's sector and rehabilitees may benefit from the improved method of reintegration.

1.10 Theoretical and Conceptual Framework

1.10.1 Theoretical Framework

The study was guided by the theory of social reaction, also known as labeling theory. In 1960s and 1970s, criminologists such as Howard Becker, Kai Erikson, and John Kitsuse began to pay attention to what they called social reaction theory, which is derived directly from works of (Lemert, 1951). In his 1951 book, Sociologist Lemert developed the concept of secondary deviance. He developed this view further in his 1967 book by name Human Deviation, Social issues and social control. Erwin Lemert is credited for being the forerunner of today's accepted social reaction theory which is a precursor to the social reaction or labeling theory which has present day acceptance and include many of the same concept.

Social Reaction theory examines the pathway to social deviance in two stages: primary deviance and secondary deviance. Both are also integrated into labeling theory. Primary deviance begins with the first criminal act, after which a person may be labeled as a

deviator or criminal, but has not yet accepted that label. They do not consider themselves criminals and this differentiates primary from secondary deviance (Lemert, 1951). Secondary deviance is when the criminal mark is imposed on a person during defamation, at which point the defendant is formally labeled a criminal. It often occurs during court sentencing and can also occur in a more unpretentious form.

Secondary deviance occurs when a person finally accepts the deviant or criminal label into their self-image. The majority of the rehabilitees are in denial at the time they fall into the hands of police officers or probation officers until their cases are determined by the judge. Some fail to accept their mistakes while others do accept. By the time the judge recommends sending them to rehabilitation schools, they are in the first stages of deviating and have not acknowledged themselves as criminals. As they go through the rehabilitation process, they slowly and gradually accept themselves and by the time they exit the schools, they have accepted themselves as deviant hence accept the criminal label into their personality. At this point, they qualify to be in the secondary deviance stage. The transition from primary to secondary deviance is a developmental process. As illustrated in the conceptual framework, training in the rehabilitation schools in terms of education, vocational training, guidance and counseling, follow-up, family support and community acceptance (Independent Variables), when these variables are well-coordinated, this will help the graduate accept himself, hence accept the label given to him/her and the outcome will be a successful transition (Dependent Variable). If the independent variables are not well coordinated, the transition process will be a failure.

1.10.2 Conceptual Framework

A conceptual framework was developed after analysis and synthesis of the literature review and theoretical framework. A Social Reaction Theory is utilized because various factors have been shown to influence the transition process.

If factors are critically analyzed and addressed, this should help improve the reintegration process. Families, communities, community leaders, and nations at large need to work to improve the transition process. This framework clearly shows the relationship between dependent, independent and intervening variables. Successful transition process being the dependent variable which is dependent on: proper preparation of the graduates in achieving training skills, proper counseling and education while in the rehabilitation schools. Family and community should also be well prepared to receive the graduates. If there is no acceptance by family and community, this was to lead to failure of the transition process. The intervening variables included various government policies, culture and curriculum which could limit the decisions the various stakeholders made, hence interfered with the transition process. Proper preparation of rehabilitation recipients, families, communities, and community leaders should help achieve successful reintegration and improved behavior among graduates; Any shortage will prevent graduates from reintegrating successfully, leading to unimproved outcomes. Family and community recidivism are needed for graduates to change behavior for better.

Change of behaviour for better involves equipping graduates with financial empowerment capabilities and imparting them with great and applicable instructional education and helping them reintegrate into regular schools and society and include helpful aftercare services. This helps the graduates integrate well into society and protect them from relapse. It is in this context that the researcher seeks to provide insight into the real-life experiences of graduates (Wakanyua, 2006).

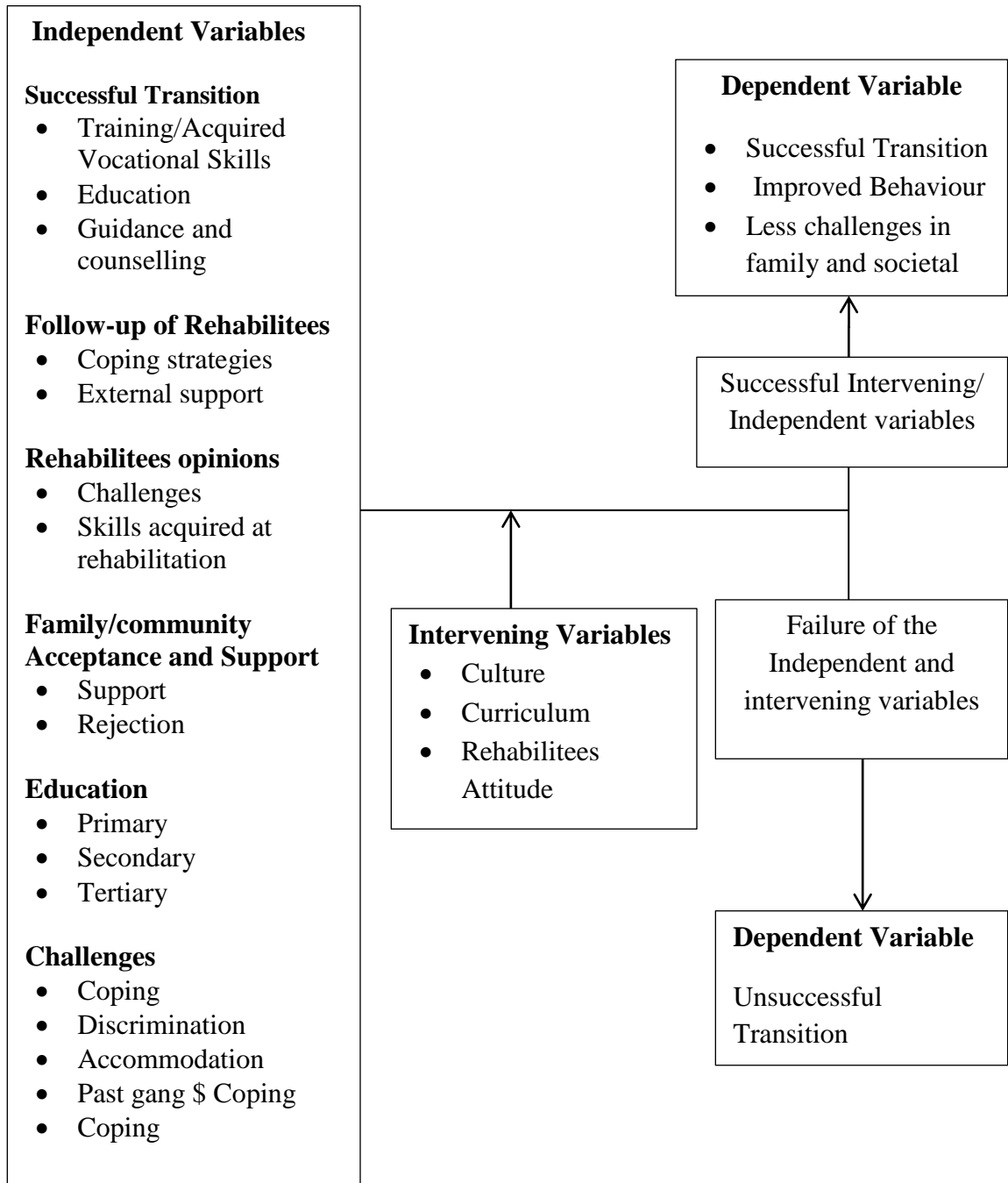


Figure 1.1: Conceptual Framework

Source: Modified from Bartollas & Miller, 2005

Figure 1.1 above clearly shows the relationship between independent, dependent and intermediate variables. If appropriate preparation by the family, the graduate, the community and community leaders is done, this would lead to proper resettlement of the graduates and in the absence of adequate preparation of the graduate, communities, families and community leaders, this will lead to lack of proper resettlement of graduates. Intervening variables such as non-governmental and governmental organizations, government agencies, curriculum, and culture may or may not affect the other two variables.

1.11 Operational Definition of Terms

Alumni: Persons who have graduated from the rehabilitation schools

Correction: A rehabilitation process that transforms rehabilitated individuals into responsible citizens.

Deinstitutionalization: The intentional removal of an individual from an institution

Delinquency: Unacceptable behavior that conforms to the moral norms of society.

Juvenile Offenders: A boy or girl under the age of 18 years who repeatedly commits acts of a kind that is punishable as a crime.

Programs: Components that make up the rehabilitation process of a rehabilitation schools.

Recidivism: A person who returns to criminal activity after being involved in a previous crime.

Rehabilitees: A person who is undergoing rehabilitation

Reintegration: The process by which rehabilitated young people are accepted back into the society and normal life like others of their age.

Reintegrative Shaming: Situations/ actions that make somebody feel embarrassed

Graduate: A person who has successfully completed the rehabilitation process

Transition: The process or a period of changing from rehabilitation to reintegration

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed related literature on the rehabilitees' reintegration into the society. The aim of this study was to determine the outcome of the transitional process on behavior change among reintegrated graduates from Kenya rehabilitation schools. The literature was screened under the following subheadings: Factors contributing to successful reintegration of graduates, follow-up of graduates after reintegration, opinions of reintegrated graduates, explore if family members accept and support the reintegrated graduates, ways in which community leaders support the reintegrated graduates, the challenges that graduates face and identify gaps on the curriculum for education and vocational training used in the rehabilitation schools.

2.2 Factors which Contribute to Successful Reintegration of graduate Rehabilitees

Reintegration might be decidedly or contrarily influenced relying upon the level of help young graduates are accorded. For instance, while some may rejoin strong family conditions, others may have no family or their home condition might be unacceptable because of savagery or different dangers (Dawes, 2011). The researcher wishes to identify factors that contribute to the successful reintegration of graduates.

The progress of the young graduates from care to society should be mutually arranged and overseen right from the beginning of the sentence as opposed to just leaving it to the probation service or others after release (Clark, 2018). During the first half of the 20th century, both the DPAS and the New Parole Service continued to provide assistance to graduates on a voluntary basis. This is a system through which graduates can seek assistance or parole assistance (Clark, 2018). Many graduates will need to get to the typical estate department and work of estate counsel which focuses on developing contacts and guide an entire scope of graduates (Kenemore & Roldan, 2006). Dawes, (2011) suggests the hiring of estate official who can work explicitly with graduates. It is the wish of the researcher to find out how the graduates deal with the issue of housing here in Kenya.

The juvenile justice system gives some attention to the juvenile's preparation for return to the community (Petersilia & Turner, 2010). Home visits, especially in private facilities, are frequently made available to juveniles before their release. In Minnesota and other states, parole or aftercare officers will visit institutionalized juveniles to help them plan for their reintegration. Home placements and usually school or job assignments must be finalized in most jurisdictions before the juvenile is released (Bloom et al., 2004). The researcher intended to find out if aftercare officers visit the graduates before release to help them plan for reintegration here in Kenya.

In the United States of America, since the 1920's, staff conducting the rehabilitation process attempted to deal with the predicament of re-offending by implementing a Program for graduates to work in the community and return to rehabilitation school (Petersilia & Turner, 2010). Petersilia and Turner conducted two studies in 1990 with male graduates from Washington State rehabilitation schools and examined the outcomes of exit programs. The first survey surveyed 2,452 graduates to determine program participation and progress. Forty percent (40%) of graduates spent a fraction of their sentence on work discharge. A subsequent study compared recurrence in 218 graduates. About half expressed interest in work release program, while the other half completed their sentences in rehabilitation schools and compensated the state for their incarceration, including the operating costs of rehabilitation schools.

The reviewers collected work on program outcomes and recidivism at his 6 months and hers 12 months from study participation. The results of the study showed that graduates are ready for the reintegration process. Risk to public safety was low, as participants were rarely involved in new crimes and were quickly re-arrested if they ignored their resettlement status. Petersilia and Turner, found that during the program, graduates kept jobs, rebuilt with their communities, paid for housing, and most lived drug-free lives. Lack of proper preparation of the graduates as they are released back to the community is the major cause of recidivism. The researcher intended to find out if there are work release programs in Kenya that allow graduates to work in the community towards the end of their tenure and then return to school (Bloom et al., 2004). Financial status of the

graduates as they exit the schools is very important. They will settle with ease if they have enough funds.

After being pardoned, most American graduates were issued with a bus ticket to see the parole officer the next day. Other states offer a new set of clothes, a move to acquire a residence, and \$25-\$200 upon discharge. The Vera foundation of fairness, an organization which is not profit oriented in New York, was set up in 1978 after which it was named the Centre for Employment Opportunities (CEO), This leads to an early change of services to graduates after being discharged, usually one week later (Petersilia, 2003). CEO orientation consist of 3 hours orientation on the first day, the next 4 days learn life skills, meet experts on Friday, through assignment CEO into a group and start working the next day. These courses include preparing graduates for job interviews, child care, housing, clothing, driver's licenses, and obtaining required documents (Petersilia, 2003). Employment professionals assess strengths and challenges and actively invite participants for interviews with the ultimate goal of securing full-time employment. Until the internship is successfully completed, graduates perform typical tasks such as cleaning, the CEO will continue to monitor the worker's progress for half a year and provide ongoing job search assistance or support and job progress services to those who have been displaced, such as due to layoffs (Kenemore et al., 2006). Researcher intended to find out if graduates receive support after their release or if they receive help in their job search.

In Hong Kong, multimodal approach is being used to improve the effectiveness of surveillance programs. This means that family-led individual and family group counseling sessions are regularly held before the graduate is released. Supervisors make surprise visits to graduates' homes and workplaces to ensure that aftercare programs are effective (Oshino, 2007). The researcher intended to find out whether such a program had been introduced in Kenya.

In South Africa reintegration of graduate is often influenced by communities' tendency of criticizing the graduates and their families due to different cultures and religions. Therefore, Parents of the graduates need constant support. The prison authorities in South Africa have proposed paying jobless graduates a social award for a temporary period subsequent to carrying out their terms in the rehabilitation schools. The award would give thousands who rejoin society consistently with some pay while they attempt to assemble their lives together (Kenemore et al., 2006). The researcher intended to find out if in Kenya the graduates are given some grants on release.

2.3 Follow-up of Graduate Rehabilitees after Reintegration

Aftercare programs are either non-functional or non-existence. In majority of purviews, the essential program is one in which probation or aftercare officials see customers intermittently but have nothing much to offer. Numerous young people are needed to do much more than send month to month composed reports for a weekly "drug drop" (Mathur & Clark, 2018). In 1994, 36 federal agencies in the United States reported that

57,359 young people had been released from care. The average length of stay for freed youth is 9.8 months.

The 18 institutions had an average recidivism rate of 36.5% (the average follow-up period used to estimate the recidivism rate for 18 of these 19 institutions was 3.7 years. These schools review different standards and different people responsible for making the release decisions. Parole or parole boards make decisions in 44 states, and other boards or agencies make decisions in three states. In some other states and in Illinois, judges dealing with juveniles have the power to remove juveniles from facilities (Holtfreter & Morarash, 2003). The researcher intended to find out if the time spent in school by the graduate was enough for them to change. In 1988, the Pennsylvania Board of Judges at a juvenile court, launched an intensive aftercare monitoring program in Philadelphia and Pittsburgh for youth who would otherwise be classified as habitually serious and violent by the rehabilitators.

The entire Philadelphia sample consisted of ninety youth who were freed from the Bensalem youth improvement institutions between December 1988 and January 1990. These youth were placed on a caseload of no larger than twelve and supervised by probation officers. About 50% of the adolescents allocated to escalated aftercare were rearrested. Conversely, 64 percent of the control subjects, with equivalent reality of new offences for the two gatherings, were rearrested (Howell, 2009). The researcher intended to find out if the reintegrated graduates reoffend after release.

Cole and Cohen (2013), recommends the strengthening of aftercare services for reintegrated graduates should be strengthened as standards are developed and emergency assistance is provided. A few young rehabilitees may fail to rejoin steady family conditions. Families can become unhappy because of violence and other risks. Reintegration was slow and there was a lack of adequate preparation of rehabilitation structures and field staff. Children's contribution is minimal. Community-based and non-governmental actors can complement the government's role and take full or partial responsibility for the reintegration process. Actors include national and foreign NGOs, religious groups and community-based organizations/health workers (National Collaborative on Workforce and Disability, 2015). The researcher wished to find out if the graduates found support after they were reintegrated.

A study conducted in Kenya by (Wakanyua, 2006) recommends that graduates should be reintegrated into their families and society when they leave Kenyan institutions. Rehabilitation of graduates takes on a totally different direction when those reintegrated are teenagers. The researcher wished to find out if there has been proper follow-up of the graduates after reintegration.

2.4 Opinion of the Reintegrated Graduate Rehabilitees towards the Reintegration Process

Reintegration involves removing graduates from institutions through intervention programs and Services aimed at helping them join with their families and communities

by engaging networks of all relevant stakeholders (Kyaw, 2007). All nursing interventions should be designed and implemented to address specific problems in a particular child's life. They may be siblings, but she does not have more than two children who share exactly the same opinion (Karma, 2007). It was the researcher's wish to find out the opinion of the reintegrated graduates.

The fundamental explanation revealed by some graduates with respect to why they showed no interest in education or training. The course they were looking forward to were taking longer than the actual sentence, or they felt that the restoration program had been too delayed in giving educational openings. Instruction openings were not continually impending and a few interviewees, especially short term graduate talked about their disappointment at getting no reaction to their soliciting for training opportunities (Liddle, Feloy & Solawki, 2000). The researcher wishes to investigate whether courses availed in the schools are useful to the rehabilitees in Kenya.

Some rehabilitees serving short sentences additionally commented on the obvious disparity of arrangement among the rehabilitees carrying out various incarceration lengths as follows; there should be short courses offering certificates to enable those serving short sentences benefit before they exit the rehabilitation schools. More obvious reasons why a few interviewees failed to partake in instruction or did not value the idea for instance, among those who previously reported having basic skills in maths and English. Delivery method - some people didn't like being in the classroom (maybe identified with negative encounters at school); worry about being rebuffed on the off

chance that they exited (for instance, being given a more drawn out sentence) – this may bring about the requirement for 'tester' courses, and greater understanding on rehabilitation guidelines according to cooperation in training; and a few interviewees were not prepared, or ready to consider training on enlistment (for instance, restoration who were encountering wretchedness or confusion toward the start of their sentences) – this may suggest that instructive necessities should be returned to various stakeholders during the sentence (Liddle et al., 2000). The researcher intended to investigate if the courses offered at the schools were satisfactory or needed to be reviewed.

Among the individuals who had shown some interest, the type of courses they had enrolled included: English and Information Technology (IT), Level 1 or 2 courses in Mathematics, human science, workmanship and ceramics; business related instructional classes, for example, wellbeing and security, site security, bricklaying, medical aid, driving, forklift permit and fundamental ability courses, for example, drugs mindfulness, thinking aptitudes and cash management. Most detainees said they had selected their courses soon after joining the schools but some more limited term detainees said courses were basically given to them based on accessibility and lessons length. Interviewees blended perspectives towards their encounters of instruction and preparation. Positive reactions were scholarly towards training courses were intriguing and esteemed in light of the fact that they reduced fatigue, potentially 'kept the cerebrum ticking' or got them out of the cell. Grievances about courses were that English and mathematics lessons were regularly portrayed as excessively fundamental. Business related instructional classes

were esteemed for giving viable assistance to looking for some kind of employment on delivery. With time, interviewees would in general value training in practical skills more highly than functional skills in mathematics, English and IT. This may reflect, to a limited extent, the deals they wanted to offer were typically manual. It has also been suggested that there may be chaos among the government forces, as recognized by the reformers, which refers to a concentration for practical abilities, for example, proficiency, numeracy and IT aptitudes, and detainees' points and inclinations (Liddle et. al., 2000). The researcher wishes to find out what courses are offered to graduates here in Kenya and what criteria they use to choose them.

Young children belong to communities and families. Institutions must consider full time care of graduates as a last resort when all other basic social security needs are not available or do not represent the best options to support, protect and care for the children. Families must be pessimistic when hiring graduates to speed up the reintegration process (Park, 2007). As families plan their reunions, they must be provided with correct information, correct facts, and respect. Family capacity building, including developing technical and non-technical skills, promoting attitude change, and imparting knowledge, is central to reintegration planning. Confidential Information about children and families should only be shared with relevant individuals or professionals (Regoli, Hewitt & Delisi, 2008). It was the wish of the researcher to find out if the graduates competed well in the job market with other members of the community.

2.5 How Family Members Accept and Support Reintegrated Graduates

Family social support can be defined as an explicit or actual passionate and instrumental arrangement provided by an interpersonal organization such as society or family (Skelton, 2007). By showing compassion for others and offering tangible support, we reduce the likelihood of feeling offended by providing individuals with emotional and instrumental resources. In particular, consistent social support from the family increases the likelihood of effective reintegration by acting as a protective factor against adolescent relapse (Keeley, 2004). Social assistance tends to develop good social bonds with family members and may provide assistance in the event of dire and stressful events such as imprisonment and consists of material support. Instrumental family support is specific and includes assistance with meals, shelter, transportation, schooling, employment, other financial obligations, and transportation (Kimberline et al., 2006). Instrumental assistance can reduce the likelihood of relapse by providing individuals with the tools they need to successfully re-enter the society. Dismissed graduates are expected to undertake tedious and difficult tasks such as: Example: finding an apartment and secure a job (Creswell, 2005). On the other hand, Skelton (2007) argues that violence and other risks prevent some young people from returning to supportive home settings. The researcher intended to find out what kind of support family provides towards the success of the reintegrated graduates.

The researcher noticed that the evaluation tests offered to adolescents in the recovery institutions can't contend well in the work market (Skelton, 2007). This leaves the

reintegrated adolescent graduates jobless. Reintegration is moderate and needs sufficient arrangement on part of the institutions and field officials. Rehabilitees participation is minimal. Community-based and non-governmental associations can complement the government's role and take full or partial responsibility in the reintegration process. Stakeholders include national and international non-governmental organizations, religious groups, community-based organizations/health workers (Corwin, 2005). It is the wish of the researcher to find out those who are involved in the reintegration of the graduates.

2.6 Ways in which Community Leaders Support the Reintegrated Graduates

The process of implementation of community development entails a process whereby people in the society get together to take a total action and produce answers for essential issues. Consider the rationale for grassroots processes to make communities more accountable, organized and collaborative. In this regard, therefore, according to (Shapiro, 2010), community development recognizes that: there exists connections between cultural, environmental, social, and economic concerns; there is diversity of interests within community and there is need for relationship to build different capacities. Community development therefore occurs when a challenge or opportunity is presented and the community responds. At this point, community members recognize their ability to act collectively to overcome the challenges presented to them for the benefit of the community. Community development may also occur when there are changes taking place. It is therefore important to recognize that graduates are important opportunities

which have remained untapped for a long time and thus there is need to tap their potential through the CSO program.

Advocates of community-focused resettlement includes faith groups who see joining a church or other faith groups in the community as a route for graduates to achieve integration with a non-criminal circle of people. Another example is 'circles of support', a plan pointed toward giving graduates who will in general be avoided by past companions or family with an exceptionally made network of volunteers who keep in touch with them and at the same time act as informal monitors of their behavior. Despite various incarceration and probation programs, many young people get into trouble after being released. Recidivism rates on aftercare depends largely on how recidivism is measured, tend to vary from 25 to 40 percent. The explanations behind the disappointment of aftercare range from authoritative components to the absence of help in the network, and to the adolescents themselves. Authoritative elements incorporate the extraordinary fracture experienced in the framework, the questionable and even ruinous nature of institutional life, and the occasionally subjective dynamic by aftercare officials. The absence of emotionally supportive networks in the society, including the failure to find a new line of work, the shame related with being a "terrible" individual, and absence of coaches to direct and empower the young people, likewise make it simple to re-visitation of wrongdoing. At last, individual components incorporate a hunger for drugs and liquor; unwilling to leave institutions and strive with probation officers, school

specialists, and guardians (Hoge, 2007). It is the wish of the researcher to find out if the rehabilitees are mentored and guided well before being reintegrated.

The reintegration of graduates into society is a complex issue involving a wide range of social and government networks and programs. Policies can vary from state to state, and the policies that affect detoxification and the programs available inside and outside of rehabilitation schools depend on many factors. Different types of sentences are available to judges, different types of release mechanisms, types of programs offered in correctional facilities, and the level of supervision provided or required by parole facilities (Kothari, 2007). Community and family support for rehabilitation workers, the types of social services available in their community, housing agency status, generally school, and prior assignments when a young person is discharged from the institutions in most jurisdictions. However, unlike adult corrections, some training schools focus on pre-discharge programs to prepare residents for community experience (Howell, 2003). The researcher wishes to find out if Kenyan graduates are being offered job opportunities as they near the end of their terms.

Adolescents who have been limited for a couple of months in rehabilitation school need not bother with reintegration programs as much as do grown-ups who may have spent years within the school walls. A few grown-ups experience a startling shock when discharged abruptly and without planning. They may feel muddled and confounded by the progress from confined living to life in free society. Interestingly, this bewilderment

and disarray shows up considerably less every now and again with released adolescents. Notwithstanding a lot more limited time of containment, the receptiveness of many preparing schools' grants adolescents to move to and fro between the establishment and the network. A persuading case can be made that adolescents need a greater amount of these reemergence programs than they typically experience. Few adolescents frequently have contorted thoughts of what anticipates them in the network. They foresee those long-standing issues with network individuals will not exist. As one aptly put it, "I'm more mature now; I can handle my mom." Adolescents typically underestimate the difficulty of returning to the same community and peer relationships. In most countries, advertisements are broadcast through television and radio programs to reduce the stigma of prisoners. Retention of prisoners is essential not only for reintegration and rehabilitation of young people, but also to build a support program among community members (Cesar, 2007). The researcher wished to know if Kenya has established a broadcasting program on how to treat the graduates.

Rehabilitees in public institutions do not have the opportunity to work with community networks outside of their private offices. by all accounts, to be more worried than public schools about adolescents having a work insight preceding their exit, however the issues with such projects incorporate the security hazards included, the absence of staff to find occupations and manage the rehabilitees, and the failure of occupants to deal with occupations valuably for more than a brief timeframe (Kimberlin & Weinstein, 2008). It

is the wish of the researcher to find out if in Kenya the rehabilitees have work experience before they are reintegrated.

2.7 Challenges Faced by the Reintegrated Graduates

Unlike adult corrections, countable rehabilitation institutions place a lot of importance on prerelease programs that endeavor to plan for rehabilitees societal encounters. Those that incorporate information and advice on such issues as employment opportunities and employment assistance. The importance of arriving on time, perspectives on driver education, legal issues and contracts, basic financial management, personal health habits and proper nutrition, family responsibilities, interpersonal relationships, and the dangers of alcohol, drugs, and tobacco (Kimberlin & Weinstein, 2008). The researcher wishes to find out if the courses offered in the schools are useful to the reintegrated graduates after release.

The most controversial of the three, a broad review of the ‘correctional services’ by Patrick Cater (Home Office, 2003), took as one of its main focuses the lack of coordination between the probation services and prison in their delivery of rehabilitative and resettlement interventions. The report recommended major organizational changes to ‘join up’ the work and make it more meaningful and coherent from the rehabilitees’ perspective. Carter, 2003 additionally contended that the nature of intercessions would be improved by introducing an element of commercial competition – what is called contestability-and allowing other public sector, private or voluntary agencies to bid

against probation and prisons for contracts to deliver them. These recommendations were immediately accepted by the government and translated quickly into action (many would say too hastily see, for example, Park, 2006).

Within a few months, the decision was taken to set up the new National Offender Management Service (NOMS), to become answerable for commissioning and overseeing the conveyance of all interventions with rehabilitees inside jail, in the community, or 'through the gate'. In doing so, it would create a clear separation between 'Rehabilitees management' (the planning and monitoring of each rehabilitee 'journey' through his/her sentence, including the enforcement of conditions) and 'interventions' (individual rehabilitative, punitive or restorative activities within the sentence): either or both may in the long run be exposed to 'contestability'. What's more, (NOMS) was planned, in view of the thought of reasonable, 'start to finish' rehabilitees management (NOMS, 2005; see also (Raynor & Maguire, 2006). As will be discussed later, these new arrangements, combined with the execution of Reducing Re-Offending National Action Plan are already giving a new shape to resettlement practice in England and Wales (Skelton, 2007). The researcher wishes to find out the measures being taken by Kenya government to ensure that recidivism rate is reduced.

There is need to evaluate community-based treatment programs for graduates and processes of reintegration into society without restriction or stigma from community members (Pamphlet, 2007). In Honduras, youth gang affiliation and social stigma have

become a problem, and changes in culture, education system, and values are required. An expert from South Africa, Dr. Anne Skelton, responded to the statement by saying that some South African NGOs have taken a hostile attitude toward the government and actually do not support the government's provision of services but some do support (Skelton, 2007). It was the wish of the researcher to find out if any NGOs are assisting with the reintegration of the rehabilitees here in Kenya.

Problems faced by the rehabilitees include; getting a job, finding help from family or close friends, stigma and discrimination. They experience the challenge of finding work as most of them leave the rehabilitation schools with no money, no immediate rights to employment, benefits and few job opportunities. Debt and financial liability can also worsen, the use of national action plans to reduce recidivism, and prison conditions can negatively affect self-confidence and life skills. Numerous adolescents are not given the chance to work in community before their delivery. Private offices seem, by all accounts, to be more worried than public establishments about adolescents having a work insight preceding their delivery yet the issues with such projects incorporate the security hazards included, absence of staff to find occupations and manage inhabitants and the failure of occupants to deal with occupations productively for in excess of a brief timeframe (Kenemore & Roldan, 2006). The researcher intended to find out if the rehabilitees in Kenya are allowed to work in the community before they are reintegrated into the society.

In Brazil, recidivism rates are high, facilities are overcrowded with rehabilitees, and the aftercare systems are poor. Dr Skelton revealed that community-based treatment in South Africa is less expensive than institutional care and easier to convince governments to implement. War orphans who are rehabilitees are forced to reintegrate into society because there is no one to care for them. Skelton said South Africa has good relationships with NGOs and governments for community-based treatment but the only problem is that accessibility between rural and urban areas is unequal. She stressed the need for governments to fund NGO activities to provide public services (Skelton, 2007). In Tonga, NGOs rely more on community-based treatments. The only problem is that all NGOs are based on the mainland. In Japan, statistics show that about 80% of graduate cases are abandoned after investigation by family court probation officers. The government has not defined specific remedial measures because treatment does not meet the needs of offenders and there is lack of proper training. Iraq faces the same problem. Statistics show that a high proportion (60%) of the population is young in the Middle East. Skelton said in South Africa there has been training sessions on diversion for government judges and prosecutors. It also indicates that the government got money from donors and persuaded them to continue funding the NGO's activities (Kyaw, 2007). The researcher wishes to find out if there are any NGOs funding various legal activities to assist the alumni here in Kenya.

Skelton (2007), referred to demise of a rehabilitee who was held in jail with other rehabilitators under the age of 21 in the criminal justice system. Referring to the 1997

amendments, Skelton said his Cabinet approved Child's Justice Bill in November 2001 and submitted it to Congress in August 2002. Bill is focused on advancing Ubuntu within the framework of children's justice by promoting the nobility and values of others and promoting respect for the shared freedom of others increase. Next to, Skelton focused on the significance of remedial equity, appraisal and redirection ideas, for example, responsibility and reconciliation and the contribution of families and networks (Skelton, 2007). It is the wish of the researcher to find out whether there is any reform justice done to the graduates.

In her remarks, she noted the importance of post-trial supervisors in the integrated framework of South Africa's criminal justice system. In rural areas, probation officers are still in short supply. Skelton (2007) also noted that when Nelson Mandela her President first visited Congress, Children's issues were resolved, and criminal justice frameworks were resolved on how to deal with future reintegration of the youth and the South African government also guaranteed the protection of children's rights. Dr. Skelton cites this as one of her first appeals to the newly created Constitutional Court (Cole & Cohen, 2013).

Notwithstanding formative progress, graduates must battle with extra difficulties related with reappearing in the community subsequent to finishing custodial sentences or court-based requests under the management of youth justice administrations. The difficulties that emerge from these double changes are multifaceted and formidable. Youthful

graduates are those in the age range of 15 and 21 years, the category being classified into adolescents (15–17 years) and adults (18–21 years). Most of youthful rehabilitees have endured numerous hardships, including physical and sexual maltreatment, physical and emotional well-being issues, parental disregard, poor instructive participation and substance abuse. Somewhere in the range of 40% and 49% of rehabilitees have been in rehabilitation school care, 40% of young women and 25% of young men report experiencing violence at home. Over 30% of her young women report sexual abuse. Nearly half of school-age rehabilitees have a numeracy level of education and numeracy of 11 years old. In this study, between 46% and 81% of rehabilitees had mental health problems, 10% showed signs of mania, 51% were multidrug addicts, and about 40% had both. We presume that it depends on the challenges that arise from mass migration (Oshino, 2007). The researcher intended to find out if rehabilitees are involved in drug use.

Martinez, (2009) during her research on graduates released back to society interviewed some of the rehabilitees. They were asked to describe how they dealt with the issue of reintegration into society. They were asked to incorporate personal strengths, qualities, personality traits, and/or virtues that help them cope with reintegration. The following answer demonstrates this topic.

‘Wish to achieve what I want in life, do what my father was not able to do. Would wish to explore my talents further to make more network. It feels good when people see my artwork and congratulate me,’

Another interviewee had this to say;

‘Being out of the rehabilitation school, engaging in different games is a great joy to me. Was at Disneyland and Universal studio and was very happy. I used to swim, play polo and many more things when I was young. When I’m released I want to be participating in many activities after work to help keep myself busy and out of trouble.’

After returning from rehabilitation school, respondents were asked to indicate who helped them, why they found support there, what kind of support they received, and how often these people were helpful. Sources of support reported by men include: Relatives, wives/girlfriends, priests and friends. Two types of most important support systems were close relatives (50.0%), especially parents and siblings, and wife/girlfriend (41.7%). It is clear that not all graduates have access to support systems from close relatives.

Kennemore et al., (2006) conducted a qualitative survey of the experiences of 12 graduates. Respondents were 8 males referred from probation agencies and 4 females recruited from transition agencies. Most respondents reintegrated from rehabilitation school were incarcerated within a year or less than an year. As a result of the research, the following themes were identified: exiting rehabilitation as a severely painful experience, reluctance to leave the rehabilitation facility environment, and hope for the future despite past and repeated difficulties having visions as keys to hope, and faith in God and the use of their experiences to give back to society.

This typically includes information and instructions on topics such as employment opportunities and job placement, the importance of arriving on time, driver training, legal

issues and contracts, basic financial management, personal health habits, proper nutrition and interpersonal relationships. Many young people in public institutions do not have the opportunity to work in the community before being released, whereas private institutions do. Objections to such programs include associated safety risks, lack of staff to find jobs and supervise residents and residents' inability to manage their jobs well in the short term. In youth ministries involved in projects like this, staff typically leaves the office early in the morning with enough lunch and transportation to return towards the end of the day. Some residents are provided transportation to and from work. Some people use public transportation (Kiuchi, 2007). It was the wish of the researcher to find out if the job market is split among the alumni.

Adolescents who have been bound for a couple of months in a correction school need not bother with re-entry program as much as do grown-ups who may have gone through years in jail. They may experience a surprising shock when they are suddenly handed over without a plan, graduates who experience these long-standing problems with relatives will normally not imagine getting back to a similar network and friend connections. They likewise overestimate the amount they will procure and what way of life they will have the option to keep up with their pay when they get jobs (Oshino, 2007). It is the wish of the researcher to find out if the graduates are given any form of support to sustain themselves after release.

The task team reports that it needs to investigate the causes of the criminal justice backlog and the reasons for waiting for trial. Alternative punishments need to be considered to avoid sending rehabilitees for petty crimes to already overcrowded schools. Members of the Legal Aid Committee must visit and report to the Portfolio Committee on a regular basis. It is also recommended that the Office of Justice and the Director of Constitutional Affairs agree on policies and strategies. These guidelines and strategies will be communicated to relevant ministers. (Source Parliamentary Oversight: Progress Report January, 2009) establish safer childcare facilities and one-stop child justice centers in courts. During court hearings, policies must be enforced to ensure effective case management for children who have been arrested and accused and who are awaiting trial. It is the wish of the researcher to find out if there are alternative sentences for juveniles who commit petty crimes here in Kenya.

2.8 Identify the Gaps on the Education and Vocational Training Curriculum Used in Rehabilitation Schools

Rehabilitation schools are designed to provide formal education, non-formal education, and vocational training. They should establish a Board of Education, consisting of section heads and meeting at least twice a month, as a decision-making body to ensure the proper operation of the school. The manager of the RS shall chair the committee and the deputy manager shall be the secretary. In case the manager cannot attend the meeting, the deputy manager shall play the role of the manager and one of the section head shall be the secretary. The manager of the RS shall chair the committee and the deputy manager shall

be the secretary. In case the manager cannot attend the meeting, the deputy manager shall play the role of the manager and one of the section head shall be the secretary. The manager shall listen to the opinion of the school committee when he has to make decisions concerning the following matters: -ITP approval, evaluation of progress of the children, scheduling and timetable, Academic, Vocational & other Programs. Establishment and operation of children's committee, dormitory assignment/movement, food, health care and hygiene, award and negative sanctions. Transfers, preparation of after care, application of the renovation of children's committal order and release on the expiry of the term, recommendation and approval of early release and other important matters relating treatment. Academic and vocational guidance and training should be provided according to the child's characteristics, needs, abilities, talents and motivations, including those who have not completed compulsory education, those who are illiterate, those with cognitive and learning disabilities. Special attention is paid to the education of children with (Department of Children Services, 2008). The researcher wishes to find out if academic, vocational guidance and training are offered in the rehabilitation schools in Kenya.

Every child shall have the time for daily leisure, play and contribution in artistic and cultural activity. The manager of the RS may introduce a progressive stage system in treatment, if deemed necessary to evaluate monthly progress of the children standard number of stages in the progressive system shall be 3; Stage 1, 2 and 3. Stage 3 is for newly admitted child and will be promoted to stage 1 and 2 based upon the progress in

each child. Promotion or demotion of the children shall be based on the behavior and attitude of the children, officer in charge of a child shall make an initial grading monthly, which shall be examined by relevant staff, and submitted to the school committee for approval. Items to be graded shall be: Rule observation, basic social manner and attitude, study attitude, interpersonal relationships, achievements with regard to individual risk and needs and overall evaluation based upon items. Grading of the above items shall be done according to the following marks: -A: Especially Good, B: Good, C: Average, D: Bad and E: Especially Bad. Results grading for promotion shall be notified to the children to motivate them, they are promoted by one stage after the approval of the school committee. Children who earn bad grade may be demoted by one or 2 stages Department of Children Services, (2008). The 1st stage children shall be the candidates for application of early release from the RS through the revocation of committal order by the court. It was the wish of the researcher to find out if the three stages of education are followed in the rehabilitation schools.

According to the children Act 2010, revised in 2021, all children have a right to teaching and have to be protected from economic exploitation and any work that is likely to be hazardous or interfere with the child's education, or is harmful to the child's health or physical, mental, spiritual, moral or social development. Rehabilitation schools aims at making graduates more responsible and economically productive members of the society, who on being discharged will have learnt a craft and become wage earners, or be able to further their education beyond O' Level. GOK, Directorate of Personnel Management

(2004): Most workshops in the Rehabilitation schools had closed down due to lack of personnel and necessary equipment. The funding that was being used to buy such equipment had been struck out of the budget. It was the wish of the researcher to find out if the workshops in the RS are well equipped and if there are enough instructors.

2.9 Summary of Literature Review and Research Gaps

The review of related literature search for this study was collected from around the world. Reports from the Far East point to successful aftercare and reintegration facilities in Japan, so-called transition houses. This facilitates a smooth transition of young people from detention facilities to the community. It is worth noting that these studies focused primarily on the views of people in rehabilitation, and paid little attention to those who had already gone out into the world after being discharged from the rehabilitation schools.

Further research on how rehabilitation school graduates adjust to the community after discharge, thus reinforcing the need for current research. On the other hand, an examination of the American literature shows that youth programs are therapeutically effective and that "nothing works" in most cases, and indeed many youth programs exacerbate problems and exacerbate relapses. Similarly, the African literature reports inadequate rehabilitation and aftercare services, the stigma of being released as a "graduates" or "rehabilitees" and the lack of opportunity for children to grow up, make society vulnerable. Submit your contribution. Based on the above recommendations, this

current study went a step further and conducted background checks based on the experiences of graduates exiting schools from year 2012 – 2015. In order to determine how services impacted their lives and how in their opinion they would wish to see things done.

The population of rehabilitation schools in America is huge and growing, mostly made up of poor, uneducated black men. Their rehabilitation and release wreak havoc on individual, family and community lives. Returning from rehabilitation school to the community is extremely difficult as they face many challenges and limitations. They are highly disadvantaged and are viewed very negatively by mainstream society. Current policies are not sufficient to serve discharged alumni and society at large. Researcher wish to find out what interventions' graduates need for successful reintegration.

The progress of the young graduates from care to society was mutually arranged and overseen right from the beginning of the sentence as opposed to just leaving it to the probation service or others after release. Reintegration was slow and there was lack of adequate preparation of rehabilitation structures and field staff. Children's contribution was minimal. Community-based and non-governmental actors complemented the government's role and took full or partial responsibility for the reintegration process. Actors included national and foreign NGOs, religious groups and community-based organizations/health workers.

CHAPTR THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter includes the research design, location of the study, research variables, target population, sample size, sampling techniques, research instruments, validity, reliability, pilot study, data collection techniques, logistical and ethical considerations and data analysis

3.2 Research Design

The study employed a qualitative research approach adopting phenomenological design. This approach helps in understanding the underlying reasons, opinions and motivations. It also gives an insight into the problem. According to Creswell, (2013), this design is suitable for studying human experiences based on participant descriptions and is used when participants are in varying localities.

3.2.1 Variables

According to Mugenda and Mugenda, (2013), the independent variable is the variable that makes the difference, and the dependent variable represents the effect that determines whether it occurs. In this study, successful reintegration process of graduate rehabilitees was the dependent variable. The independent variables included; training or acquired vocational skills, guidance and counseling, education, family acceptance and

society acceptance. If the independent variables are well managed, this leads to a successful reintegration but if not well managed, this leads to unsuccessful reintegration.

3.3 Location of the Study

The study was done in various counties in Kenya which included; Kiambu, Nairobi, Isiolo, Mombasa, Migori and Kisumu where the graduates were residing.

3.4 Target Population

Target population comprised of all graduate rehabilitees who were reintegrated back to the society from all the rehabilitation schools in Kenya, the managers of all rehabilitation schools, family members and community leaders who knew the graduates well.

3.5 Sampling Techniques and Sample Size

3.5.1 Sampling Techniques

When selecting or sampling, the aim is to get a representative of the target population (Mason, 2010). Mason states that this representation is a fundamental criterion for an unbiased and valid sample. Mertler, (2016) found that it is often impossible, impractical or very expensive to collect data from all the units in a survey problem and therefore accurately use a relatively small number of units to represent the attributes of the whole set.

The study used snowball sampling technique. It allowed researcher to follow cases with the vital information she needed at the interviewees home or at work, with the guidance of friends and rehabilitators. Researcher purposively selected managers from all rehabilitation schools in Kenya. This allowed researcher to gain greater insight into the phenomena under study. The researcher used Snowball sampling technique to trace 10 reintegrated graduates. Family and community leaders were purposively selected from information provided by the graduates.

3.5.2 Sample Size

The sample comprised of 10 graduates reintegrated from rehabilitation schools from the year 2012 to 2015, 7 managers of 7 rehabilitation schools, 10 community leaders and 10 family members. As indicated by Creswell (2013), in qualitative research, the fundamental purpose is not to generalize a population but is to build up an in-depth investigation of a central phenomenon which diminishes with the addition of each new individual.

3.6 Research Instruments

Interview guides were used to solicit information from respondents. It is a schedule in which the respondent's stories constitute data which the researcher gathered through interview or informal conversation (Creswell, 2013). The interview was to dwell on the respondent's social, economic and educational experiences after the reintegration process.

This tool was appropriate as it gave respondents more opportunities to express their opinions and broadened knowledge horizons to gain a clear understanding of the phenomenon under consideration (Mertler, 2016). Respondents were interviewed face to face and the response of the family members and community leaders towards the reintegrated graduates was captured. Notes were written in the field book. This tool was appropriate as it gave respondents more opportunities to express their opinions and more areas of knowledge were unlocked for a better understanding of the phenomenon being investigated.

3.7 Pilot Study

The aim of the pilot study was to determine the reliability of the survey instrument and consider the feasibility of the survey. Validity indicates whether an item measures what it purports to measure or describe (Creswell, 2013). To improve validity, a pilot study was conducted on available graduates living in Nairobi and Kiambu Counties who were reintegrated from Othaya and Kakamega rehabilitation schools. They did not participate in the main study. Reintegrated alumni contacts were solicited from school administrators and research instruments were administered to alumni with the help of trained research assistants.

3.7.1 Validity

Validity refers to the degree to which a study adequately justifies or evaluates the particular idea the researcher is trying to measure. This is the extent to which the results

obtained from the data analysis are truly representative of the phenomenon under study. This is related to how well the data obtained in the study represent the study variables (Mugenda & Mugenda, 2013).

To enhance the effectiveness of the research tools, the interview guides, were handed over to various experts in research and engaged supervisors and fellow researchers to review the content and build validity. Their suggestions were incorporated into research instruments to improve them.

3.7.2 Reliability

Reliability is the extent that experiments, tests, or measurement techniques produce the same results over and over again on repeated trials (Mugenda & Mugenda, 2013). Doing qualitative research is a tricky exercise that requires greater involvement of the researcher in the entire process.

3.8 Data Collection Techniques

Using information provided by school administrators, researcher with the help of two trained researcher assistants tracked and organized one-on-one interviews with the graduates, family members, and community leader. The interview was done with the consent of the respondent and points were noted in a note book to accurately present the conversations. Narrative statements were given as required by the respondents and written down in notebooks.

3.9 Data Analysis

Mertler (2016) states that, data analysis is the key backbone and lead wire to research. Data from studies was analyzed qualitatively and responses from the interview were recorded in notebooks. Content analysis was used to analyze the notes and categorize the ideas into themes identified by generating meaning from the text according to different target ideas.

3.10 Logistics and Ethical Considerations

3.10.1 Logistical Considerations

Prior to commencing fieldwork, the researchers received a Letter of Approval from the Graduate School Kenyatta University. This letter of authorization was forwarded to the (NACOSTI), which issued the permit for data collection. Due to the use of human participants, a letter from the Ethics Review Board of Kenyatta University was granted to the researcher. In addition, a letter permitting the researcher to visit the rehabilitation schools was obtained from the office of Director of Children Services, Ministry of the East African Community, Labour & Social Protection: State Department of Children Services to allow access to the Rehabilitation schools.

3.10.2 Ethical Considerations

Given the amount of time spent with participants, data collection can be ethically problematic (Creswell, 2013). According to the Kenya Constitutional Review Board draft (Republic of Kenya, 2010), all citizens have the right to privacy, including privacy of

communication. For these reasons, researcher obtained direct consent from participants when taking notes. The researcher provided each participant with two informed consent forms to sign. A copy was kept by the researcher and another was given to the participant. They were informed that participation was voluntary and they were allowed to quit at will at any stage. Additionally, participants were allowed to use anonymous names and were assured that their information would be treated with confidentiality and was to be used only for the specific purposes and not accessible to unauthorized persons and data was to be stored under lock and key. Electronic data was to be stored in a computer which only the researcher has access (password). They were assured the data was to be destroyed by the researcher after the research was over.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents research findings, interpretations and discussion according to objectives and research questions. Research is the study of stories based on written words, spoken words, or people's visual representations. It focuses on the lives of individuals as told through their own stories. Data were analyzed qualitatively. In order to achieve the research objectives, the research was guided by the following specific objectives; to determine factors contributing to successful reintegration of the graduates, examine if there is follow-up of the graduates, investigate the opinion of the reintegrated graduates, investigate whether families accept and support reintegrated graduates, determine how community leaders support reintegrated graduates, examines the challenges reintegrated graduates face in society and Identify gaps on curriculum for education and vocational training used in the rehabilitation schools.

4.2 General and Demographic Information of the Respondents

4.2.1 General Information

A summary of reintegrated graduates, rehabilitation school managers, family members and community leader's demographic information which includes frequencies and experiences, highest level of education attained, current age in years of graduates and length of stay in rehabilitation schools was provided.

4.2.2 Demographic Information

The sample of this study consisted of female and male graduates. The number of females reintegrated back into society every year is less than that of the male graduates. The average age of our graduates is 24 years and the age range is 20-27 years. The graduates interviewed were those reintegrated from the year 2012 to 2015. This is because the study had to target the graduates who must have settled for around 2-5 years before the actual study period which was 2017 when the research permit was issued. The length of time they have been in the society after being reintegrated ranges from 5 to 8 years. A total of ten graduates were interviewed; four female and six males. Those interviewed were from; Kabete, Dagoretti, Kirigiti, Likoni, Kisumu, Kericho and Wamumu Rehabilitation schools respectively. The table 4.1 shows the number of male and female graduates interviewed.

Table 4.1: Gender

Gender	Frequency	Percent
Male	6	60.0
Female	4	40.0
Total	10	100

The table above shows that a total of 10 graduates were interviewed, 6 (60%) were male and 4 (40%) were female. There are few women in Kenya exiting rehabilitation schools. This is because there are seven rehabilitation schools for boys and only two for girls.

Table 4.2: Highest level of education attained

	Frequency	Percent
Primary	5	50.0
Secondary	3	30.0
University	2	20.0
Total	10	100.0

The highest level of education attainment by the graduates is university 2(20%). Most graduates 5(50%) received primary education followed by 3(30%) attaining secondary education.

Table 4.3: Length of stay in the rehabilitation school

Duration (in years)	Frequency	Percentage (%)
1	1	10.0
2	3	30.0
2.5	2	20.0
3	4	40.0
Total	10	100.0

The above table shows that majority of the graduates 4(40%) stayed in the rehabilitation school for 3 years, this was followed by 3(30%) who stayed for 2 years, then 2(20%) who stayed for 2.5 years and 1(10%) who stayed for 1 year. The maximum number of years required to complete the rehabilitation process is three years (Children's Law, 2010). Therefore, most of the graduates were able to complete their sentence.

Ten family members, ten community leaders, ten graduates and seven managers of rehabilitation school were interviewed. The family member's interviewed were mainly parents and guardians incase the parents were absent. The community leaders interviewed were village elders and sub-chiefs in case the elders were absent.

4.3 Findings for Objectives and Research Questions

First objective was to determine factors that contributed to the successful reintegration of graduates from rehabilitation schools. the second objective was to find out if there was follow-up of the graduates, third objective was to assess the opinion of graduates towards the reintegration process, fourth to determine whether families would accept and support reintegrated graduates, fifth objective was to identify ways in which community leaders can support the reintegrated alumni, sixth objective was to examine the challenges reintegrated alumni face and the seventh objective was to identify gaps on the curriculum for education and vocational training used in rehabilitation schools.

4.3.1 Factors Contributing to Successful Reintegration

Graduates were allowed to talk about their activities after returning to society. Most of them had homes to live, had stopped using drugs, were married with children, had not committed another crime since resettlement, had shown remorsefulness, had reunited with their families, and some had returned to school. Others were self-employed while others had secured employment.

A Graduate reintegrated from Kirigiti rehabilitation school, whose home county was Kiambu, was asked to indicate the skills she acquired from the school and she gave the response below; *'I did farming, baking and dressmaking'* Asked if she finds the skills useful, she gave the response below;

'With money from my Boyfriend, have been able to rent a 1-acre samba near a river and I am doing little farming using what I gained from the school. I have planted many plants kama (Like);Sukuma (Kales), boga (Cabbage),vitunguu (Onions)na (and) carrots and sell. I marry 2 years ago and I am a mother of 2 boys. Through the money from farming, I am able to take care of my family'.

This showed that the skills she acquired were put into proper use. Reemergence might be influenced, either for better or for worse depending upon the level of help youngsters get in relation to the above elements. For instance, while some adolescents may re-join strong family ties, others may have no family or their home conditions might be unsuitable because of harsh or different dangers (Mathur & Clark, 2014). The graduate above was not given any assistance by the government through the relevant ministry after reintegration and did not return to supportive family. Her fiancée supported her by renting a piece of land. The farming skills she had acquired from the school helped her earn a living.

As explained by yet another graduate reintegrated from Kabete Rehabilitation school, who resided in Parklands, he was asked if he had been employed and he gave the following response;

'the skills i acquired from the rehabilitation school help me get jobs as a casual laborer in construction sites.'

The skills they acquired from the schools helped them be able to cope with the work they were given by the contractors in the construction sites. This also applies to the graduate below reintegrated from Likoni Rehabilitation school and whose home county is Transnzoia, who used the skills he acquired to earn a living. He stated that;

‘Using the skills, I acquired in masonry & carpentry.... Napata (I find) casual jobs in construction sites where I earn some income to maintain myself and my family’. Saa ingine nakosa kazi...haiko kilawakati’ (Meaning; ‘Sometimes I don’t find a job...it is not there always’).

The graduate above said using the skills he acquired from the school, he is able to get casual jobs in construction sites where he earns income to maintain himself and his family. He said that work is never there always. According to Petersilia and Turner (2010), it is important for the graduates to find employment after release to ensure they are able to take care of themselves and their families. This also help in reducing the rate of committing crimes, hence avoid being rearrested.

Another graduate rehabilitated from Dagoretti Rehabilitation school whose home county is Isiolo managed to do a course in baking and dress making and was able to get money and assistance in form of a Sewing machine and had this to say;

“I did a course in dress making.... sewing machines few and we had to share... on release you know, I was given a sewing machine by C.E.F.A. People. Using money I was given by my church....you know I was able to rent a room where I started repair of old clothes....you know and I am able to get money to maintain me and my grandmother who is old and sick.’

The graduate above was given some support in form of a sewing machine by an NGO called CEFA and with support from her church was able to support herself and her

grandmother. Similarly, the courses learnt at the rehabilitation school helped another graduate reintegrated from Kericho rehabilitation school, whose home county is Mombasa earn a living through farming and baking, he responded as below;

'I am now married and earning a living from doing some farming and baking cake and bread using the skills I learnt when I was at the rehabilitation school, I bake cakes and bread which I sell to shops and other people. These earnings have assisted me take care of my family'

However, after being released from the rehabilitation school, another graduate reintegrated from Kabete rehabilitation school and from Migori county stated that he was able to continue with his education with assistance from a church;

'Nilitoka(I left) rehab(Rehabilitation school) to go and continue with seko(secondary) education because nilipita(I passed) exam ya eight nanikajoin(I joined) secondary and I passed with C grade. Church ikajitolea(volunteered) to take me for a Diploma in computer nanilipata(and I got) job with a company yakuanalyse(to analyse) systems. I'm now married with one child natukosawa(we are okey).'

According to recommendations from research done by Mathur and Clark (2014), the change from institution to society should be organized by both parties and overseen from right in the sentence as opposed to work, just left to the probation administration or others after release. The graduate above after passing KCPE exam was released from the Rehabilitation school to continue with his secondary education with the probation officer ensuring that his goals of attaining higher education was attained. He was able to finish his education and is now working as a system analyst in a certain company. Rehabilitation schools are designed to provide formal education, non-formal education and vocational training (Department of Children Service, 2008). Rehabilitation schools

also aim at making graduates more responsible and economically productive members of the society. The school managers will recommend to the courts the release of a rehabilitee who has excelled well in the KCPE exam to be released to allow him/her proceed with his/her secondary education and especially if the particular child's behavior has improved.

4.3.2 Examine Follow-up of the Rehabilitees after they are Reintegrated Back to the Society

Follow-up of graduates is important to ensure they are successful in life in terms of having some employment/or post-secondary education and training. Among those interviewed were the school managers and the reintegrated graduates. Interviewed graduates were asked if they had been visited by people from the rehabilitation school, the children's department, or the ministry after discharge. They all said they had never seen anyone. Rehabilitation school administrators were also interviewed to find out if graduates were being followed up after they reintegrated back to the society. It is evident that no follow-up is done on the graduates after they reintegrated back into the society. Majority of the managers interviewed indicated that they do not have funds allocated for follow up, others stated that there is no policy on follow up, whereas others reported on the silence on the side of ministry on follow up.

The following are responses from some of the managers interviewed. Kabete rehabilitation school manager gave the response below when asked if they follow up of rehabilitees after their return to the society;

'There are no policies from the ministry to do so and we also are not given any funding to do follow-up' we would also wish to have more staff and better facilities but funding is the problem.'

Kirigiti rehabilitation school manager had the following to say after being asked if they do follow-up of the reintegrated graduates;

'Ministry is silent about this and they are my boss. Have asked several times but funds is a big problem, no allocation for such things.'

'So far no programs have been set aside by the government and here in the school we do not have funds set aside for follow-up'.

'It has been difficult to arrange for any follow-up without funds set aside for the same. May be in future it will work but for now is not possible'.

Aftercare programs are important to ensure the graduate settle well in the society. If no follow-up is done, it is difficult to know if the graduates are doing well, and in case they have challenges they should be assisted financially, emotionally and socially (Petersilia & Turner, 2010).

Likoni rehabilitation school manager, had this to say on follow-up;

'follow-up is not easy because these graduates are found in different parts of our country and funds are required to get to them and no such funds are allocated.'

Dagoretti Manager had this to say;

'If funds are available, follow-up is key but unfortunately we have not been given the mandate to do so'

Similar sentiments were raised by the managers of Kericho, Kisumu and Wamumu Rehabilitation schools respectively. From the above responses given by the managers of the Rehabilitation schools, it is evident that no follow-up is made on the reintegrated graduates Gagnon and Barber, (2014). It emphasizes the need to reinforce aftercare services for reintegrated graduates in the form of routine follow-up and urgent interventions.

Some of the reasons given by the graduates for lack of follow up were different from those given by the managers. The following were responses from some of the graduates.

One graduate reintegrated from Dagoretti school and from Kisumu County stated that;

'Mara ya mwisho kuwasikia is day I was going home as the child officer took me home in the company of two people from the NGO by name C.E.F.A who donated a sewing machine to me nilifurahia sana.'(Meaning; The last time I heard from them is the day I was going home as the child officer escorted me in the company of two people from a non-governmental organization(C.E.F.A) who donated a sewing machine to me and I was very happy).

Asked if the sewing machine helped him, he said:

'Niliuza cos did not have a safe place to keep it and no money to hire a place where I would start kushona nguo za watu.'(Meaning; I had to sell it because I did not have a safe place to keep it and did not have money to rent a place where I would start making clothes for people).

Graduates here in Kenya are not put on any parole or probation and they are never sent home with any financial or material support after being released from the rehabilitation schools. This makes it hard for them to cope with life outside the schools (Petersilia & Turner, 2010). Another graduate reintegrated from Kisumu rehabilitation school and from Baringo County was asked if he was put on any form of supervision after reintegration and he stated that he never even had anywhere to go as he said:

'No,ata mahali pa Kwenda siku sikuwa nayo hata pesa yakwenda home sikupewa.' (Meaning; No, did not even have somewhere to go, even busfare I was not given).

Asked how she managed to get out of the rehabilitation school, she said she was assisted by a lady who took the initiative to employ her in her shop after she was released. She gave the following response;

'Kuna mama alikuwa ana visit tukiwa school and preach to us from the catholic church. She took me to her home for one-month na baadaye she was able to trace my aunt who agreed to stay with me and I help in her shop. She pays me something at the end of the month.' (Meaning; A lady who used to visit and preach to us from Catholic Church took me to her home for one month and later she was able to trace my aunt who agreed to stay with me and I was to assist in selling her shop).

There is need to strengthen aftercare services because according to (Mathur & Clark., 2014) 50% of graduates who exited the schools were rearrested. Interestingly, 64 percent of the control subjects, with equivalent potential of new offenses for the two groups were rearrested. Encouraged by this initial evaluation, thirty Pennsylvania counties established intensive aftercare programs by the end of 1989 which became successful in reducing the recurrence, albeit not the incidence of criminal behaviour in this group.

4.3.3 Opinion of the Graduates towards the Reintegration Process

The graduates were asked to give their opinion or views towards the reintegration process. The following were some of their responses: One of the graduates reintegrated from Kabete School and from Kiambu County reported that he felt good after being reintegrated back into the society. He had this to say;

'I feel good but..... many challenges which include lack of jobs, kwa vile kuna ubanguzi cos of being a graduate.'

Graduate reintegrated from Wamumu rehabilitation school and from Nairobi County when asked how he felt to be back into the society after reintegration stated that;

'I felt confused because I did not know where to start. My family rejected me I did not have any money to rent a house or even buy food. I thank God for a lady from the SDA church who got for me a job to clean the church and gave me a small house where I used to sleep and was able to survive from the income.'

According to (Petersilia & Turner, 2010), The United States has pin pointed the crisis of recidivism by introducing a work release program that allows certain rehabilitated individuals to work in the community towards the end of rehabilitation and then return to rehabilitation school. In Kenya, such programs have not started due to the risk involved as one is dealing with graduates and there are no staff employed to help locate jobs. This is a wise idea and should be greatly encouraged (Martinez, 2009). To minimize the risk involved in dealing with the graduates, security personnel should be engaged in supervising them as they work in the community.

When asked if he found the skills acquired from the school useful after release, the graduate reintegrated from Likoni Rehabilitation school, home county Tranzoia, indicated that;

'Imesaidia sana, cos Napata ndoo cos of selling bread I bake by using what i get from the center and also get casual jobs in construction sites.' (Meaning; It has helped a lot because I get money by selling the bread I bake using the skills I acquired from the school and I also get casual jobs in construction sites.)

The above graduate when asked to indicate the programs he would wish be added in the rehabilitation program to assist the reintegrated graduates cope with the competitive skills outside and help them find jobs. The graduate gave the following response;

'Driving, vehicle mechanic, introduce secondary education to enable those through with standard 8 continue with their education, music and drama are good to be added.' (Meaning; It has helped a lot because I get money by selling the bread I bake using the skills I acquired from the school and I also get casual jobs in construction sites).

Having committed the crime the graduates were asked if they were remorseful after release from the rehabilitation school. Majority of the graduates were remorseful over the crimes they had committed. Below are the responses given by the graduates.

Graduate reintegrated from Dagoretti rehabilitation school and from Kisumu County gave the response below when asked if he was remorseful for having committed the crime;

'Ese seninende kamakosa tawe kuphela nepha nenge omukhogo wase kalopha khundipa kumshahara kwange, namua khuphukula sindu esidi badala ya chisend change.' (Meaning; I'm not remorseful because I stole when my employer refused to pay my salary. I had to pick something to compensate myself).

Graduates reintegrated from Kabete rehabilitation school and from Migori County, however, was remorseful and had this to say;

'I'm remorseful because I realized my mistake I should have requested my parents to transfer me from the school where I was because I hated the class teacher instead of refusing to go to school completely.'

The role of the rehabilitation school is to mold the graduates and help them accept themselves and mistakes they have made. They are able to improve their behavior and reintegrate well in the society and especially with the persons they had offended (Clark, 2018).

Another graduate reintegrated from Kabete rehabilitation school and from Nairobi County responded as below, after being asked how he felt after release:

'I was an orphan and my grandmother was too old and financially not able to afford fare to come to the school and I felt very lonely and abandoned. I wished the school should in future organize give bus fare to such guardians like my grandmother to come and pick their kin'.

Response given by another graduate reintegrated from Likoni school and from Transoia county after being asked to point out the courses they wish be added in the school;

'It is good to introduce secondary education to enable those through with standard eight to continue with their education because majority are not able to continue as they are not financially able and also driving, music and mechanic.'

Majority of graduates were happy after reintegration, but some were unhappy. Some were shocked to be released suddenly and unprepared, and felt confused and disoriented by the transition from a controlled life to a free society (Dawes, 2011). Reintegration is a

process that should be planned and managed together from the beginning and should not be left to probation services after release (Shapiro, 2010). In the United States, most graduates receive a bus pass to go to the parole officer the next day. Some states donate new clothing and provide housing and accommodation and pay some money upon release (Clark, 2018).

Graduate reintegrated from Dagoretti School and from Kisumu County was asked to state what he felt after being reintegrated back to the society, he said:

'I was very happy to rejoin with my family and siblings'.

Reintegration is a long term process which needs proper planning by the school, family and community. The rehabilitees should also be involved to ensure that psychologically they are prepared for the process. The above rehabilitee was happy after reintegration. Family and community acceptance is a very vital process because it ensures that the rehabilitees settle fast and well in the society (Shapiro, 2010).

4.3.4 Family Members Acceptance and Support for Reintegration of Graduates

Family acceptance and support is very important for the graduates as it helps them settle well in the society. Some graduates received a lot of support from their families after reintegration, while others received no support at all. One graduate reintegrated from Kirigiti school and from Kiambu county was asked if he received any support from the family and he responded:

'Have been helping me with food and a place to stay. My parents have little money so they cannot take me back to school or help me start a business.'

The graduate above reintegrated from Kirigiti rehabilitation school was asked if she receives support from family members and said:

"My mother come for me from the center after release. She is not working. My dad died 2 years ago and my mother is not working. Some of the family members feared that I had not changed and may go back to my old ways so they don't support me in any way."

In particular, consistent social support from family members increases the possibility of successful reintegration by performing protective factor against decline for those reintegrating (Cole & Cohen, 2013). Some family members were interviewed so as to comment on the behavior of the graduate reintegrated from Kirigiti school and from Kiambu county. One of the family members gave a positive comment after noticing that rehabilitation has changed their girl who has stopped stealing and gave the following responses:

"Amekua msichana mzuri sana and very responsible...she no longer steals. Namuacha kwa duka yangu and nahachukui kitu bila ruhusa. Kifungo imesaidia sana". (Meaning; She has become a good girl and very responsible. She no longer steals. I leave her in my shop and she does not take anything without my permission. The rehabilitation has helped her a lot)

The mother to a graduate reintegrated from Dagoretti School and from Isiolo county noted that the daughter had become very responsible and does not steal. She has been taking me to hospital and buys me medicine. The mother explained in their native language as follows;

“Atuikite mundu mwega naniandeithitie muno. Niaheyaga irio na akandwara thibitari...na ndari oya kindu kwia mundu ni kigenyo aihiriirwo. Nimwega muno nandaragia muno naandu.”(Meaning; she has become a good person and has helped me a lot. She gives me food, takes me to hospital and buys medicine for me. She is not a thief and has never been one. She is very good and does not talk a lot with people).

Similar sentiments were recorded by the father to graduate reintegrated from Kisumu rehabilitation school, home county Baringo who said;

‘The graduate has resorted to work hard and is a very responsible father.’ He also stated that;

‘He has changed for better. He never steals and he works hard in construction sites...he has a wife and one child. He is a very responsible father’.

The role of the schools is to release a graduate who is equipped with skills and ability to cope in the society. Family members play a great role in assisting the graduates; financially, emotionally and socially (Dawes, 2011)

The graduate, after being reintegrated had to rely on friends, family members and well-wishers to be able to earn a living. The biggest percentage was supported by family members. Some NGO’S and government agencies were engaged in assisting in the re-entry process in collaboration with children’s department and the schools. Some assisted the graduates with sewing machines, energy saving jikos and tool boxes to help them start up something after being reintegrated to earn a living. One graduate was asked to explain how he supported himself after release and below is the response:

“I was supported by family members.”

Another family member was asked if he thinks the rehabilitation process has molded the graduate reintegrated from Dagoretti School and from Kisumu County and he said:

“The girl goes to school and no longer steals.”

When asked for the source of support after release, the girl narrated that she had been supported by the siblings and the entire family. She stated;

“I had support from my family, my brothers, mum and sister. My mum was wondering if I still use bhang and I have stopped taking thing from home and I sell. My mum would give my brother money we go he buys me clothes.”

4.3.5 Ways in which the Community Supports the Reintegrated graduates

The community is supposed to make life easy for the graduates and make them feel accepted back into the society. Majority of the community leaders had known the graduates for 15 years while a few knew them for 5 years. This shows that the graduates were well known to the respondents.

Changes in behaviour of the graduates after reintegration as noted by the community leaders were more pronounced in their acquisition of new skills, followed by mentorship, being responsible and have improved behaviour. Changes in behavior included; self-acceptance, acquisition of new skills, acquisition of academic knowledge, new friends, change of behavior for better, and high self-esteem, self-employment skills, sharing of experiences, support from friends and teamwork (Clark, 2018).

A different graduate reintegrated from Dagoretti school and from Kisumu County recognized the resource as his neighbor who assisted him and was always there for him until he started a grocer shop. She stated that;

'Have a fiancée who gave me support. He gave me money nikaweaz kuuza vitu za soko.' (Meaning; *'My fiancée was very supportive. He was always there for me despite the situation, he gave me money to start up a business and I started a green grocer shop. This was a true friend who came at the right time.'*

Process of implementing community development involves a cycle in which individuals in the society come together to create a global movement and provide responses to frequent problems. We examine the rationale for grassroots processes to increase community accountability, organization and collaboration (Cole & Cohen, 2013).

Some community leaders were interviewed so as to comment on the behavior of the graduates after reintegration and one talking about a graduate reintegrated from Kirigiti school and from county gave the following responses;

'Neighbors did not want to hear about him because they feared he might start terrorizing them again. But when church people came and talked with them, then he apologized and promised never to repeat the act again. Two years since she was released, she is good lady and she started a small hotel where she is earning, she got saved and she preaches in churches.'

Another community leader had the following to say;

'His behavior has improved for better. One cannot even suspect he ever refused school or has ever been arrested. He copes well with everyone and he attends church'

The graduates had improved behavior and had acquired skills which are helping them earn income and support themselves. Their families and community members have also been very supportive (Kenemore & Roldan, 2006).

4.3.6 Challenges Faced by the Reintegrated Graduates

On being interviewed, the graduates highlighted the following as the challenges they encountered after reintegrating back to the society: Finding employment, low education level, poverty and lack of finance, biasness by community members, loss of personal documents like identity cards, title deeds and log books. Other challenges include; loss of property, loss of personal documents, family breakdown, leaving gang, finding a place to live, having a criminal record, meeting the same old friends with the same delinquent behaviour and harassment by law enforcers among others (Mathur & Clark, 2014). When asked what challenges they were experiencing, one graduate responded as follows;

“Finding a job, getting my life on track, coming to terms with my past, not getting enough support, having a criminal record, finding a place to live, being harassed by the police, leaving a gang.”I went in all towns, factories, houses and other places looking for a job but did not find one.”

Another graduate reintegrated from Kirigiti Rehabilitation School and from Nyeri County was asked if he was put on any form of supervision after reintegration. And if he was given any package after release and he gave the following response.

“nothing at all. I was not given even bus fare I had to request a church member who had come to preach and counsel us. One couple among them took me to their home where they gave me food and clothing and after two weeks they took me to our home.”

This is a difference contrary to the words of (Petersilia & Turner, 2010), that in the United States, most graduates are provided with bus pass to get to their parole officers after release, some States issue new range of outfits, accommodation and 25-200 US dollars on release.

Graduates lack finances on release from the rehabilitation schools. No funds were provided by the school to the graduates after release. Some did not even have anywhere to go as explained by a graduate reintegrated from Kabete Rehabilitation School and from Kiambu County;

'After being released from the school,I did not have somewhere to go..... Cos after committing the crime hiyo ya wizi w amabafu..... I could not go home cos of fear of my neighbours.....sikujua watanifanyia nini.. There are some elders from the SDA church who used to come to talk and preach to us..... gave one of them my story, he offered to take me to his home. He gave me accommodation, food and what else I asked. He then took me to his workshop and gave me a job to load and off load bought items in vehicles and he could pay me some money every day in the evening' having got a place to sleep and was paid every day for three months was my greatest joy. After three months he arranged to take me home to meet with my siblings and the church members contributed twenty thou for me to use as I organize myself. Was very happy to reunite with my siblings, relatives and a few neighbors''.

Rehabilitation schools aims at making graduates more responsible and economically productive members of the society, who on being released will have learnt various skills, become wage earners or be able to further their education. Schools should help them achieve this by facilitating them with finances as they exit (Department of Children Services, 2008).

Another graduate reintegrated from Kirigiti Rehabilitation School and from Nyeri County, cited lack of family members to assist as a major challenge after reintegration.

He said;

“I did not have family members to assist me being an orphan and my grandmother died before I was released and she was poor. I found the same old friends who had bad influence on me and because I did not have money, they gave me money and they could give me drugs to help them sell. I found myself back smoking bhang”.

Consistent family social help explicitly improves the probability of fruitful reemergence by going about as a defensive factor against recidivism among returning youth (Clark, 2018). John Bowlby insisted that majority of cases unlawful habits relapse was the result of parental rejection or interference with the emotional bond between parent and child (Waidyaratne, 2007).

4.3.7 Identify the Gaps on the Education and Vocational Training Curriculum Used in Rehabilitation Schools

On being interviewed, the graduate suggested the following to be added in the schools; More years of rehabilitation, more workshops for vocational training and instructors, rehabilitation for rehabilitees on drug abuse and secondary education among other things.

One graduate released from Dagoretti Rehabilitation school and from Nyeri County was asked what she would wish to be added in the school and her response was;

‘More years of rehabilitation, me I was released while in class seven and I would have loved to stay and sit for my KCPE in the same school. I was lucky to continue with my education up to university with the help of a sponsor, Teresia Njoroge founder of Clean Start Kenya. I’m now a third year at the University.’

Another graduate reintegrated from Kabete school and from Embu County responded as below;

'More workshops for vocational training should be added. They should have all tools. Instructors are few and they rarely come to teach.'

Another graduate reintegrated from Wamumu school and from Mombasa County responded as follows;

'Secondary education should be added so that there is free secondary education because those who sit for KCPE join secondary education outside the schools. When I was released after I had sat for KCPE, I did not continue with my education because my parents were not able to pay my fee.'

Another graduate reintegrated from Kisumu school and from Muranga County gave the following response;

'More teachers should be added to the schools in the Rehabilitation schools. There are only two teachers teaching us and they were not available every time so covering the syllabus was not easy.'

Another graduate released from Kericho school from Kiambu County gave the response below;

'At the time when I was released, I was 18 years and I was to join secondary school. Thanks to my sponsor who helped me finish secondary and passed with grade B+ and I'm at the University pursuing a degree in education.'

Another graduate released from Kirigiti school gave the response below;

'Introduce rehabilitation for drugs abusers. When I was admitted in the school, I had a hard time cos I was using bhang, I used to have headaches but with time I got used.'

Some of the rehabilitees admitted in the schools have history of drug abuse and no programs in the schools have been introduced to help them. Therefore, it is important for the schools to rehabilitate the drug abusers (Dawes, 2011).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this chapter, we have provided summaries, conclusions, and recommendations on issues related to the outcome of transition process on behaviour change among the rehabilitees released from the rehabilitation school. Data was analyzed based on the following research objectives: Determine factors which contribute to successful reintegration of graduates, examine follow-up of the graduates after they are reintegrated, Investigate the opinion of reintegrated graduates towards the reintegration process, explore if family members accept and support the graduates, establish ways in which the community leaders support the reintegrated graduates, explore the challenges faced by the reintegrated graduates and identify gaps on the curriculum for education and vocational training used in rehabilitation schools.

5.2 Summary of Findings

5.2.1 Determine Factors which Contribute to Successful Reintegration of the Graduates

The objective of this study was to identify the factors that contribute to the successful reintegration of graduates. There were various courses taken in the rehabilitation schools which included: carpentry, computer, tailoring, bakery, farming and hair dressing. The graduates felt that there was need to introduce more courses for example driving, art and

design, music and drama, foreign languages, horticulture, and mechanics to help them cope with improved technology after they are released and also help them acquire skills to help them earn a living after reintegration. Majority agreed that the skills they acquired from the schools were useful and have enabled them get jobs while others are self-employed.

There were government agencies and non-governmental organizations engaged in assisting in the reentry process in collaboration with the children department and the schools, which include; CEFA, AGAPE, AKILI dada and Goal Kenya some of which gave tool boxes for carpentry, sewing machines, blow dryers for those with hair dressing skills and improved energy saving jikos for those with baking skills to help them earn a living after they were reintegrated.

5.2.2 Examine Follow-Up of the Graduates after Being Reintegrated

It was found that majority of reintegrated graduates did not receive any form of supervision after discharge, so it was difficult to know the progress they had made after interviewing their managers. It was clear that there was no follow-up. They cited lack of funds and policies among others, as some of the reasons why they were not able to do follow-ups.

The graduates confirmed that they have never been visited by anyone from the rehabilitation schools or children department since they were reintegrated. It was also noted that graduates in Kenya are not put on any parole or probation after release.

5.2.3 Investigate the Opinion of Graduates Towards the Reintegration Process

Some graduates cite cases of being discriminated against because of having been rehabilitees. They faced discrimination from some local residents, family members and friends, institutions such as schools and universities did not accept them, and some employers refused to hire them. Some families were unwilling to accept them. Most of the graduates were happy to join their family and friends. Others were confused because they weren't given any financial backing after release, so they didn't know where to start. Most of them were sorry to have committed the crimes.

5.2.4 Explore if Family Members Accept and Support the Reintegrated Graduates

Most of the families have known the graduates for at least 15 years, hence know them well. Some graduates received a lot of family support after reunification, while others received no family support. Some graduates came from poor families and did not receive the support they expected. Some of the interviewed family members said they had noted positive change in some of the graduates released and they were willing to assist them.

5.2.5 Ways in which Community Leaders Support the Reintegrated Graduates

Some graduates indicated they were discriminated upon in the community for being rehabilitees. Finding a good job, school and other services within the community was not easy. Some community members did not want to associate with the graduates because they were not sure they had transformed.

5.2.6 Explore the Challenges Faced by the Reintegrated Graduates

There were many challenges faced by graduates; finding employment, lack of funds, leaving their gang, finding a place to live, coping with past trauma, finding a place to live and provocation by law implementers among other difficulties. There were few teachers and instructors for vocational courses in the schools, hence need for more staff to be employed to ensure proper learning.

5.2.7 Identify the Gaps on the Education and Vocational Training Curriculum Used in Rehabilitation Schools

Rehabilitees suggested more years of rehabilitation be added to ensure all graduates exit having completed their education and courses effectively. Secondary education was also necessary to ensure the graduates were able to compete well in the job market. There was need for more workshops and instructors to be added in the schools to ensure all the graduates acquire the necessary skills on exit.

5.3 Conclusions

In light of the findings of the study, the researcher made the following conclusions: From the findings of objective one, the researcher concluded that most graduates had homes to live in, stopped using drugs, were married with children, had not committed any crime since re-settlement, were remorseful, and reunited with their families and some had returned back to school. From the findings of objective two, it was evident that no follow-up is done on the graduates after reintegration. From findings of objective three,

most graduates felt good on reintegration, majority felt the skills they acquired were useful, most of them were remorseful because of the crimes they had committed, some felt more courses should be added and others felt that the government through the relevant ministry should organize to give them some funding on exit. From findings of objective four, the researcher concluded that most graduates were supported by family members, others by NGOs and others by some government agencies. In objective five, most graduates were supported by community leaders and members. In objective six, it was concluded that graduates faced a number of challenges which included; finding employment, low education, poverty and lack of financier, loss of persona documents, finding a place to live, leaving gang and harassment by law enforcers among others. In objective seven the researcher concluded that a number of gaps were identified which included few workshops for vocational training, few instructors, lack of secondary education and lack of rehabilitation for the graduates abusing drugs.

5.4 Recommendations

Based on the conclusions of the study, the following recommendations were derived by the researcher.

5.4.1 Recommendations to the Rehabilitation Schools

- i. Introduce more courses such as driving, mechanic, drama and music and horticulture. Rehabilitation school farming activities should be utilized to teach

the new and improved farming methods. This can provide the graduate with useful productive work after reintegration.

- ii. More sessions of guidance and counseling as well as increase of the rehabilitation period to enhance exit of well reformed graduates. Opening fully pledged counseling unit is necessary because most graduates come to the rehabilitation school loaded with various problems that have to be solved before any proper rehabilitation takes place. Psychologists should be there to give professional advice, direction and treatment on individual or group. Vocational counseling is also necessary when it comes to the choosing of skills.
- iii. Introduction of secondary education for the graduates to be in a position to further their education. The staff in the schools should be given a chance to further their education and venture into other fields such as counseling, sociology, forensic psychology among others, so that they are well equipped in various fields to handle the graduates.
- iv. There should be proper follow-up of the graduates, to ensure they settle well in the society. The school manager should organize funding through the relevant ministries, to support the graduate after being released from the school.

5.4.2 Recommendation to the Government

- i) Through the relevant ministry, the government should start an institution where the graduates find refuge after release and from where they can be offered employment and earn income in preparation for proper community reentry.

- ii) Graduates towards the end of their term should be allowed to work in the community and then go back to the schools to allow them socialize with community members. To minimize the risk involved in dealing with the graduates, security personnel should be engaged in supervising them as the work in the community.
- iii) Follow-up programs should be intensified by the relevant ministry so as to monitor the progress of the graduates.
- iv) Supervision programs should be started to help follow-up the graduates after they are released.
- v) Towards the end of their term, graduates should be given finances to allow them get bus fare home and also new range of outfits to use as they gradually settle in the society.
- vi) Government through the relevant Ministry should fund the secondary and tertiary education of the graduates even as they exit and ensure they complete their education.

5.5 Recommendations for Further Research

- i. Probation and post-care study programs for the reintegrated graduates in Kenya should be enhanced to ensure that the community appreciates its importance.
- ii. Need to carry out research on the effectiveness of the reintegration process in Kenya.

- iii. Research on other relevant courses which can be introduced into the schools for the graduates to be able to cope with the current job market.
- iv. Research on how challenges can be reduced.

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APPENDIX I
INFORMED CONSENT FOR CHILDREN

Thesis Title: Outcomes of Transition Process on behaviour change among rehabilitee graduates released from Rehabilitation Schools in Kenya

Protocol Number:

Principal Researcher: Joyce Mugure Wange'ri

The aforementioned researcher is conducting research

These are some things I want to know about the study

I invite you to participate in this research study. Research is a way of testing new ideas.

Research helps us learn new things and decision to participate is voluntary hence you can accept or decline. Thank you for your continued support.

Why are you being asked to participate in this research?

You have been asked to participate in a study because you attended a rehabilitation school.

What is your research topic?

Researcher hope to determine the outcomes of transition process on behaviour change among graduates released from rehabilitation schools in Kenya.

What will happen during this study?

If you agree to participate in this study, you will be asked questions and your response will help determine if the three years stay in the rehabilitation school had any influence on your behaviour. And also find out if the skills you have acquired have any positive impact on your life.

Will the study hurt?

The study will not hurt because the graduate will only be required to answer questions according to the expectation of Researcher and responses will be used for research purposes only and will be kept strictly confidential.

What else should I know about the study?

If you feel frightened or uncomfortable, you can tell the investigator.

What are the good things that might happen?

In a research study, there are benefits which people may have. The investigator will help other graduate because if she finds that the skills acquired and the programmes which were offered to the graduates have not assisted them positively as they exit the rehabilitation schools, the investigator will forward his findings to relevant Ministry for adjustment of the programmes. These will help the ministry come with programmes which will be result-oriented.

What if I don't want to be in this study

If you don't want to participate in research, your decision will be respected.

Who should I ask if I have any questions?

If you have any questions about this study, you or your parents can call Ms. Joyce Mugure Wang’eri 0722857702, Supervisors Dr. George Mathange 0717153000 and Dr. Margaret Murugami 0720385567 or the Kenyatta University Ethics Review Committee secretariat on kuerc@ku.ac.ke.

Do I have to be in the study?

No, you do not have to be in the study. Even if you say yes now, you can change your mind later. It is up to you. No one will be mad at you if you don’t want to participate.

Signature

Before deciding if you want to be in the study, ask any questions you have. You can also ask questions during the time you are in the study.

If you sign your name below, it means that you agree to take part in this research study.

_____	_____
Your Name (printed)	Age
_____	_____
Your Signature	Date
_____	_____
Signature of Person Obtaining Consent	Date
_____	_____
Signature of Witness	Date

APPENDIX II
INFORMED CONSENT FOR PARENTS

My name is Joyce Mugure Wang'eri. I am a Ph.D. student from Kenyatta University. I am conducting a study on the outcomes of transition process on behavior change among the graduates released from rehabilitation schools in Kenya. This information may be used by the Ministry of East African community, labour and social protection Coordinating Office in formulating policies to help improve the programs offered in Rehabilitation Schools in Kenya.

Procedures to be followed

Participation in this study will require to be asked questions and the responses given will help determine if the three years stay in the rehabilitation school has had any influence on the participants behaviour. And also find out if the skills acquired have any positive impact on the life of the participant.

You have the right to refuse your child's participation in this study. Your child will not be required to participate. Participation will be subject to your consent and the assent of the child.

Discomfort and risk

The researcher will conduct the research and no risk is envisaged.

Benefits

If your child participates in this study they will help me in assisting other graduates go through improved programmes within the rehabilitation schools for children with behaviour disorders. This will also help the Ministry come up with programmes which will be result-oriented.

Confidentiality

The research will be conducted in a private setting which will only involve the investigator and the child. The information collected from your child will be kept in a locked cabinet for safe keeping at Kenyatta University. Everything will be kept private.

Contact information

If you have any questions about this study, you or your parent's can call Ms Joyce Mugure Wang'eri 0722857702, Supervisors Dr. George Mathange 0717153000 and Dr. Margaret Murugami 0720385567 Ethics Review Committee secretariat on kuerc@ku.ac.ke.

Participant's statement

The above data regarding my child's research assistance is clear to me. I was allowed to investigate and provided a plausible explanation for my question. My youngster's investment in this research completely depends on my consent and my child's consent. I understand that all of my child's records will be kept confidential and that I may

withdraw from the study at any time. If I or my child decides to withdraw from the study, they will not be affected in any way. I understand that.

Parent's Name.....

Signature or thumbprint.....

Date.....

Investigator's statement

Under my signature, I have explained, in language parents can understand, the procedures to be followed in the study and the risks and benefits involved..

Interviewer Name

Signature date of the interviewer..... Date.....

APPENDIX III

INTERVIEW GUIDE FOR REHABILITATION SCHOOL GRADUATES

This questionnaire seeks to gather information on outcomes of transition process on behaviour change among graduates released from rehabilitation schools in Kenya. Please respond to these questions honestly. All information given will be treated with utmost confidence.

Rehabilitation

School Date.....

Section A: Background information

Demographic/Background Information:

A 1. What is your age?

A2. What is your current marital status?

A3. What is your employment status?

A4. What is the highest level of education that you have obtained?

A5. What community or communities did you live in when you were growing up?

Probe:

What were they like?

A6. What led to your Admission into the rehabilitation school?

A7. Did you possess any vocational skills before joining the rehabilitation school?

If yes, state which ones?

A8. Where were you living at the time you were arrested? (Name of District)

A9. Is this your home District?

Probe:

A10. If no, does it imply that you lived there temporarily?

Probe:

Section B Objective one

Determine factors which contribute to successful reintegration

B1. Have you been re-arrested since you were released?

If yes, why?

Probe:

B2. What are some of the successes you experienced after your release from the rehabilitation school? Probe

- a) Family?
- b) With friends?
- c) Work?

B3 After you were released from the rehabilitation school who provided support to you?

If supported:

Probe

- a) How or what type of support did they provide?
- b) How often were these people helpful?

B4. If you could design a program to help the graduates, be successful, how would it be?

Probe

What services would you offer?

B5. How long were you in the rehabilitation school?

B6. Did you remain in contact with close family /partner/ children/
friends while in the school?

Probe

B7. Frequency and nature of contact, e.g., letters, phone
calls, visits

B8. When were you released from the rehabilitation school?

B9. Did you acquire any skills from the rehabilitation school?

Probe:

If yes, which ones?

Are they helpful?

If no, why not?

B10. Were you on parole after you were released from rehabilitation school?

Probe:

B11.If yes, what were the conditions of your parole and for how long?

If no, did you leave the rehabilitation school with a release plan?

B12.i) How does it feel to be back into the society after reintegration?

Probe:

ii). Do you enjoy your exit from the rehabilitation school?

If yes, probe:

If no, probe:

B13. Having been convicted, do you feel remorseful?

Probe:

Explain

B14. What do you have to say about the injury/damage caused as a result of your action?

B15. Were you in a group or alone at the time the crime was committed?

If yes, state relationship

B16. Do you have any family member who has been convicted?

If yes, specify relationship

B17. Do you have any friends who have been involved /faced previous arrests?

Probe:

How many of your friends have been arrested and in custody?

B18. In your opinion which programs in the rehabilitation school are best geared toward preparing you for community re-entry?

Why? Probe:

B19. Were you guided before reintegration?

If yes, by who?

Probe:

B20. In your view what would you like to see being added with regards to rehabilitation programming?

B21. Were there any other government agencies or non- governmental organizations engaging you in re-entry programs in collaboration with children department and rehabilitation school?

Probe:

If yes, state which ones and programs offered

If not visited, why is it so?

B22. Who was your most regular and consistent visitor?

B23. Did you trust any of your friends with any of your family problems?

B24.i) On the day of your release from rehabilitation school, were you received by anybody at the gate of the rehabilitation school or at the bus-stop?

If yes, state relationship.

If no, explain

Probe:

ii) How were you received by the parents, siblings, relatives and the general public?

Objective 2

Examine follow-up of the graduates after they are reintegrated

C1 (i) Is there anyone from the rehabilitation school / Children department who has visited you since you were released?

(ii) If yes, who? What was their concern?

Probe:

C2 (i) Do you think it is important to be visited by officers from the rehabilitation school/
Children department after release?

(ii) If yes, why?

Probe:

(ii) If no, why?

Probe:

C3, were you put on any form of supervision after your release from the rehabilitation
school?

If yes, which one?

Objective 3

To investigate the opinion of the graduates towards the reintegration process

D1. Have you been receiving support from your family since you were released from the
school?

Probe:

D2. Which resources in the community did you find helpful?

Probe:

D3. Have you committed any crime since you were reintegrated?

D4. How prepared were you when you were going home on release from the
rehabilitation school?

Probe:

D5. After being released, how did you support yourself?

D6. How useful are the skills you acquired from the school?

Probe:

D7. Do you think your stay in the school had any impact on your behaviour?

(i) If yes, how?

Probe:

(ii) If no, explain

Probe

D8. Have you managed to secure any form of employment since you were released from the rehabilitation school?

If yes, specify type of employment.

D9. Have you remained in close contact with family/ friends/ community since your release?

If yes?

Probe:

If no?

Objective 4

Explore whether family members accept and support the reintegrated graduates

1 a) Do you know this graduate?

b) For how long have you known the graduate?

c) What is your relationship with the graduate?

2 a) Are there any problems you experienced while living with the graduate?

b) i) If yes, explain which problems.

ii) If no, discuss.

3 a) In your opinion do you think the programs in the Rehabilitation school have transformed the graduate?

b) i) If yes, how?

ii) If no, explain

Objective 5

To establish ways in which community leaders support the reintegrated graduates

1. a) Do you know this graduate?

b) For how long have you known him/her?

As a community leader what problems did you experience while handling this graduate before they went for rehabilitation?

Probe:

After rehabilitation have you had any encounters with him/her?

Probe:

2 a) In your opinion do you think the rehabilitation process has molded this graduate?

b) i) If yes, explain how?

ii.) If no, discuss why?

3a). Should rehabilitees be helped to rebuild their lives?

If yes, what kind of help would you like to be given?

Probe:

Objective 6

Explore the challenges faced by the reintegrated graduates

E1. What problems have you been facing since you were released from rehabilitation school?

Probe:

- a) Family life?
- b) With friends?
- c) Work?

E2. In your opinion, are there instances after release from the rehabilitation school, when you felt discriminated against on the basis of being a graduate?

If yes, list a few of those instances

Probe:

E3 Have you ever had any problem of drug abuse?

If yes, to what extent do drugs interfere with your life?

APPENDIX IV**INTERVIEW GUIDE FOR REHABILITATION SCHOOL MANAGERS****Request letter to the respondents**

I am a graduate student of Kenyatta University, in the Department of Special Education. I will be carrying out a study, on the outcome of transition process on behavior change among graduates released from rehabilitation schools in Kenya. As a partial fulfillment of the degree of doctor of philosophy. I request you to kindly assist in providing the information I require. Do not write your name to ensure confidentiality. The information you give will be used only for academic purposes.

Tick where appropriate

1. Gender?

Male []

Female []

2. For how long have you been working in the Rehabilitation school?

3. What is the highest level of qualifications attained especially as a special educator?

4. How do you rate the human resource in the school?

5. Do all support staff have the necessary skills for rehabilitation?

6. (i) What are the challenges you encounter in managing the institution.

(ii) How do you overcome these challenges? Explain

7. (i) DB of all the rehabilitees is fully eliminated after 3 years?
(ii) If you disagree, what are the possible reasons?
8. (i) Do the rehabilitees develop other DB while undergoing the rehabilitation process?
(ii) If yes, explain briefly
(iii) What in your opinion are the possible causes of recurrent deviant behavior?
9. Briefly explain how the rehabilitation process is carried out?
10. What courses do you offer in the school?
11. (i) Do you follow-up the rehabilitees after they are reintegrated back to the society?
(ii) If yes, how successful are they?
(iii) If no, why?
12. Does your center school have a guidance and counseling specialist?
13. If yes, is he/she full time or part time?
14. If no, how does the school deal with guidance and counseling issues among the rehabilitees?
15. Please indicate whether you employ the following juvenile rehabilitation Programmes for children within this school.

Programme	Yes	No
Individual treatment plan		
Social skills training		
Parent training		
Aftercare programmes		
Treating first-time		

16 How many graduates were reintegrated back to society in: 2012 2013 2014

2015

17 Do you give any financial support to the graduates as you reintegrate them back to the society

APPENDIX V
RESEARCH AUTHORIZATION LETTER



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: 020 400 7000,
0713 788787, 0735404245
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref.No. **NACOSTI/P/17/62845/19374**

Date: **10th October, 2017**

Joyce Mugure Wangeri
Kenyatta University
P.O Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Outcomes of reintegration process on behavior change among juvenile ex-offenders released from rehabilitation centers in Kenya”* I am pleased to inform you that you have been authorized to undertake research in **all Counties** for the period ending **9th October, 2018**.

You are advised to report to **the County Commissioners and the County Directors of Education, all Counties** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioners
All Counties.

The County Directors of Education
All Counties.



MINISTRY OF EAST AFRICAN COMMUNITY, LABOUR & SOCIAL PROTECTION
 STATE DEPARTMENT OF SOCIAL PROTECTION
 DEPARTMENT OF CHILDREN'S SERVICES

Tel: +254 (0) 2729800/2727980-4
 Fax: +254 (0) 2726222/2734417
 Email: pslabour@labour.go.ke
 When replying, please quote

Social Security House, Bishops Road
 P.O. Box 40326/16936 - 00100
 Nairobi
KENYA

CS 6/11/VOL VI (62)

25th January, 2018

MANAGER, REHABILITATION SCHOOLS
 STATE DEPARTMENT OF CHILDREN SERVICES.

RE: AUTHORITY TO CONDUCT RESEARCH

The bearer of this letter (**Joyce M Wangare, ID No.8485834**) is a student at Kenyatta University pursuing PHD in special needs Education.

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

In this regard, authority has been granted to the above named to undertake her research in your institutions.

Attached find copies, other introductory letter from The National Commission for science, Technology and innovations

Anita A Pinya.

FOR: DIRECTOR CHILDREN'S SERVICES

CC. KIRIGITI REHABILITATION SCHOOL

KABETE REHABILITATION SCHOOL

DAGORRETI REHABILITATION SCHOOL

KAKAMEGA REHABILITATION SCHOOL

KISUMU REHABILITATION SCHOOL (Kombeo)

KERICHO REHABILITATION SCHOOL

WAMUMU REHABILITATION SCHOOL

OTHAYA REHABILITATION SCHOOL

LIKONI REHABILITATION SCHOOL

APPENDIX VI
RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. JOYCE MUGURE WANGERI
of KENYATTA UNIVERSITY, 23286-604
LOWER KABETE, has been permitted to
conduct research in All Counties

Permit No : NACOSTI/P/17/62845/19374
Date Of Issue : 10th October,2017
Fee Recieved :Ksh 2000

on the topic: OUTCOMES OF
REINTEGRATION PROCESS ON
BEHAVIOUR CHANGE AMONG JUVENILE
EX-OFFENDERS RELEASED FROM
REHABILITATION CENTRES IN KENYA.

for the period ending:
9th October,2018




.....
Applicant's
Signature


.....
Director General
National Commission for Science,
Technology & Innovation