

Addis Ababa University
School of Graduate Studies
Department of Special Needs Education

**The Perception of the Practices on Rehabilitating
Juvenile Delinquents: The Case of Lideta Juvenile
Delinquents Correctional Institution**

By:

Zemedede Taye

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Abstract

This study focuses on young delinquents with maladjusted behavior and tries to assess the process of their rehabilitation in a correctional center in the sub city of Lideta, Addis Ababa.

The population of delinquents chosen for the study are 58, currently undergoing rehabilitation therapy at the center. Instruments employed for data collection are questionnaires, administered to 58 individuals. This comprises the main source of the data. Interviews with 3 workers of the center and 3 parents of the children, case studies of three children, group discussion and observation by the researcher were also used.

Investigation of the life of the young delinquents before coming in conflict with the law shows a clear similarity between the participants in regard to level of income of the parents and low level of formal education of families who can only read or write. Moreover, they have very often gone through ordeals of harsh and unfair treatment by their own parents or care takers.

The information gathered from delinquents, workers and parents show that there has been improvement in the behavior of the children. The parents' assessment of their children was on approximately 50% success rate. All three workers likewise rated the achievement of the children as positive.

What is very remarkable about the performance of the center is that, in spite of serious deficiencies like disproportionally small number of unqualified workers, inadequate educational facilities and workshops not fully equipped for their purpose and shortage of financial resources, it has been able to emerge with positive results. In view of the above, it is not difficult to predict a much higher rate of success if the barriers were lifted.

CHAPTER ONE

1. Introduction

1.1 Background of the Study

Abnormal behavior is defined in various ways by different writers though all agreed on the fact that the term is expressing behavior which deviates from what is already accepted as normal by a society. Nevid S. Jeffrey & Bev Green (1997) argued that it is behavior that is socially unacceptable or in violation of social norms which could be associated with states of severe personal distress.

Many writers believe that abnormal behavior is an oppositional defiant disorder which is termed disruptive behavior disorder whose primary symptoms include aggressive behavior that usually irritate others.

Some researchers also regard behavior disorder as an Odd or Peculiar Disorder where individuals suffering from such personality traits often isolate themselves from others. People who perform such abnormal behavior are liable to commit horrible crimes such as murder (Mc Mahon Frank & Mc Mahon Judith (1983).

Similarly, there are also writers who refer to abnormal behavior as maladaptive behavior which may express itself in many forms such as disturbance (e.g. emotional), delinquency, learning disability, and others where it has its own specific meaning from the environmental contexts Rhodes Williams & Paul L. James, 1978).

Generally, much research gives emphasis to the fact that abnormal behavior is anti-social behavior or it is a practice of misbehaving, i.e., a personal trait contrary to the already accepted social norm. Thus they usually call it anti-social personality disorder. Common behavior symptoms seen in oppositional defiant disorder include: losing one's temper; arguing with adults; active

defiance of reasonable requests; refusing to follow rules; deliberately annoying other people; blaming others for one's own mistakes, being touchy or easily annoyed; being easily angered, resentful, spiteful or vindictive; speaking harshly or unkind when upset; seeking revenge, having frequent temper tantrums (Addadhadvances.com).

Deviant behaviors create problems with family, friends, and with people at home, in the school and the society at large. The behavior problem of an individual not only hurts the family, friends in school and the society in which the individual is living, but it is still evident that the individual himself or herself is also victim. Oppositional deviant disorder results in difficult behavior to the extent that it can interfere with learning, school adjustment, and mostly with the person's social relations. Since individuals with behavior problems are unable to engage themselves in different social activities in a socially acceptable way, they are regarded as disruptive in their social interaction. Their behavior problem can also make them unable to use available educational and job opportunities for their advantages. As a result, individuals with such behavior problems are in need of getting the necessary help, and the condition itself has to get a thorough attention and proper treatment as well.

1.2 Statement of the Problem

The problem under investigation is correctional practice of rehabilitation for delinquents, particularly those exhibiting with behavior problem at Lideta Juvenile Delinquents Correctional Institution.

With the development of behavioral science it has become clear that human behavior can be controlled. The need of individuals with behavior problems to be treated properly is to bring about the desired behavioral change of children in conflict with the law. An effort to rehabilitate young delinquent offenders at

different institutions or centers in Ethiopia began with the aim of helping these individuals to continue as peaceful citizens in the society.

1.3 Objectives of the Study

One of the important areas which demand enormous work to attain the objective of rehabilitating children in conflict with the law are correctional centers. Among these centers are correctional institutions where juvenile delinquents are provided with rehabilitation services.

The objective of the study is to assess the current practices and identify challenges that may hinder the rehabilitation process, in order to point out possible solution for the problems.

What is the current practice in rehabilitation of young delinquents? Making this central idea as a spring board the researcher was highly enthusiastic to write his thesis on the above mentioned problem area with the intention of finding answers for the following research questions:

- What are the possible factors forcing young children to develop maladjusted behavior?
- What kind of support programs are provided by the rehabilitation center?
- What results have been achieved to change the behavior of the children in conflict with the law back to societal norms?
- What are the challenges encountered by the rehabilitation center in the course of its endeavour to meet its objective?

1.4 Significant of the Study

In Ethiopia, the issue of rehabilitation of juvenile delinquents began to get attention with a new vision of helping individuals with behavior problems. Results from this study may help:-

- Center workers to examine thoroughly the current practices which are being carried out in Lideta Correctional Institution and to understand

challenges faced in the rehabilitation process in line with what practices are advised by behavioral psychologists.

- Responsible bodies to think about overcoming challenges that has to be undertaken by correctional institutions in order to attain its main objective.

1.5 Definition of Terms

- Juvenile Delinquency – It is an unlawful act of persons between the age of approximately eight to eighteen. The only difference between a criminal act and an act of juvenile delinquency is the age of the offender (Jay, 1985). Similarly, Flowers (1986) defined juvenile delinquent as any person under the age of eighteen years who personally or habitually refuse to obey the reasonable and proper order or law.
- Assessment – for the purpose of this study the definition given by Wiggins (1998) will be used. Assessment involves collecting information about the quality and quantity of change in a student, group, class, school, teacher or administration.
- Rehabilitation – Andargachew (2007) stated that it is the process of helping deviant or deprived person to wards restoration of a desired standard, through education of retraining. In a document from St. Mary's College (2005) stated that rehabilitation referred to all efforts dealing with returning of ability, or helping a (deviant) person to manage better at home and in the community. As to community based rehabilitation services, Tirussew (2005) stated that the movement includes enhancement of the daily life and activities of persons, the creation of awareness in the community ..., the creation of barrier-free environment.

CHAPTER TWO

2. Review of Related Literature

2.1 Abnormal behavior and the need for therapeutic programs

Many writers agree that abnormal behavior is a term expressing behavior which deviates from what is already accepted as normal by a society. It is also indicated that people who perform such abnormal behavior are liable to commit horrible crimes including robbery, assault, and even murder.

In order to provide individuals with the necessary treatments, responsible sections (family, friends, institution, etc.) need to know the root causes for the problem. Accordingly, different societies treated and still treating the situation in different ways, at different historical period.

People in ancient societies associated abnormal behavior with the possession of divine or super natural forces (Nevid, et al., 1997). Since they were believed to be possessed by some kind of evil spirit they were isolated, harshly treated or even put to death.

In ancient societies where ignorance prevailing and where abnormal behavior was considered as punishment of God for bad deeds (sins), not only children with abnormal behavior but also their parents were discriminated and neglected. Because of the reason that persons with abnormal behavior were believed to be incarnated with evil spirit, those persons were put aside from the community. Therefore the knowledge of the society about the cause for abnormal behavior has something to do with the attitude of the society towards persons with deviated behavior.

In the case of religious taught the basic principle is love (Christianity), to deny self, i.e., brotherhood and charity (Buddhism), govern oneself for others

(Confusious). In all cases charity and thought towards persons with deviated behavior, religious taught could not bring about behavioral changes upon children with behavior problem.

As prior of 1988s consisting primarily of superstition and extermination, the 1800s was considered as the era that produce institution and correctional centers. Particularly 1900s and the late 20th century was marked by the era of legislation national support, normalization, child advocacy and litigation.

With the gradual development of human societies, the attitude of society towards individuals with deviant behavior changed. Persons with oppositional defiant disorders began to be treated in isolated institutions rather than being totally marginalized.

In the recent period, people have begun to recognize that defiant behaviors are psychological problems, which are common in Mc Mahon and Mc Mahon (1983) pointed out that it is difficult for a number of major factors to distinguish individuals with abnormal behavior from that of the normal ones. According to Addadhdadvances.com., many of these behaviors are found frequently in normal children and this in turn, makes the diagnosis of oppositional defiant disorder difficult. Since defiant behavior is commonly exhibited by normal children, it is only the degree and frequency that matters in identifying individuals with behavior problem.

With the understanding of behavior problems as a matter of degree of difference among individuals; currently, proper treatment and careful handling of the problem became the best alternative in dealing with abnormal behaviors. Whenever crime is committed by an individual, rehabilitation workers need to perform rehabilitation and correct the supposed psychological defects (Chazan M., Laing A.F. & John J., 1983). Therefore, rehabilitation as an important aspect of psychological treatment is essential to bring about the desired behavioral change upon the "criminal".

Chazan (1983) stated that behavior modification, as the name implies, is concerned with changing behavior in desirable directions, that is, increasing the positive or appropriate behaviors, and decreasing the negative or those that are inappropriate. As far as addressing persons with behavior problems is concerned, the therapeutic services need to embrace those offenders who are found in different "prisons" or correctional centers. According to an Penal Reform International (1995: 120), *therapeutic programs that geared at addressing behavior problems, including offending*. Thus there is a possibility by which we can assist juvenile delinquents to understand and modify their behavior and contributing to their rehabilitation. The treatment shall be encouraging their self-respect and develop their sense of responsibility.

These days behavioral school of thought is prevailing in our society. This thinking is important, because it recognizes persons as different from others. According to the behaviorists all behavior and learned (whether it is bad or good). Therefore, it is the environment which is influencing. The central issue of the behaviorists is not the problem, but ways the environment reacts to the problem. The environment is may be parents, peer groups, therapists.

Regarding the environment as influential on the problems is important, because it will help us to treat our issues under discussion accordingly. Therefore, by providing juvenile delinquents with the necessary therapeutic services, the desired behavioral change upon the youths could be a reality. Among these behavioral modification are Assertive Training and ABC Skill Training.

In the current practices, center or institution workers (may be counselors or others) did not seem were acquainted with such behavior modification, the knowledge of center workers on ABC skill training, Assertive Training, and so on is very important.

The main aim and objective of conducting therapeutic programs is to make psychological disorders and behavior problem, and to maintain the appropriate ones by which the individual will continue as a peaceful citizen in the society and engage in constructive societal activities. As Zarb M. & Janet(1992) suggested behavior therapists design various techniques to bring about changes in the overt behavior pattern. Among these are assertive training where the goal is to teach the person to express rights and feelings, and to decrease the frequency of passive collapse or hostile attitudes (Davis, Mc Kay & Eshelman, 1982). Beside this we have Behavior Analysis (A-B-C) skill Training where the purpose is to help individuals with defiant behavior to analyze their own dysfunctional, upsetting behavioral patterns through the help of the therapists by which the latter teach the former to learn more adaptive behavior pattern manifested by others (Zarb, et al., 1992).

Previously behavior modification was used, but is in an opposite way to what the current teaching of behavioral psychology. Thus persons with defiant behavior, particularly those who are prisoners were threatened badly. Mc Mahon & Mc Mahon (1983: 479) stated that the *so called behavior modification of persons has gotten a bad name in the past few years. There have indeed been cases of prisoners electrically shocked, given drugs that induce violent reactions, threatened with solitary confinement, presumably programmed to force compliance, and so forth.* Despite the fact that maltreatment of prisoners is a just practice in some parts of the world, these days, it is contrary to the current teaching of behavioral psychology. Psychologists claim that behavior must be monitored carefully on a daily basis and should be corrected by applying some basic principles of reinforcement (Chazan, et al, 1983).

2.2 Definitions, Nature and Types of Juvenile Delinquency

2.2.1 Definition

There is no one and single definition of juvenile delinquency. Many writers, in different societies and at different historical periods, have defined the term in the following way:

Juvenile delinquency, in social science, refers primarily to social acts of juveniles that are defined and evaluated as deviant or antisocial by legal or social norms and that are usually socially learned. The precise legal definition of a juvenile delinquent or young offender is someone between 12 and 17 (8 and 18) years of age who through the due process of law has been found to have violated criminal legislation and is therefore subject to punishments determined by a youth court

(<http://www.thecanadianencyclopedia.com/index.cfm?> Retrieved in 15/12/2008)

Flowers B. Ronald (1986) stated that, juvenile delinquency is the manifestation of desires and urges that remain unsatisfied in the normal way. For others it signifies misconduct but for the delinquent it is a normal response to inner desires and outer stimuli. In an etiological sense delinquency is perfectly normal behavior, it may be deviant in an overall statistical comparison of children's conduct but not in the developmental history of the individual delinquent child.

As to juvenile delinquent, ደሳለኝ (1993), defined it, based on the Ethiopian Law of Criminality (1949) in the following way: “ወጣት ጥፋተኛ ማለት እድሜው ከ9 ዓመት እስከ 15 ዓመት የሆነ ማንኛውም ለአካለ መጠን ያልደረሰ ሰው ሲሆን ሕጎችን፣ ደንቦችን የሚተላለፍ፣ ከስራ ፈቶችና ከወንጀላዎች፣ ከመጥፎ ሰዎች ጋር የሚውል ሕፃን ማለት ነው”።

Similarly, Flowers (1986), defined a juvenile delinquent as any person under the age of 18 years who personally or habitually refuses to obey the

remarkable or proper orders or directions of his parents, guardian, custodian or school activities ... he further suggested that delinquency is any act that violates the delinquency laws and that a delinquent is any person of juvenile age who engaged in such acts.

2.2.2 Nature and types

Most of the time, the legal definition of juvenile delinquency is treated by dividing it into what are considered delinquents and what are status offenders (Flowers, 1986; Scott, 1997; Kaldate, 1982; American Correctional Association Staff, 1996).

Accordingly, a delinquent is anyone who has broken a criminal law, while a status offender is a juvenile who has broken a law applicable only to juveniles.

In many occasions *the difference between a juvenile delinquent and an adult criminal is age* (Jay, 1985). Thus if the criminal act is committed by a person under the age of eighteen, the act is considered as delinquency. On the other hand, if the illegal act is committed by someone who is it is a crime.

Flowers(1986), confirms this in his suggestion that different laws exist for the juvenile than for the adult and that there are based upon age.

Similarly, Kaldate (1982) states that, it is important to make a distinction between adult criminal and juvenile offenders. Thus different treatment is needed for the young offender in that he lacks understanding of what he has done. Still Jay (1985) remarked that children in conflict with the law *can not be held legally responsible for an illegal act*. This is due to the reasons that small children are not in a position of fully understand the consequences of their actions. To this effect, distinct laws for juveniles and distinct ways of dealing with the problems become the order of the day. According to Flowers (1986), juvenile status offenses can be divided into two categories:

1. the violation of ordinances that apply only to juveniles (truancy, incorrigibility, alcohol and tobacco laws), and
2. offenses in which youths are charged with being out of control (runways, sexually promiscuous, disobedient towards parents or guardians.)

Moreover, there are conditions by which juveniles can be forced to appear in juvenile court. These acts are referred to as status offences and the acts are not violation of criminal laws. Thus status offences are misbehavior that are unlawful only for juveniles (Jay, 1985).

Whenever children commit crime or status offences, the assumption is that parents are responsible for the faults committed, in one way or another. Due to this main reason, the state e.g., rehabilitation and correctional centers) are forced to play the role of parents to prevent future misbehavior. As Arason K. (1999) pointed out, when juveniles break the law, it is a sign that the parents can not or will not adequately take care of the child and it is up to the state to take action. This is called *parens patriae* (The state to act as parents).

The main objective of rehabilitating and correcting children in conflict with the law is not punishing children for their criminal behavior, but it is trying to help them to control and prevent future criminality. Therefore, in correctional centers and institutions children need the care and treatment of the state, (i.e., correctional centers and institutions).

2.3 Theoretical Perspectives on Juvenile Delinquency

Theories on the cause of youth crime and status offences is very important for different reasons. Firstly, understanding the root cause for any problem will enable correctional workers to help delinquents and status offenders in accordance with their specific need. Secondly, these theories focus on youth crime as a cause for adult criminality. (<http://en.wikipedia.org/wiki/juvenile->

delinquency, Retrieved on 15/03/209). Adult criminals will have likely started offending when they were young.

Rational Choice Theory

Classical criminology stresses that causes of crime lie within the individual offender, rather than in their external environment. For classicists, offenders are motivated by rational self-interest and the importance of freewill and personal responsibility is emphasized. Rational choice theory states that people weigh the advantage and disadvantage of committing a crime, and offend when the former outweigh the latter. A central deficiency of the rational choice theory is that while it may explain when and where people commit crime, it can not explain very well why people choose to commit crimes in the first place. Neither can it explain differences between individuals and groups in their propensity to commit crimes.

Rational choice does not explain why crime should be committed disproportionately by young people, males, city dwellers, and the poor (Walklate, 2003 p. 2)

It also ignores the influence a young person's peers can have on them, and the fact that some youths may be less able to accurately foresee the consequences of their actions than others. Rational choice theory does not take into account the proven connections between certain social circumstances and the individuals personality, and the propensity to commit crime.

2.3.1 Social disorganization theory

Current positivist approaches generally focus on the cultural and socio-economic environment to which a young person has been exposed, and how these conditions may lead to criminal acts. These theories deemphasize individual agency, and stress criminal behavior is largely determined by factors outside a young person's control. Social ecology or social

disorganization theory says crime is generated by the breakdown of traditional value and norms. This is most likely to occur in urban areas with transient populations and high levels of migration, which produces the breakdown of family relationships and community, competing values, and increasing impersonality.

2.3.2 Strain theory

According to Walklate (2003), Strain Theory is associated mainly with institutionalization. He felt that there are institutionalized path to success in society. Strain theory holds that crime is caused by the difficulty those in poverty have in achieving socially valued goals by legitimate means. As those, for instance, with poor educational attainment have difficulty achieving wealth and status by securing well paid employment, they are more likely to use criminal means to obtain these goals. Walklate suggests four adaptations to this dilemma:

- Innovation: individuals who accept socially approved goals, but not necessarily the socially approved means to achieve those goals.
- Retreatism: those who reject socially approved goals and the means for acquiring them.
- Ritualism: those who engage in a system of socially approved means, but lose sight of the goals. Merton believed that drug users are in this category.
- Conformity: those who negate socially approved goals and means by creating a new system of acceptable goals and means.

2.3.3 Subculture theory

Related to strain theory is subculture theory. The inability of youths to achieve socially valued status and goals results in groups of young people forming deviant or delinquent subcultures, which have their own values and norms. Within these groups, criminality may actually be valued, and increase a youth's status (Eadie & Morley, 2003).

The notion of delinquent sub cultures is relevant for crimes that are not economically motivated (Walklate, 2003). Male gang members may argue that they have their own values, such as respect for fighting ability and daring. However, it is not clear how different this makes them from ordinary non-lawbreaking young men. Further there is no explanation of why people unable to achieve socially valued goals should necessarily choose criminal substitutes.

Sub cultural theories have been criticized for making too sharp a distinction between what is deviant and what is normal. There are also doubts about whether young people consciously reject mainstream values (Brown, 1998).

2.3.4 Labeling theory

Labeling theory states that once young people have been labeled as criminal they are more likely to offend. The idea is that once labeled as deviant a young person may accept the role, and be more likely to associate with others who have been similarly labeled (Eadie & Morley, 2003).

Labeling theorists say that male children from poor families are more likely to be labeled deviant, and that this may particularly explain why there are more lower-class young male offenders (Walklate, 2003).

2.3.5 Juvenile delinquency as male phenomenon

Youth crime is unproportionally committed by young men. (Eadie & Morley, 2003). Accordingly, the idea of masculinity may make young men more likely to offend. Being tough, powerful, aggressive, daring and competitive may be a way of young men expressing their masculinity (Brown, 1998).

Acting out these ideals of masculinity may make young men more likely to engage in antisocial and criminal behavior. In addition to this, societal pressure makes young men act in conformity. Thus young men may actually

be naturally more aggressive, daring, etc. as well as biological or psychologically different. The way young men are treated by their parents may make them more susceptible to offending (Walklate, 2003).

2.4 Risk factors

To address the need of juveniles with behavior disorders and to create the fertile ground of future treatment for them, the initial step is investigation of the root causes of their present action. The problem, however, is that too little is known with certainty about the causes (Meskerem, 2002). Based on the available sources the following risks factors can be mentioned:

2.4.1 Individual risk factors as a cause of delinquency

Farrington (2002), suggested that individual psychological or behavioral risk factors that may make offending more likely include intelligence and lack of empathy, aggressive impulsiveness, restlessness or the inability to delay gratification. Children with low intelligence are likely to do worse in school. This may increase the chances of offending because low educational attainment, a low attachment to school, and low educational aspirations are all risk factors for offending.

Still, Walklate (2003) remarked that, Children who perform poorly at school are also more likely to truant, which is also linked to offending.

Both Farrington (2002) and Walklate (2003) agreed on the fact that impulsiveness is seen by some as the key aspect of the child's personality that predicts offending. Especially, young males are likely to be impulsive which would mean they disregard the long-term consequences of their actions, have a lack of self-control, and are unable to postpone immediate gratification.

2.4.2 The Family as a cause of delinquency

"In a very broad sense it might be claimed that any serious tendency to delinquency in the young can be attributed to family upbringing, to the family relationship" (Wubshet, 1995: 7). Thus the immediate environment child is growing up, matter sin his later life.

Graham & Bowling (1995), stated that family factors, which may have an influence on offending include; the level of parental supervision, the way parents discipline a child, parental conflict or separation, criminal parents or siblings, parental abuse or neglect, and the quality of the parent-child relationship. Graham and Bowling (1995) further elaborate the condition that children brought up by lone parents (due to divorce or death) are more likely to start offending than those who live with two natural parents. As Walklate (2003) pointed out, conflict between a child's parents is also much more closely linked to offending than being raised by a lone parent. As Andargachew (1998) suggested, family disruption which is caused due to death of one or both parents or due to divorce may cause young people to run from their home. Often the problem-behavior exhibited by the adolescents stem from familial causes. Particularly when parents are ineffective and inadequate in their familial management practices, their adolescents are likely to develop anti-social or problem behavior. Therefore, the fate of children (their future success or failure) is in the hands of their parents. (Deme (1997). As Rahel (2005) stated, *parents have an important role for preparing their children for success or failure*. If a child has low parental supervision, he is much more likely to offend. Many studies suggest strong connection between a lack of supervision and offending. It appears to be the most important family influence on offending (Wubshet, 1995; 1991; Graham & Bowlign, 1995; Andargachew, 1998).

When parents commonly do not know where their children are, what their activities are, or who their friends are, children are more likely to run from

school and have delinquent friends, each of which are linked to offending (Graham & Bowling, 1995). Therefore, children with a weak attachment to their parents are more likely to offend. A lack of supervision is connected to poor relationships between children and parents, as children who are in conflict with their parents may be less willing to discuss their problems and activities with them. Thus failure of parents to properly raise their children might be the cause for delinquency.

2.4.3 The Economic Position of the Child in Conflict with the Law

Poverty is a common phenomenon through the history of mankind, at all levels of societal development. Particularly in developing countries, poverty is a remarkable social problem. Here various possible factors can be mentioned as a cause of poverty.

ገላና (1991), pointed out some possible ways which let poverty occur. As he states, የመጀመሪያው በተፈጥሮ ምክንያት የሚመጣ ድህነት ሲሆን ከዚህ ውስጥ ድርቅ፣ የመልክዓ-ምድር አቀማመጥ ለምረት ሥራ አለመመቸትና የተፈጥሮ ሃብት አለመኖር ይጠቀሳሉ። ሰው ሰራሽ ችግርን በሚመለከት በሃገሮች መሃከል ባለው የልተመጣጠነ ምጣኔ-ሃብታዊና ማኅበራዊ የዕድገት ልዩነት የተነሳ የሚከሰተው የሞራልና የኢኮኖሚ ድቀት፣ ረሃብ፣ በሽታና የመሳሰሉት ይጠቀሳሉ።

When children are not provided with the necessary requirements such as wearing fashionable clothes, as their friends, they tend to involve themselves in unwanted activities such as stealing, mischief making or hawking.

Wubishet (1995) stated that *economic deprivation may make children subject to exploitation by their parents (e.g., child beggar) or may be sent by their parents to work at a tender age (as in the case of kollo-shach).*

Generally, poverty prevents parents from providing for the basic necessities of life and leads children to commit crimes (The Children and Youth Affairs Organization, 1996).

2.4.4 The problem of school dropouts as a cause for delinquency

Children become school leavers for various reasons. Among these reasons family disruption, family low economic status, peer pressure, low academic achievement are important ones. Whatever the reasons may be, drop outs and school leavers are highly disposed to engage in the activities of delinquency. Andargachew (1998), suggests that the high rate of school drop out and school leavers is among the factors that contribute to the cause of juvenile delinquency.

Based on the report of the Ministry of Labour and Social Affairs, and that of stated by UNICEF (1991), Andargachew (1998) extended his suggestion and accordingly, job seekers that apply for placements over the years have been young people that drop out or left school due to various reasons.

2.4.5 The community as a cause for delinquency

Children are part and parcel of the community in which they are living. The latter has a considerable influence on their development. Kaldate (1982) suggested that the surroundings and environment where children grow-up play an important role in making a child delinquent. In line with this suggestion, Wubishet (1995) stated that the more the community is immoral (i.e., more the community is conducive to criminological influences) the higher the probability that the child will be delinquent.

Among parts of the community which contribute to delinquency are peer pressure (due to attachment with gang members engaged in delinquency behavior), parental conditions (the immediate environment of the child), the school (where children are expected to undergo behavioral change).

There is also an assumption that children living in urban centers are much more exposed to delinquency. As Seymour (1997) stated, individuals living in

inner-city communities are exposed to socio-emotional and behavioral problems.

2.5 The Behavioral Model

In order to understand the nature of behavior therapy, to appreciate the importance of using various therapeutic techniques so as to prevent unwanted behavior and to help youth maintain the appropriate ones, understanding the model of human behavior is necessary. Michael D. Spiegler & David C. Guevremont (1993) made detailed insight on behavioral model as stated below.

2.5.1 Behavioral versus Trait Descriptions of Behavior

The most common way of describing people is by their trait rather than their behavior. Traits are relatively stable and enduring personality characteristics. Traits are convenient ways of describing people and integrating observations of their behavior. However, trait descriptions have a number of drawbacks. Because traits are not observable – they exist only in our minds – they have much room for individual interpretation. Trait descriptions of people are often imprecise. Therefore, in order to show the relationship between behaviors and the trait that is used to explain those behaviors, a three – step process has to be followed: First, make an initial observation of someone's behaviors. Second, attempt to summarize and explain the behaviors by a personality trait. Third, go back to the initial behaviors to clarify the meaning of the personality trait. The problem with this three – step process is that it is circular – i.e., it begins and ends with the same observations of a person's behaviors. Thus traits provide a pseudo or false explanation. Moreover, traits are superfluous because they do not provide any more information than behavioral observations do.

Using the behavioral model, people are described by their behaviors. Behavioral descriptions are more specific and detailed than trait descriptions.

There are two major advantages of looking at behaviors rather than traits for the practice of behavior therapy:

First, because descriptions of a client's behavior are more precise, assessment and treatment can be more precise as well. Second, behavioral descriptions promote individuality, whereas trait descriptions classify clients' problems into broad categories (such as depression, anxiety, and schizophrenia).

Viewing people in terms of behaviors rather than traits is an essential element of the behavioral model. Thus, being able to differentiate between behaviors and traits is important for understanding of the model.

As a general rule, descriptions that concern what a person does refers to behaviors, whereas descriptions that concern what is characteristic referred to as a trait.

2.6 Overt and Covert Behaviors

Behavior is anything a person does. There are two broad categories of behavior. Overt and covert behaviors.

2.6.1 Overt behaviors

Overt behaviors are actions that other people can directly observe, i.e., public behaviors. Examples include eating, walking, talking, kissing, driving a car, writing a sentence, hanging up one's coat, cooking, laughing, and singing: generally it is actions that we can see someone else do.

2.6.2 Covert behaviors

Covert behaviors are things we do that others can not directly observe - i.e., private behaviors. Covert behaviors include thinking (and other cognitive processes such as remembering), feeling (emotions), and physiological responses, for example, changing blood pressure and relaxing muscles (Addadhdadvances.com).

2.6.2.1 Covert Behaviors: Special Consideration

Covert behaviors are no less important than overt behaviors. Indeed, many behaviors that supposedly set us apart from our relatives in the animal kingdom are covert, including complex thinking and reasoning.

Although behavior therapy currently deals with both overt and covert behaviors, this was not always the case. Early behavior therapists followed the tradition of radical behaviorism (Watson and Skinner) and dealt only with overt behaviors. The behavioral approach has been broadened considerably so that it is now acceptable to deal with clients' covert behavior.

Assessing overt behaviors is relatively straight forward because they are directly observable. In contrast, covert behaviors are private, and assessing them is considerably more complicated. Most often the individual tells about his or her covert behaviors including thoughts and feelings. Talking about one's private experiences is an overt behavior. The other way in which overt behaviors are used to access covert behavior is to observe what the person does and infer from the overt action what is going on inside.

2.7 ABC Model: The Maintaining Conditions of Behaviors

The ABC model describes the temporal sequence of antecedents, behavior, and consequences. The specific antecedents and consequences that cause an individual to perform a behavior are called its maintaining conditions. Although many events precede and follow every behavior, only a few directly maintain influence the behavior.

2.7.1 Antecedents

Antecedents and consequences maintain behaviors in different ways. Antecedents set the stage for the behavior to occur. One major category of antecedents is stimuli or cues that indicate that the time, place, and general circumstances are right for performing a particular behavior (Gary W. Piggrem 1997).

Behaviors that are strongly influenced by antecedent cues are said to be under stimulus control. Many of our everyday behaviors are under stimulus control. In each case, environmental factors play a critical role in determining whether or not these behaviors will be performed (Robert, 1986). The other nature of antecedents consists of the necessary prerequisites for promoting a particular behavior.

2.7.2 Consequences

The consequences of performing a behavior are all the events that occur after and as a result of its being performed. The consequences are the results of what happens directly to the individual to other people, and to the physical environment as a result of the behavior.

Michael (1993) further stated that, as antecedents are appropriate to perform a behavior and provide the persons with the prerequisites for doing so, consequences determine whether the behavior will occur again. When a behavior results in favorable consequences, the chances are that in the future the individual will again engage in that behavior or a similar behavior. When the consequences of a behavior are unfavorable, the individual will be less likely to repeat the behavior or a similar behavior.

2.7.3 Present Maintaining Conditions Versus past Originating Conditions

According to the behavioral model, maintaining conditions of a behavior are always in the present. Revise (Michael 1993) stated in other words as, present behaviors are influenced by their present maintaining conditions. For instance, many of our adult behaviors were origin ally learned in childhood. However, if we still engage in a behavior today, it must be maintained by conditions that are occurring today.

Here it is important to make a distinction between a behavior's present maintaining conditions and its past originating conditions. According to the behavioral model, the influence of past events on present behavior is indirect and minimal.

Behavior therapists examine conditions in a client's present situation to find the maintaining conditions of the client's present problem behavior. Past history may account for originally learning the problem behavior and may be indirectly linked to the present behavior. But present conditions are assumed to have the most salient influence on current behaviors.

2.7.4 Sources of Maintaining Conditions

The conditions that maintain behaviors come from the environment and one's own behaviors. The environment comprises all external influences on behaviors, including the physical settings and conditions (where the behavior takes place), the time (when the behavior occurs), and social factors (who is present). The other sources of maintaining conditions are the four modes of behavior: overt behaviors, cognitions, emotions, and physiological responses.

2.7.5 Learning, Heredity, and Biology

According to the behavioral model, most of our behaviors develop, are maintained, and change primarily through learning. Learning is the process by which environmental factors influence behaviors (Gary, 1997).

Hereditary and biological factors are thought to set broad limits on a person's physical and psychological characteristics. Physical size is determined by our genes but also by diet and exercise. Michael (1993) remarked that intelligence has a definite genetic component, according to what considerable evidence shows.

Michael (1993), stated that most behavior can be influenced by learning, even if it has hereditary or biological components. Thus, some psychological

disorders that appear to have substantial hereditary or biological origins can be changed through learning.

In sum, then, heredity and biology set wide boundaries for behaviors, and within these limits learning and environmental factors play a significant role in influencing behaviors.

2.8 Behavior Therapy and Treatment

The overall objective of behavior therapy is to ameliorate the human suffering that results from various psychological disorders, which hinder the person's social interaction and which increasingly create societal problems. Behavior therapy applies principles of learning to help make behavioral changes. Generally, it is an attempt to change abnormal behavior by drawing on the methods used and the discoveries made by experimental psychologists (Gary, 1997; Robert, 1986; Michael, 1993).

In order to attain its main objective, behavior therapy focuses on the children's current circumstances that are responsible for their personal problems. It also focuses on the active engagement of the client in the behavioral treatment processes. Behavior therapy is a scientific approach to understand and alleviate client's problem Michael (1993).

Various techniques are designed by behavioral therapists so as to address the need of children with behavior problem. Accordingly, Janet (1992); Robert (1986); Gary (1997); Michael (1993), pointed out the following behavior therapy techniques:

2.8.1 Modeling

The basic concepts of modeling include a model who demonstrates some behavior, and an observer who attends to what the model does. A model who is actually present is known as an alive model, and a model who is observed

indirectly is called a symbolic model. Observing a model provides two critical pieces of information:

1. What the model does and
2. What happens to the model as a result of the model's actions. The consequences of a model's behavior known as vicarious consequences are important because they indicate the consequences observers may receive for imitating the model. Vicarious reinforcement occurs when the consequences of the model's behavior increase the likelihood that observers will imitate. The behavior vicarious punishment occurs when the consequences of the model's acts decrease the chances that observers will imitate the behavior. (Michael 1993).

Modeling can serve five functions for observers: teaching, promoting, motivating, reducing anxiety, and discouraging (Michael 1993).

First, modeling can teach people how to perform new behaviors, as when children learn language by hearing adults speak.

Second, a model behavior can prompt an observer to engage in the same behavior, i.e., to imitate. This is promoting the adoption of a behavior.

Third, modeling can motivate people to engage in behaviors that they already know how to perform. For example, students generally know how to make a comment in class, but they may decide to do so only if they have observed other students being reinforced for speaking up (vicarious reinforcement).

Fourth, modeling can reduce anxiety about performing particular behaviors. Observing another person safely engage in a behavior that is threatening can reduce anxiety about engaging in it. Parents help their children overcome their fear of getting on a swing in the play ground by pointing out other children who are enjoying swinging. The same strategy is used in behavior therapy to treat anxiety - related disorders.

Fifth, modeling can discourage observers from performing behaviors. In this case, observing a model decreases the likelihood that the person will imitate the model's behavior. This discouragement is likely to result when we observe negative outcomes for another's behaviors (Vicarious punishment).

Moreover, Richard (1993) marked that, some offenders sentenced to probation, along with other juveniles, were taken to state prisons for intervention confrontation session with adult inmates serving long-term or life sentences. Using their own experience as examples, inmates told juveniles of the harsh realities of imprisonment. The purpose of these sessions was to scare juveniles straight by showing them what could happen if they persisted in their delinquent ways.

2.9 Assertive Training

Five relatively distinct forms of assertive behavior are pointed out by Michael (1993, p. 266). These are:

- Asking for what you are entitled to
- Standing up for your rights
- Refusing unreasonable requests
- Expressing opinions and feelings (even when they are unpopular or negative)
- Expressing desires and requests.

Assertive training refers to the specific skills and training procedures used to teach and motivate assertive behaviors.

As Whendel (1992) stated that assertive training has been found to be effective with problems of depression, anger, resentment, and interpersonal anxiety, particularly in relation to circumstances that are perceived as unfair. The goal is to teach the client to express rights and feelings, and to decrease the frequency of passive collapse or hostile blow-ups.

2.10 Activity Scheduling

Activity scheduling is designed to help clients to structure and plan daily activities and routines and to get goals that will enable them to increase their activity levels and function in a more normal and active way on a day-to-day basis. The end goal of such a program is to reduce the undesirable behavior of the child. This is accomplished by breaking down a specific desired behavior into appropriate skill categories, which are to be carried out by the child and behavioral therapist (Cooper, 1994).

2.11 Behavior-Analysis (A-B-C) Skill Training

Skill training refers to treatment designed to overcome clients' skills deficits. Along with modeling, skills training may entail direct instruction, promoting, shaping, reinforcement, behavior rehearsal, role playing, and corrective feedback (Michael, 1993).

The purpose of this intervention is to teach adolescent clients to analyze their own dysfunctional, upsetting behavior pattern manifested by others or suggested by the therapists (Zarb 1992). He further suggested various forms of skill training techniques:

2.11.1 Conversational – skill Training

Conversational skill training technique is designed for those who lack sufficient conversational skills to enable them to form satisfying interpersonal relationships.

2.11.2 Interpersonal coping – skills training

This technique is designed to teach the adolescent client adaptive interpersonal coping skills to replace current dysfunctional social interaction pattern.

2.11.3 Self-monitoring and self-control skills training

The adolescent client may be taught self monitoring and other self-control skills to alter a variety of dysfunctional behaviors. Self-control skills are designed to help clients to gain control over unwanted behavior under the control of conflicting positive and aversive consequences where the positive consequences are immediate and the aversive consequences are delayed (Michael, 1993).

2.11.4 Contingency - Awareness Training

This technique is useful for helping adolescent clients to become aware of the probable negative outcomes associated with unwise decisions they may be contemplating or have already made.

2.11.5 Goal Planning

This intervention is used to help children with behavior problem to formulate concrete, attainable short-and long-term goals. Goal planning is crucial particularly for those who lack motivation, clients who are drifting and those who are anxious or confused about what to do in the future are helped by goal planning.

2.12 Prevention and Intervention of Juvenile Delinquency

Juvenile delinquency is a legal concept. It is generally applied to children under eighteen years old who exhibit behavior that is punishable by law. It is essentially a behavior problem and it represents a problem of prime social importance (Deme (1997).

Here the goal of adjudication is intervention, not simply to punish children in conflict with the law, rather to control delinquency by placing convicted offenders under the formal control of the state for the purpose of rehabilitation, incapacitation, or deterrence (Richard, 1993).

Thus delinquents and their courts are not criminal in character. The latter is designed to aid children who are unadjusted. The courts should not define and segregate delinquents but to discover and treat the maladjustment of children who appear before them (Rose, 1974).

A behavior, as, stated, is considered to be a problem if it has a far reaching effect on the individual and others, and if it is out of the socially accepted norms and expectations. So as to maintain the need of the individual and the society, at large, the practices of prevention, intervention and modification issues are so crucial. (Asnakew, 2005).

2.12.1 Prevention

According to Eadie, et.al (2003), delinquency prevention is the broad term for efforts aimed at preventing youth from becoming involved in criminal or other antisocial activity.

Today, governments are recognizing the importance of allocating resources for prevention of delinquency through parenting education, youth monitoring and educational support since controlling, and treatment and modification practices are difficult tasks in terms of time and cost.

With the development of delinquency in youth being influenced by numerous factors, prevention efforts are comprehensive in scope. Prevention services include activities such as substance abuse education, family counseling, youth monitoring, parent education, educational support, and youth sheltering

(<http://en.wikipedia.org/wiki/Juvenile-delinquency>).

2.13 Intervention and Rehabilitation

As far as delinquency prevention and intervention is concerned, addressing the problems early is very important. Tirussew (2005) stated that *early intervention is a term that encompasses a wide range of experimental,*

educational and therapeutic treatments, training procedures and supportive experiences. He further explained that the importance of early intervention is its remarkable contribution for modifying human behavior or controlling the escalation of any problem, if it is carried out during the early period of child development.

The effectiveness of interventions with youth people depends on a careful matching of treatment choices and the adjudication given. These techniques are all based on learning and behavioral models, such as operant conditioning and the use of shopping

(<http://www.vrsers.globalnet.co.uk/~ebadstudy/strategy/behave.htm>).

Still children committee or community Review Draft (1998) remarked that prevention and intervention programs are the most effective way to reduce delinquent behavior. This program includes all activities of prevention, intervention and rehabilitation services. Once a juvenile has been adjudicated, juvenile court judges have two basic sentencing options" (Richard, 1993). First is to sentence an offender to probation (supervised place) or another form of community-based treatment. Second is to commit the offender to a state or private correctional institution and follow this with patrol.

- i) Probation – these days it is the most frequently employed sentencing option. Here there is no enough time to provide extensive assistance.
- ii) Scared straight – starting the mid-1970s, some offenders sentenced to probation, along with other juveniles, were taken to state prisons for intervention confrontation session with adult inmates. This is similar with the basic concept of modeling.
- iii) Community treatment – This a program for probationers who stand mid way between the loose supervision of routine probation and the secured custody characteristics of most correctional facilities for juvenile offenders.

Community- based programs typically provide more extensive assistance and stricter enforcement of the conditions of probation. At the same time, community- based program usually reduce the isolation and mistreatment characteristic of life in correctional facilities of juvenile offenders.

- iv) Institutionalization – The traditional reason for sentencing juveniles to public or private correctional facilities has been rehabilitation. Correctional facilities routinely offer academic and vocational instruction in the hope that better-educated and vocationally- skilled inmates will be less delinquent upon release. Most institutions also supplement these routine efforts with special programs, such as alcohol and drug counseling.
- v) Patrol – is a conditional release from a correctional facility. Unlike probationers who serve all of their sentence in the community, patrols do part of their time in an institution. They are then released to the community, where they serve the remainder of their sentence. Patrol officers enforce the conditions of patrol and attempt to keep their patrols out of future trouble in the law.

CHAPTER THREE

3. Methodology

3.1 The research setting

The study area is Addis Ababa city Administration. Ledeta Juvenile Delinquents Correctional Institution is in Lideta sub-city of kebele 05/06. Its vision is counseling and correcting the behavior problem of delinquents, and helping them to become productive citizens by being totally free from their previous unwanted practices. It is administered of the Social Affairs Office.

3.2 Research Design

The intention of this study was collecting empirical data specific on the rehabilitation practices in correcting delinquents with various behavior problems. To this effect, the design of the study was non-experimental, and thus, background and intervention variables were assessed.

The cross-sectional study has included juvenile delinquents whose ages are between twelve and sixteen years. In order to know the current practice and to measure whether or not the rehabilitating services are encouraging, the analysis is on the reported changes in the behavior of the delinquents.

3.3 Sample Participants

Participants under investigation were delinquents with behavior problems, parents/caregivers of children in conflict with the law and workers of the correctional institution.

In Lideta correctional institutor there are fifty-eight children (46 male and 12 female whose ages range from 12 to 16. because of conflict with the law, they are receiving rehabilitation services. The sample included 21 (18 male, 3 female) who had been trials from 6 months to 2 years. In addition, there are 37 children ages range from 12 to 16 awaiting trails. All 58 adolescents were included in the sample.

The application of sampling techniques in this case is redundant in the view of the fact the number of children under study is small and direct investigation is a preferable approach.

The writer of this paper has taken all fifty-eight children and administer structured questionnaire to be filled with the assistance of the data collector.

Three workers of the correctional institution and three parents of children in conflict with the law were participants in the study. The willingness of the parents and experts, who provided rehabilitation services, to participate in the study had important significance. Hence, the sample size has reached sixty-four.

3.4 Data Collection Instruments

In order to obtain adequate information for the study, various instruments were used. These were questionnaire, semi-structured interview, observation checklist, review of written documents and focus group discussion. To enrich the data obtained through these instruments and to extract additional lessons, three case studies were conducted.

The questionnaire was the main data collection instrument while semi-structured interview, focus group discussion and observation checklist were supplementary data collection instruments. Since it was the perception of the adolescents which was addressed and that it was treated through questionnaire, the main data collection instrument was a questionnaire.

3.4.1 Questionnaire

The questionnaire which was the main data collection instrument, was administered to children in conflict with the law. The content of the topics included background information and rehabilitation services rendered at the center and its consequences. In the background part questions related with family history were asked. As to their stay at the center, questions related

with the influence (positive or negative) of rehabilitation service were asked. Since children who were included in the sample were between the age of twelve to sixteen, the content of the questionnaire had consider their age and level of education. The questionnaire was developed by the researcher based on previous work and review of literature. In order to determine whether or not it was reliable or valid a pilot study was conducted on two female and male children correctional institution. In addition to this, in preparing the questionnaire, special attention has been given to the main purpose of the study, i.e. behavior problem of the children and the improvement recorded after the children have been provided with rehabilitation services. It also facilitated the extraction of information regarding the psychological readiness of the children in conflict with the law to reintegrate in to society as peaceful citizens. Problems be faced during their stay in the institution, were addressed in the questionnaire.

3.4.2 Semi-structured Interview Guide

The semi structured interview guide was among the supplementary data collection instruments. The 3 young delinquents ages twelve and above were interviewed individually. Parents and center-workers, providing rehabilitation services, were also interned by using semi-structured interview guide.

The semi-structured interview guide was developed by the researcher based on previous work and review of literature. Prior to its use, it was tried out on two center workers (One female and one male).

The semi structured interview guide focused on the situation of the delinquent before the provision of rehabilitation or correctional services and on the outcome of the services. Similarly, it focused on parental reaction, treatment and the result of treatment. It has also investigated the technique applied by correctional workers to help the youth.

3.4.3 Observation Checklist

Conducting observation on the rehabilitation activities which were carrying out at the center was the another data collection instrument. Observation

was with the aim of cross-checking the response of the delinquents, parents and rehabilitation workers. Hence, the researcher prepared a checklist which guided him as to what to observe. In order to develop this instrument the researcher used information from the literature review to define what to observe. The observation checklist had content that enabled the researcher to observe how delinquents are treated in the institute, how counseling programs were being carried out, how delinquents were interacting among themselves in the center, what behavior the delinquents were manifesting while the teaching and learning process held in the school.

3.4.4 Focus Group Discussion

Focus Group Discussion was another data collection instrument. There were three groups who were involved in the discussion. The first one consisted of five children in conflict with the law. The other two groups consisted of center workers and parents where each consisted of five members. The instrument was developed based on the existing body of literature.

3.5 Data Collection Procedure

Before engaging in the actual data collection process, the researcher collected a letter of cooperation from the Department of Special Needs Education and submitted it to Lideta Juvenile Delinquents Correctional Institution Office.

After visiting the correctional institution office and establishing rapport with the center workers, the researcher prepared questionnaire, interview guide, and observation checklist. Then, the instrument has been given to different experts to make the necessary improvement. After making the necessary modification in all of the instruments, the researcher had observations when the behavioral modification services and the therapeutic programs were carried out at the correctional institution.

After making the observation, the questionnaire was administered to children in conflict with the law, and a semi structured interview was administered to participants taken from 3 youths with behavior problems, 3 workers of the

correctional institution and 3 parents. The interview was administered orally, and recorded by the researcher notes and carefully translated to English. After gathering the necessary information, focus group discussion was carried out with focused individuals who were 15 in number from three groups of from delinquents, parents and center-workers. It was conducted at different time and place. A focus group discussion guide helped the researcher to supplement the data that were gathered using the above mentioned instruments. Moreover, in order to enrich the data obtained through the instruments and to extract additional information three case studies were conducted.

3.6 Method of Analysis

In order to analyze and interpret the data gathered, both quantitative and qualitative data analyses methods were applied. The data collected by administering questionnaire, was organized, tabulated, analyzed and interpreted quantitatively. With descriptive statistics as percentages. The data obtained through questionnaire was organized on the basis of their themes under topics such as family history, relationship of the child with his parents and siblings, therapeutic services at the center and its consequences.

The percentage represents the answer given by the children in conflict with the law favoring each of the provided opinion. The percentage was calculated by dividing the total number of children for those who have given answer to a specific question. After that the data was evaluated by describing the percentage.

The data obtained through interview, FGD and observation was analyzed qualitatively based on variables trend and process. The variables analyzed qualitatively in the interview, FGD and the case studies were family history, services provided at the center, encouraging outcomes and challenges faced by the center. The variables analyzed in the observation were classroom visiting, relationship of the delinquents among themselves during sport activities and when counseling was conducted.

CHAPTER FOUR

4. Findings

The purpose of this study was to assess current practices, i.e., identify challenge and positive results of the impact of the rehabilitation services at Lideta Jevvenile Delinquents Correctional Institution.

The following data are about the background information of children in conflict with the law collected and organized in the form of table followed by statement of the findings.

4.1 Background Information

Table 1 deals with family conditions in which the children in conflict with the law has grown.

Table 1: Background of Children in Conflict with the law by sex

	Sex				Total
	M		F		
	No.	%	No.	%	
Place of birth Tigray (region)	2	(4%)	0	(0)	2 (3%)
Oromiya	8	(17%)	2	(17%)	10(17%)
Addis Ababa	36	(78%)	10	(83%)	46(79%)
Total	46	(79%)	12	(21%)	58(100%)
Do your parents live together?					
Yes	19	(43%)	6	(55%)	25 (46%)
No	25	(57%)	5	(45%)	30 (55%)
Total	44	(80%)	11	(20%)	55(100%)
What is the level of education of your parents?					
• Can read and write	6	(12%)	1	(13%)	7(12%)
• Can read and write and some formal education	40	(80%)	5	(63%)	45(76%)
• High school and above	4	(8%)	2	(25%)	6(10%)
Total	50	(86%)	8	(14%)	58 (100%)
Are they employed or have constant source of income?					
• Unemployed	14	(34%)	3	(25%)	17(32%)
• Employed but with very little income	25	(61%)	9	(75%)	34(64%)
• Employed with sufficient amount of income	2	(5%)	0	(0)	2(4%)
Total	4	(77%)	12	(23%)	53(100%)

- The age of the participants lie between twelve to sixteen, where 75% of the participants are found between the age of fourteen and fifteen. Only two percent is found at age twelve.
- Of the participants, 79%, are from Addis Ababa, from Oromiya, there are 17%. The participants coming from Tigray make up only 4%.
- About 55% of the participants' parents are not living together. This might be due to divorce or natural death. Whereas, 45% of the participants are from intact families.
- As to the level of education of the participants' parents, about 78% of them can read and write and have attended some formal education, whereas 12% of them can read and write only. The remaining 10% include those who are at the level of high school and above.
- Regarding the economic status, about 56% of the participants' parents had no or very little constant source of income. Whereas those parents of the participants with sufficient amount of income made up only 4%.

4.2 Unlawful Actions of Children in Conflict with the Law

Table 2 deals with the relations of children in conflict with the law with their parents and siblings.

Table 2: Types of Unlawful actions and reported parental love of by sex

		Male		Female		Total	
		No.	%	No.	%	No.	%
1	What unlawful actions did you commit before coming to the center?						
	• Theft	37	(80%)	9	(20%)	46	(79%)
	• Physical assault (aggression)	9	(75%)	3	(25%)	12	(21%)
	Total	46	(79%)	12	(21%)	58	(100%)
2	For how long did such behavior last, before you came to the center?						
	• for 2 years and above	4	(15%)	1	(11%)	5	(14%)
	• for a year and a half	15	(56%)	6	(67%)	21	(58%)
	• For only six months	8	(30%)	2	(22%)	10	(27%)
	Total	27	(75%)	9	(25%)	36	(100%)
3	Do you feel you have received enough care and parental love from your parents (relatives)?						
	• yes	4	(9%)	1	(8%)	5	(9%)
	• No	39	(91%)	11	(92%)	50	(91%)
	Total	43	(100%)	12	(22%)	55	(100%)
4	Do you love your parents						
	• I hate them	31	(70%)	10	(91%)	41	(75%)
	• I like them enough	13	(30%)	1	(9%)	14	(25%)
	Total	44	(80%)	11	(20%)	55	(100%)
		40	(77%)	12	(23%)	52	(100%)

- Of the juvenile delinquents had committed unlawful activities related to theft, whereas 21% engaged in physical assault. Theft accounted for 80 of male crimes and 20% for females. On the other hand, about 75% male and 25% female delinquents accused of physical assaults. In other words, the majority of male delinquents were accused of both theft and assault.
- Of the participants reporting the misconduct 58% indicated they had been involved for a year and a half, whereas almost 14% of them had

4.3. Rehabilitation practices at the center as observe by children

Table 3 deals with rehabilitation practices carried out at the center.

Table 3: Services received and reported behavior change

		Male		Female		Total
1	What pushed you in to doing what you did, before coming to the center?					
	• The feeling of revenge and rebellion against my parents	7	(16%)	1	(8%)	8 (14%)
	• Because I need money to buy something to eat	38	(84%)	11	(92%)	49 (86%)
	Total	45	(79%)	12	(21%)	57(100%)
2	How long have you been at the center?					
	• Under 6 months	19	(41%)	4	(33%)	23(40%)
	• 6 months to 1 year	25	(54%)	6	(50%)	31(53%)
	• One and half year	2	(4%)	2	(17%)	4(7%)
Total	46	(78%)	12	(21%)	58(100%)	
3	How do you find the material accommodation at the center?					
	• Not enough	30	(67%)	7	(58%)	37(65%)
	• Good	15	(30%)	5	(42%)	20(35%)
	Total	45	(79%)	12	(21%)	57(100%)
4	How do you rate the quality of the education at the center?					
	• Low	18	(43%)	7	(58%)	25(46%)
	• Satisfactory	14	(33%)	3	(25%)	17(31%)
	• Good	10	(24%)	2	(7%)	12(22%)
Total	42	(78%)	12	(22%)	54(100%)	
5	Which of the programs provided do you like most.					
	• Vocational training (sport, mat working)	12	(27%)	5	(45%)	17(31%)
	• Counseling	20	(45%)	3	(27%)	23(42%)
	• Education	3	(9%)	0	(0%)	3(6%)
	• Having got a shelter	9	(20%)	3	(27%)	12(22%)
Total	44	(80%)	11	(20%)	55(100%)	
6	How do you assess your behavior improvement?					
	• No improvement	15	(33%)	4	(33%)	19(33%)
	• Much improvement	31	(67%)	8	(67%)	39(67%)
Total	46	(79%)	12	(20%)	58(100%)	
7	How do your parents /relatives assess your improvement in behavior					
	• No improvement	16	(58%)	4	(50%)	20(56%)
		12	(43%)	4	(50%)	20(56%)

	<ul style="list-style-type: none"> • Much improvement 					16(44%)
	Total	28	(78%)	8	(22%)	36(100%)
8	Which programs and services, do you think, are most effective in positively in fleeing your behavior					
	<ul style="list-style-type: none"> • School lesson 	8	(11%)	1	(8%)	6(11%)
	<ul style="list-style-type: none"> • Vocational training 	1	(2%)	0	(0%)	1(2%)
	<ul style="list-style-type: none"> • Sports 	12	(35%)	4	(33%)	16(28%)
	<ul style="list-style-type: none"> • Counseling 	27	(60%)	7	(58%)	34(60%)
	Total	45	(79%)	12	(21%)	57(100%)
9	Do you evaluate your stay at the center as useful experience?					
	<ul style="list-style-type: none"> • Yes 	41	(89%)	12	(100%)	53(91%)
	<ul style="list-style-type: none"> • No 	5	(11%)	0	(0%)	5(9%)
	Total	46	(79%)	12	(21%)	58(100%)
10	If "yes", why?					
	<ul style="list-style-type: none"> • Because I am a better person now 	20	(49%)	7	(58%)	27(51%)
	<ul style="list-style-type: none"> • Because I have learnt many new things 	14	(34%)	2	(17%)	16(30%)
	<ul style="list-style-type: none"> • Because I am more peaceful now than before 	6	(12%)	2	(17%)	8(15%)
	<ul style="list-style-type: none"> • Because my self-confidence rose much higher than before 	1	(2%)	1	(8%)	2(4%)
	Total	41	(77%)	12	(23%)	53(100%)
11	If "no" why?					
	<ul style="list-style-type: none"> • Because the center is not adequately to render services 	1	(25%)	0	(0%)	1(20%)
	<ul style="list-style-type: none"> • Because the personnel are not qualified for the job 	1	(25%)	0	(0%)	1(20%)
	<ul style="list-style-type: none"> • Because the workers of not know how to deal with youngsters 	2	(50%)	1	(100%)	3(60%)
	Total	4	(80%)	1	(20%)	500%

- When that asked the reasons the participants acted as they did before coming to the center, 86%, (84% male and 92% female), of the delinquents reported that they had to steal because of the need for money to buy something to eat; where as 14%, (16% male and 8% female), replied that it was a feeling of revenge and rebellion against their parents.
- As to their length of stay at the center, 53% of the participants had been at the center from 6 months to 1 year, 40% of them had stayed at

the center for 6 months or less. The remaining 7% had been at the center for the last one and a half years.

- Sixty five percent of the participants (67% were male and 58% female), replied that the accommodations at the center were not enough, 20% of the delinquents, (30% male and 42% female), said that they were good.
- Concerning the quality of the education at the center, 46% of the participants rated it as low, whereas 31% classified it as satisfactory and 22% as good.
- Regarding the rehabilitation programs provided at the center, 31% of the delinquents, (27% male and 45% female favored the vocational training (musical, mat working) and 42% of them, (45% male and 27% female) appreciated the counseling. While, 9% of the participants, favored the education no female identified education as acceptable. 22%, i.e. 20% (9/44) male and 27% (3/11), say that they are pleased of having a shelter. Five individuals and did not responded to this question.
- When asked about behavior improvement, 67% all participants 67%, replied that they had much improvement. However, said that they had made no improvement. In connection to this, 56% of the participants replied that their parents assume that they have no improvement. According to the perception of the respondents 44% of their parents believed that their children have under gone much improvement. Here from the total number, 22 are missing.
- Counseling service were most effective of all in positively influencing their behavior according to (50%) of the juvenile delinquents. On the other hand, 28% of them, (35% male and 33% female), thought that the sport trainings were most effective. The other 11% (male) and 3% (female) of the juvenile delinquents believed that their behavioral improvement was due to school lessons and vocational training,

respectively. 91% of the participants, 91%(89% male and 100% female), believed that their stay at the center was a useful experience, but about 9% (11% male and none of the females) did not find it so. Moreover from those participants who replied positively said their stay at the center was useful, 51% said that they were a better person now than before. Similarly 30% thought they have learned many new things; the other 15% believed that they were more peaceful than before while 4% said their confidence was now much higher than before. Out of the participants who replied negatively, 60%, 50% male and 100% female), pointed out that the workers did not know how to deal with youngsters, whereas, the other 40%, (50 male and no female), said that the center was not adequately equipped to realize its objective and the workers were not qualified for the job.

4.4 Interview with Parents and Center Workers

4.4.1 Background Information

Table 4 deals with background history of parents.

Table 4 Interviewed parents' background information

Participants	Sex	Age	City and sub-city	Marriage conditions	Economic status	Educational level
Parent One	F	35	A.A.(Arada)	Living with the child's step father	Average	Completed primary school
Parent Two	F	49	A.A. (Total)	Living with the child is father	Low	Can read and write
Parent Three	F	40	A.A.(Cherkos)	Living with the child's step father	Average	Completed primary school

As shown in table-4, all of the participants were females and their ages were 35-49 years. All of them were living in Addis Ababa city in different sub-cities. As to their marriage conditions, two of the participants were living with their

child's step father; whereas, the other one was living with the father of the child. Two of them reported their economic status as an average level and the third one at a low economic level. Similarly, in their education, two of the participants had completed primary school and the other one can only write and read.

4.4.2 Background Information

Table 5 deals with educational background history of center workers.

Table 5 Interviewed center workers' background information

Participants	Sex	Age	Educational level	Area of specialization	Role in the center
Center- Worker One	F	23	B.A.	Geography	Counselor
Center- Worker Two	M	24	B.A.	Psychology	Counselor
Center - Worker Three	M	32	B.A.	Management	Information Coordinator Juvenile services

In table 5, the background of the center-workers showed two of them were male and one was female. Their ages ranged between 23 to 32 years. All of them were B.A. holders. Participants, one and two, graduated in geography and psychology, respectively and both were engaged in counseling activities. Participant three had graduated in management and worked in the center as information coordinator for juvenile services. He also worked as Head of the Institution, due to the absence of the manager.

4.4.2.1 Family Settings

As parent one and three stated, the children were living with their respective step-fathers and the atmosphere at home was not friendly. Both of the step

fathers were not good to their step children. Similarly, in the case of parent-two, conditions were not good, even though it was formally intact.

As reported by participant two, due to the father's drinking habit, there was no peace at home. As in the case of the other two families, as reported by his mother, the child was deprived of acceptance at home. Evidently, all children in the three families, lack love and affection of their parents. This happened in all the children in all case-studies who lost parental love or acceptance, due to divorce, natural death or disruption at home. Still, this is confirmed by what the children reported in the questionnaire that ninety-one percent of the participants said that they did not receive enough care and parental love from their parents. To this effect, most of the juvenile delinquents had developed a feeling of hatred towards their parents.

4.4.2.2 Behavioral Maladjustment

As reported by parent-one, following the unfriendly atmosphere at home, the child's behavior grew very aggressive. The mother further suggested that her husband and his children were not good to her child. They did not give him love, at all. In the house she herself was unwanted by her husband's children. In all of the three families, the adolescents' relationships with their parents were not smooth. This was supposed in the case studies. In the case studies, one and two, the children have lost parental love due to natural death and confronted suffering from a step mother and relatives. Similarly, in the third case study, the child had lost parental love and affection due to frequent disagreement between his parents. Hence, these children were highly attracted to peers with bad practices in order to find the acceptance that they should but could not find at home. As parent-one indicated, a quarrelsome atmosphere at home seems to force her child out of the home.

4.4.2.3 Measures taken at home to improve behavioral maladjustments

The parent respondents pointed out that some efforts were undertaken by parents to an come to understanding with their children by peaceful means. Their motherly advice, however failed to bring about the desired behavioral change. What was considered an effective measure by parents, to bring the child to a "normal" life again, was corporal punishment. In reality, however all participants reported, they were not successful in changing the behavior of the children through corporal punishment.

In fact, corporal punishment aggravated the aggressive behavior of the children which they would expressed in any tense situation. All the participants suggested that, their attempts were not successful and the children continued to strengthen contact with street children. Making things worse, in case one and three, the children's emotional attachment with their parents was so low that they repeatedly ran away from home. Particularly in for parent-three, the child, after being severely punished by his father, never came back home. The aggression of the father and the influence of alcohol seemed to push the child out of home.

Furthermore, the parents reported that their children were weak in their academic performances. Their opinions were shared by participants in case studies, one and two. The academic achievements of the child, particularly in case one, were not more or less as good as his previous achievement, specifically after the change in attitude of his relatives towards him. Similarly, in case two, eventhough the child had been enrolled in school, her step mother did not allow her to go to school regularly. As a result she was not good at school. The children's failure in their academic achievements seemed to stem from family disruption.

4.4.3 Interview with center workers-current practice

4.4.3.1 Objectives of the center and various expectations

As all of the workers from the center stated, the program and vision of the institution was to help children change their unwanted behaviors or practices and to become peaceful citizens.

To this effect, rendering various rehabilitation services such as facilitating accommodation, providing the juvenile delinquents with therapeutic services, educational services, vocational training services and the like was the program of the institution. In connection with this, all of the participants of center workers were deeply convinced that once they placed their children at the correctional center, they would experience a dramatic positive change in their behavior. That showed that parents had a positive opinion of the center, from the out set. Among pleasant surprises enjoyed by all parents, was the presence of a school in the center. Though they did not deny that their children were weak in their education, they were delighted by the availability of a school. The parents believe that it benefited the children at large, since it also carried out under the supervision of the center workers. Furthermore, both parents and center-workers shared the opinion that the children, during their stay in the center, had no opportunity to continue their previous addictive practices such as smoking and chewing chat.

4.4.3.2 Center workers trainings relevant to the task at hand.

When the staff at the center were asked, whether or not they had taken courses related to their job, two of the workers replied that unlike some work shops and short training programs provided by the center, they did not have courses related in subjects such as psychology, psychotherapy or anything similar. But one of the participants, since his area of specialization is psychology, had courses that helped him to accomplish his responsibilities.

All of the workers pointed out that they had the capacity to properly deal with the children and carryout their responsibilities.

4.4.3.3 Material and financial support

As worker -stated, most of the material and financial support for the center come from the government. In addition, some of the aid has obtained from NGOs and individual donors. The center provided the children in conflict with the law with shelter, food, clothing, hygienic facilities, schooling, vocational trainings such as mat-working and training in musical instruments, though most of the participants, i.e. sixty-seven percent of the delinquents have reported that the material support at the center is not enough.

4.4.3.4 Therapeutic services.

As all the workers reported that the main rehabilitation service rendered by the center was group counseling. There was no differentiation of the delinquents according to the severity or type of the unlawful act committed.

All the participants stated that the children took the treat individually, when the child has finished his term of staying in the center. As workers one and two indicated, when there was a child with a special problem, he or she was provided with a special counseling service individually.

The workers stated that when the management of the center believes that the behavior of the child had improved, the child was released before finishing the term of his or her sentence.

The other technique used by the center was facilitating sponsorship, particularly for children who came from the streets or from parent or relatives of low economic status. Those children were helped, permanently by the organization.

Moreover, worker-one pointed out that, in collaboration with guests who come from universities, NGOs and the social Affair Office, the children were provided with counseling services and various drama shows which were appropriate behavior models.

Furthermore, most of the children in conflict with the law, i.e. almost as sixty percent of them appreciated the counseling services and reported that it was the most effective of all in positively influencing their behavior. Still all of the children in the case-studies, particularly the child in case - three marked that the counseling service was useful to him in changing his behavior.

4.4.3.5 Educational Services

All of the workers stated that, immediately after the children were accepted to the center, they enrolled in the school. Parent-participants also shared the opinion that they were told by the center to bring the "transcript" of their respective child from the school where the child was used to learn. The school also admitted children who come from the surrounding communities. Participant - two further suggested that, this situation, i.e. admitting the surrounding children to the school, was helpful for the children in conflict with the law to reduce their sense of isolation.

4.4.3.6 Vocational Training Services

As all of the workers stated, vocational training was part of the rehabilitation service programs. The center provided the children with such services as mat-working, training in musical instruments, training in wood and metal works. Though small in number, children in conflict with the law believed their behavior improvement to be not only due to school lesson but as a result of the vocational trainings as well.

4.4.4 Positive Changes and Successful Experiences

When asked about behavior changes observed, center worker-one for instance, said that she noticed many children with changed behavior after being provided with the rehabilitation services in the center. Similarly, center worker-two rated the rehabilitation practices at the center as fifty percent effective. Participant-three, felt that there many children who had completely dropped their bad practices after being helped by the rehabilitations services.

Both workers, one and three stated that, during holidays, semester breaks and vacations children were allowed to go home and to stay for some days with their parents. The feedback and reports the center received from parents, regarding the behavioral change of their children, were positive and encouraging.

Similarly, parent-participants, one and three, were of the opinion that the services provided in the center were good in changing the behavior of their children. Particularly the third participant confirmed this view by saying that her child had been in the center for the last eight months, and the improvement she observed on him was very good. Put it with parent data.

In line with this, parent – two stated that, the advice which her child received in the center helped him to condemn his past mistakes and to make him ready to drop all his bad practices. As she pointed out, now her child was making very good progress in detaching himself from his previous behavior. His readiness to confess his mistakes and to receive his parents' forgiveness, particularly of his father's, objectively indicates that he was eager to live peacefully with his parents after his release. Furthermore, the majority of the children in conflict with the law, i.e. sixty-seven percent, reported that they have undergone much improvement. Still, the information obtained from all case studies confirmed this opinion that the experiences at the center were generally very good. Particularly; the participant in case two pointed out her opinion in the following way, *in my stay at the center, I attended classes. The counseling services, particularly, were important because it gave me advices on how I could lead my life without being involved in bad practices such as theft. Now I have finished the term of my sentence and the center has helped me to get a sponsor ...* In relation to this, all parent participants, and two participants in the case studies, reported about their fear regarding the future fate of their children and themselves, respectively. As parent-participants indicated, they were fearful of the possibility that their children might return

to their previous practices when they were released from the center. Their reasons for this is that, the improvement exhibited by the children might be due to their confinement in the center and absence of opportunities to exercise their addictions. Similarly the child in case study one afraid of the future, that he might possibly face the same problems again. He said, *I fear that when I am released, I would be forced to return to my previous practices.*

4.4.5 Challenges Faced by the Correctional Rehabilitation Center

All workers pointed out that there were challenges which the correctional rehabilitation center faced. These challenges increasingly hindered the workers to render quality services in the center. As all the participants indicated, the challenges included financial shortages, inadequate qualification of employees, and lack of devotion and engagement to the tasks on the part of some workers. The budget allotted to ran the rehabilitation program is not adequate to provide the children with proper hygienic facilities such as soap, tissue paper, and so forth.

Similarly, all the participants reported that, the reason for the center's failure to render quality services was its lack of skilled staff. Particularly, worker-one suggested that the main challenge that most center workers faced was lack of training to properly carryout their task. Specially, those workers who are very close with the children are not trained.

Participants one and two, had an opinion that there was a lack of devotion and engagement to the task on the part of some workers. Another weakness of the center, as the workers indicated, was that the machines in metal and wood shops were not yet repaired to give appropriate services for the children so, vocational services, in these fields, were not now being carried out.

As to the awareness program provided to parents, all workers replied that there was no fixed program arranged by the center to give lessons to parents or relatives. Furthermore, parent-participants expressed their regret that the

center workers, up to now, have never invited them to cooperate and positively influence the activities of helping their children. This complete denial of participation by parents shows the glaring mistake that a supplementary source of help was unused. Here the fact should not be forgotten that parents and relatives often were an integrated part of the problem.

All parent-participants agreed that the environment in the center is unfriendly. Based on what their children reported some guards mistreated their children; specifically, they were verbally and unduly harsh. In connection to parent - one reported that she had observed some guards insulting children and that she has noticed children shrinking away out of fear. Reports from case studies one and three, confirmed these statement that whenever children are found committing minor mistakes, they would be insulted and mistreated by some guards and guardians. In line with this, all worker-participants marked the fact that, the mistreatment of some guards against the children was not only unwanted, but was also against the very objective and vision of the center.

As two of the workers stated, there were reports which indicate that children who came from streets were proud of their previous practices and talking about it as fame. This was also what all parents had criticized. Accordingly, they expressed their strong conviction by saying that, putting the children coming from the street with those who came directly from their home could have a negative effect on the latter.

Regarding the condition of the children after their release, the suggestions of all workers participants were similar. The institution had established relations with NGOs such as CIAI and individual donors such as Hana Orphan. The relations were, particularly established through Workers and Social Affairs Office. However, those who were able to use these opportunities were street children and children from parents with low economic status. The

other restriction was that, to enjoy these opportunities, the children needed to complete grade six. Children achieved this educational level very few. All the workers stated that, except for very few, almost all of the children in conflict with the law were not good in education discussion.

Worker one further suggested that the another problem was the absence of a library for workers as well as for the children in the center.

4.4.6 Focus Group Discussion

Suggestions put forward by the participants in focus group discussion

- Upgrading trainings should be provided for the guards and guardians because of their adverse behavior of mistreating the children. At least some of them did not seem to be aware of the very objective of placing the children in a rehabilitation center.
- Provide counseling should not be conducted by merging all children in to one group. Children must be grouped according to their specific types of psychological and maladjustment problems. This was considered to be more effective.
- Include parents in the rehabilitation process
- Give more attention and follow-up to help the children focus on their studies after class hours
- Work in favor of children in conflict with the law, who have not yet reached grade six, and who have not enjoyed the opportunities of permanent aid from NGOs.
- Provide a library for both workers and children in the center.

Case Studies

Case One

Age - 16

Sex - Male

When "x"'s father was at the age of seven, his grandfather was imprisoned due to political reasons. He said, "my grand mother was not in a position to bring up my father by her own. Hence she gave him as an orphan ("gudifecha") in Sululta. There he grew up keeping cattle." When his father recognized that he was not with his real parents and that his parents were living somewhere in Addis Ababa, he tried to escape. But he was caught and seriously punished so that he would not try it again.

When his father was at the age around 19, he married x's mother and x was born in 1993. His father was a drunker and there was no peace in the home. Up to 1998, the number of our family reached six x had one sister and two brothers.

After his grandfather was released from prison, he began searching x's father in Sululta. Before he found his son, he had established another family and had a daughter with his new wife. When x's grandfather finally found his son, he regretted that he had not been fortunate enough to bring him up and that it was his sincere wish to take one of his grand sons as a consolation.

X's father agreed with that and x came to his grand father's home in 2000 (i.e., Hamle 21, 1992) E.C. Until x learned the Amharic language, he communicated with his grandfather's wife in the language of Cromo ("Oromigna"). After a month, on 21. Nehase 1992, x lost his mother because of natural death. But this was kept secret from him for about four years. The same year, his last brother died.

In 2001, x started school and x was a good student. In grade one and two, he stood first. The wife of his grandfather, until her death, was kind to x.

Later, when his father came to Addis Ababa to visit, x became aware of everything. He began asking, frequently, for his grandfather to send him to Sululta to visit his mother. They brought him there, but his mother was not there. Until that time he had not been informed of her death. From this time on his attitude towards his grandfather and his family drastically changed, and his conduct was totally maladjusted.

After his return from Sululta, conditions were not proceeding peacefully, as before. Following the change in his conduct, the attitude of his grandfather and that of his daughter, completely changed. X's achievements at school were not as good as before and he became weak. This further aggravated the situation and his relationship with the family of his grandfather increasingly worsened.

As a result x hated the house very much, and x repeatedly ran from home. Particularly when he was in six grade, he established relationships with some of his classmates who were street children. They were engaged in bad practices such as smoking, chewing Chat, stealing. Little by little he gravitated to their way of life.

Later, with his friends, x joined an organization called "Sport the Bridge" at Jan-Meda. There he was practiced different sport activities. And in the evening he used to go to his friends to pass the night with them. In this way, many days went by. On Christmas eve, he dialed his grandfather. He was willing to welcome me. But conditions in the house of his grandfather were not favourable to x, since he was addicted to various bad habits.

Eventually, he stole money from home, and escaped. But he was caught by the police and brought to the center before eight months. During his stay at the rehabilitation center, x was provided with various services, such as

counseling, schooling, training in sport. For him all these were good. But he was afraid of the future that he may possibly face the same problems again. He said, "during my stay for eight months in this center, my relatives and parents did not visit me even once. Thus I fear that when I am released, I would be forced to return to my previous practices".

Case Study - Two

Age - 16

Sex - Female

"Y" was born in 1993 in Gambella, particularly at the area commonly known as "Tor-Hailoch Sefer". She knew only her father. Her mother died when she was 6 months old.

She said, she was living with her father and step mother. Her step mother was not good to her. During the absence of her father, her step-father used to treat y harshly. She punished y by refusing to give her food and forcing her to do very hard work, at home and outside. Y was enrolled in school, but in the absence of her father, she was not allowed to go to school. Her father was Catholic evangelist and was usually wandering from place to place to perform his religious mission. Upon his return home, y used to tell him how her step mother mistreated her. Y was very open to him in that she used to tell him every thing which had happened to her, when he was not around.

Because of her, y's father and step mother were usually quarrelling. Her father had two children, a boy and a girl, from her step mother. Y stayed with her step-mother and siblings until the death of her father in 2005. During this time y reached grade five. After the death of her father, her step-mother took her siblings with her to Gojjam; so, y remained alone in Gambella. She began to live, first, with her father's aunt, then with her friend's family for almost two years. Here, again, with her father's aunt and in her friend's house, conditions were not favourable to her.

Soon y heard about job opportunities available in Addis Ababa for young people at her age. Being deeply convinced of that y came to Addis Ababa.

Here in Addis Ababa she decided to earn her living by helping out those who needed her services. But conditions were not as smooth as she had expected them to be.

In the first house where she was hired as a maid-servant, she was highly pressurized by the owners to come to their religion. she strictly refused their request, and due to that main reason went out from their house. Y's stay in the second house was more unpleasant than before. Here the owner of the house was a woman where her husband was living outside the country. She had not have children and so, was living alone in the house. She had her own driver who had been given a room to live in. The man was, at one time married and has a son. But now he was divorced. Y thought their relationship was more intimate than normal between an employee and employer.

One day when the owner of the house was not around, the man asked me to have sex with him. When I refused to accept his request, he forced me to have sex by using violence. When the owner came back to her house, y told her what had happened. She seriously replied to y that she cannot believe what y said and that the man could never do that.

After she have been raped by the man, she continued to live in the house for the next eight months, since she had no other option. During those months, the man tried to convince her to his plan of stealing from the owner and that he would help me, after their escape from the house.

When the owner of the house went to her friends outside the city, the lady's driver asked y to give him the key of the owner's bedroom. The keys of all the rooms were with y. At first, she refused him. But later she was convinced of his plan and collaborated with him. From that day on, he did not come back. After a week the lady came back home. Y begged her to forgive her for all her mistakes. As usual the owner turned a deaf ear to y's words, and she was accused of the theft. It was due to these reasons that y came to the center.

In her stay in the center, y attended classes. The counseling services, particularly, were important. They gave her advice on how she could lead her life without being involved in bad practices such as theft. Now she had finished the term of her sentence. The institution helped her get a sponsor. Now she waiting here, until the organization called CIAI (“ቻጂ”) called her.

Case Study – Three

Age – 16

Gender – Male

“Z” was born in 1994 in Asmara. At the time his father was serving in military forces. After their return to Addis Ababa, he matured physically and mentally.

In their house, there was no peace between his father and mother. This time they were living in Kolfe-Keranyo. Due to frequent disagreement between z’s parents, his mother brought him with her to her mother’s house in Mekanissa.

When he was in Kolfe, z was enrolled in grade one. In Kolfe, his father lived with z’s grandmother. She was a drankered. She did not have a good attitude to z’s mother. Of course, she was not good to z, at the same time. Often z was quarrelled with his father and his grandmother. Since their hatred towards his mother was not reasonable. Z usually favoured his mother. After his mother’s mother sold her house in Mekanessa, she bought another at Lideta.

Z’s mother advised him to go to his father to continue his lessons. Though conditions in his father’s and his grandmother’s house were not suitable, z accepted it in the favour of his mother. Later, running away from house become a common experience for z. Day to day his feeling of love and friendship towards street children increased. Z was highly attracted to their practices of chewing Chat, stealing, cheating others. Though his father repeatedly brought him back home, he would not stay long.

Whenever he quarreled with his parents, particularly with his grandmother, the neighbors assumed that it was a sign favouring his mother. They liked him very much. When z was a student of grade four. Though his mother did not like it, the neighbors forced her to accept the situation. More specifically, for z's benefit and advantage, my mother came back to live with my father, once more. But this did not last long. My mother quarreled with her mother – in-law. His father was rather accepting what his mother said. Eventually, z's mother left the house, once again.

His father was and still is working in his own local metal-shop. He offered z a chance to work with him in his own workshop. In that way, z was worked with him.

One day, when z was a grade six student, he quarreled with his grandmother. As usual, his father stood in the favour of his mother, and so severely punished z. From that day on, z never came back home.

He began to lead his own life with street children. They engaged in unlawful activities to keep themselves alive. They were involved in theft, mischief. One day he and three street friends who were actually bigger than he, planned to steal from a shop, located somewhere in Kolfe. That day, around mid-night, they broke the key of the back door of the shop and entered into the house. They stole a speaker, mat and other materials. Though they were engaged in similar activities even before that day, this time he was caught by the patrolling group of the kebele. Before z was brought to the center, his father's willingness was asked, if he was willing to be accountable for z. But he refused. Even after z had been brought to the center, his father did not come to visit him.

In his stay, in the center z was provided with counseling services. It was useful to him to change his behavior. Z did not think that he would be like his previous life when release. But, still he doubted that conditions would be suitable for him in his father's and grandmother's house.

CHAPTER FIVE

5. Discussion

5.1 Causes for Maladjusted Behavior

Upon examining the young offenders in the rehabilitation center some distinct traits which all shared became evident. The major ones were the following:

- distorted or maladjusted social interaction
- addiction to stimulants such as chat, and smoking
- low performance at school.
- unlawful practices like committing petty offenses (e.g., theft, pickpocketing and physical assaults).

When investigating the causes of delinquency one can not help but wonder why they have developed into such maladjusted children. What makes them different from non-delinquent children? What has gone wrong in the course of their upbringing? Which needs and wishes of theirs went unfulfilled? In order to find answers to these questions, the early years of their childhood must be examine and the factors must be identified that determined their present situation. To this effect, the following questions were relevant. What was the level of economic standard of their parents or caretakers? What was the social environment like in which they were living? What kind of life style did the parents or caretakers have? Were they criminals? What was the level of education and employment status of their parents? Probably the most important question was the quality of the relationship between parents or caretakers and siblings in the family. What kind of treatment had the child? What were the methods parents used to apply to discipline the child? Was there any kind of supervision and follow up to monitor how the child spends his time and the kinds of friends with which he associate?

Investigation further, an attempt, will be undertaken to identify which of the factors mentioned above may be the roots of the problem exhibited in the delinquents at the center.

To begin with, social scientists like Kaldale (1986) believed that the social surroundings and community children grew up in, had a significant impact in determining whether or not they might become delinquents. If the dominating norm in the community was criminal activity the probability of the child to grow up to be a criminal was high. Probably the strongest impact on the behaviour of the child came from pressure from peers who were already engaged in criminal activities. Further, such communities were usually very poor, slums or shanty quarters of big cities. Consequently children living in such neighborhoods usually had strong sentiments of anger against society because they thought that they were deprived of the privileges that children from well to do families enjoyed.

In this study, 96% of the juvenile delinquents came from parents or caretakers who were unemployed or, if employed, had very little income and were forced to live in shanty areas of the city. As a consequence, the children were exposed to the negative influence from the surrounding area in analogy to what was described above.

The strongest single immediate reason which motivated the delinquents to steal and thereby come into conflict with the law was hunger (i.e., 79.3% of the children gave theft as the reason for their confinement). When asked why they stole, 63.2% answered that they needed money to buy something to eat. This suggested how much these children struggling to survive. Another aspect of their behavior was addiction. This might have been the result of pressure from the community around them, especially that of peers.

Another grave situation for the children which changes their attitude against their parent and society was life with a lone parent (caused by death of the

parents or by divorce), because life with step-father or step-mother might push the children in to aggressive mood. These children more often came in to conflict with the law than those living with their natural parents (Graham & Bowling, 1995). Quite consistently to the young delinquents under this study, 55% of them came from separated parents, while 45% lived with their natural parents.

However, the mere fact that their natural parents lived together did not necessarily mean that it was a safe haven for the children. What ultimately had a decisive impact upon their behaviour was the quality of the relation between parent and siblings, and the parent and child relationship. How harmonious or disruptive these relationships were determined the child's behaviour positively or negatively. Andargachew (1998) emphatically confirmed that family disruption because of separation of parents or disharmony among family members drove young people to run away from home in search of better understanding and companionship with their peers. The findings of this study also demonstrated this fact. In connection with the condition at home and the relationship among the members of the family, the data given by the delinquents portrayed were in how disharminous their families were (e.g., quarelling, 21% physical aggression against each other, 28%; severe corporal punishment against the child, 40% drinking alcohol 11%. In relation to the parents or caretakers 24% of the delinquents claimed that they found no acceptance 76% of them said that they have been beaten. The answer to the question if they had received care and love by their parents or caretakers, 91%of them answered no. On the other side of the coin, the question as to how much affection they had towards their parents or care takers, 75% of the delinquents answered *I hate them*. All these opinion suggested that disruptive, disharmonious families contributed to delinquency. The case studies and the interviews with mothers of three delinquents confirmed this adverse condition in the family.

Eadie & Morley (2003) reported that delinquency was a male phenomenon. This conclusion was based on the fact that a disproportionately high percentage of crimes were committed by young men (Brown, 1998). The ideal of masculinity seems to be the culprit. Masculinity was highly idealized by the society. This idealization of masculinity whose features were being tough, powerful, aggressive, fearless and competitive encouraged young people to conform with these ideals. Parents, on their part trained their sons to live up to these ideals. Anything short of that was regarded as femininity which according to their value system was an undesirable feature for a boy to possess. Apart from that Eadie P Morley (2003) argued that young men were more aggressive and daring because of biological and psychological factors which influence the behaviour of young men. These social and biological factors seem to be the underlying factors why young men more frequently come into conflict with the law than their female counterparts. In this respect also the findings of this study were fully adherent to this phenomenon. A large proportion of the population of delinquents in the rehabilitation center were male 79%, while only 21% are females.

The behaviour problem exhibited by the children in conflict with the law had their roots in the adverse relationships they had with their parents or relatives and siblings. Logically, since one of the cause of the problem was the parents or caretakers themselves, any endeavor to change the behaviour of the delinquents must necessarily include them in the rehabilitation process.

5.2 Support Programs Provided by the Rehabilitation Center.

Counseling had probably the most important role in the whole process of rehabilitation. However there were only three workers assigned to the task of counseling. The presence of a female counselor in the center was appropriate since 12 of the 58 delinquents in the center were females. Counseling was conducted for all the 58 delinquents gathered in one group. There were no individual therapies given to supplement the group counseling. The weakest

part of the whole practice of counseling was perhaps the fact that only one of the workers, the one graduated in psychology, had formal education qualifying him for the job. All of the others only happened to have taken part in seminars and short trainings after joining the center. However the rehabilitation center, at the same time, invited experts from universities and other sources to meet and speak with the children. Occasionally dramas were organized with selected themes which were considered to be useful in terms of their therapeutic value. One negative aspect, however, which must be mentioned here was the fact that the rehabilitation center conducted no follow up records of the individual delinquents as a means of monitoring the improvement or deterioration of their behaviour. The seriousness of this deficiency clearly can not be overstated.

- Education up to grade 8 was conducted at the center. Even though the quality of the education might have been average among the schools present in town, the class rooms were small and uncomfortable. After classes no follow up was administered to discipline the children to study. What was strange here was the fact that there was no library available, neither for the children nor for the workers. The school provided education for children outside the center. This was a wise decision which protected the delinquents from social isolation.
- Vocational training workshops for metal, wood and mat work provided by the center. These workshops did not work at full capacity since many of the machines and equipment were not functioning. There was no technician assigned to do maintenance and repairs on the machines. There are other leisure activities carried out at the center. These are:
 - Training on music instruments was provided, although this might regarded more as recreational rather than vocational training.
 - Sport such as football, volley ball were provided. They were, as would be expected, the most frequented activities.

5.3 Evaluation of the Support Programs by the Children in Conflict with the Law.

After having enumerated and described the various rehabilitation programs conducted in the center, the study asked the delinquents to evaluate the programs and identify which they like most.

Counseling was the most favorite program for 46% of the male and 27% of the females. Vocational training ranked second for the boys (27%), whereas for the females it has the highest ranking (46%). Accommodation came as the third favorite for males (21%), while the female rated it equally with that of counseling (27%). Not surprisingly, education ranked last. This fact again portrays the common psychological handicap under which these children suffer namely acute dislike to learning and consequently poor performance at school.

When asked which of the programs were most effective in influencing their behavior positively, the boys and girls indicated counseling the best. Both groups ranked sports as second third come school lessons with 11% (male) and 8% (females). This time vocational training is marked as the least effective with 2% boys, whereas none of the female considered it effective.

Particularly female delinquents suggested that the hygienic articles provided by the center were not satisfactory. Similarly there was complain by some delinquents on the provision of food.

Assessing the quality of the accommodation provided at the center, 69% of the males (58% females) thought that it was not sufficient whereas 17% of males out 25% females considered it to be satisfactory. However, 14% of the boys and 17% of the girls qualify the accommodation services to be good and very good.

Though education was among the rehabilitation services provided by the center, there was no continuous follow-up by center workers after classes. Absence of a library at center might have a negative effect that the young delinquents could not develop a reading habit and culture.

Most boys regarded counseling not only the most liked but also the most effective in influencing their behavior. However the girls rated it as second to vocational training when it came to liking but as first in terms of effectiveness. This suggested a useful signal to the administration of the center as to where the greatest potential lay to change the behaviour of the children and invest more energy and resources. The curious thing here, however, was that the girls gave equal rank to counseling and provision of shelter. This difference could probably be accounted for by the fact that, even though both sexes were victims of physical aggression and harassment, when they slept in unprotected areas, the danger and adverse consequences on the girls was more grave if they were raped.

Probably the most interesting, next to the behavioral improvement, was the general positive attitude the young delinquents demonstrated when they answered the question whether or not they regarded their stay at the center was a positive experience. Both the boys and girls answered yes. Equally interesting was their answer to the question why they thought so. The majority of the children answered *because I am better person now than before*. Another important reasons was *because I have learnt many things at the center*. The third reason for their positive attitude, that they felt more peaceful now. When asked why their stay had been positive 2% of the boys and 8% of the girls answered that they had better self-confidence.

5.4 Evaluation of the Behaviour Improvement of the Delinquents

The evaluation of the behavior improvement of the young delinquents was an undertaking which had serious difficulties, the greatest handicap being, the fact that the rehabilitation center had no records or any monitoring mechanism by which to measure its performance and the improvement in behaviour or deterioration the delinquents might have demonstrated. Consequently the sources of information in this respect at the disposal of this study were the questionnaire and interviews with parents and workers.

In general, the assessment of the three parents interviewed and that of the three workers was positive. All of the workers were of the opinion that they had observed good improvement in many of the delinquents. One of them went as far as claiming to have observed improvement in about 50% of the cases. Two of the three parent participants have clearly stated their appreciation of the improvement that their children had shown. The third one, particularly, was very enthusiastic in her appreciation. This might have been because her son had been at the center for about eight months and the time was relatively enough to manifest a significant change.

In both males and female groups they claimed that they have experienced much improvement. The report they have given, as to how their parents have assessed their improvement. The question as to why the self-evaluation of the delinquents was included for by two reasons. These children were aged 12 to 15 years. Personal ego surely played a role (i.e., the desire to portray themselves in the best of lights). These children suffered from severe disruption of self respect and acceptance by others, a fact which might have reinforced their desire to fill this deficiency by overrating their achievements. Another possible explanation was the strong desire they might have had to fulfill the expectations of their parents as well as the workers of the center taking care of them.

The evaluation of the parents and reported by the children was not totally devoid of exaggeration. Their evaluations probably suffer from the same biases as mentioned above. On the other hand, the assessment of the workers could not completely be free of bias, since it was in their interest to report some degree of success. In view of these facts, one can see how difficult it was to find objective evaluation in the absence of any documentary monitoring of the behavioral change of the delinquents at the rehabilitation center. In spite of differences in degree to which all participants agreed, that there had been improvement in some cases in the behavior of the delinquents under study.

However, the question was how could any improvement in behaviour be possible in the presence of serious deficiencies. The rehabilitation center demonstrated improper and unprofessional counseling, unsatisfactory accommodation, not adequately functioning workshops and last but not least, harsh and cruel treatment of the children by some guards and guardians.

Provision of food and shelter on a regular could can have a calming effect of the children as it gave them relief from the constant worry about where to get something to eat and in some cases, where to sleep. This was more true for the girls. They were also removed from the permanent harassment and ill treatment by their parents and siblings. Furthermore, the workshops, though not fully functional, gave the children some degree of therapeutic services. The confidence and self-reliance of the children rose as they engaged in creative work in the workshop. By the same token, the contribution of sport and training on musical instruments could not be underestimated.

5.5 Suggestions for Actions in the Future

The rehabilitation center is confronted with various challenges. These challenges, as enumerated earlier, are in connection with the low or no qualification of workers, insufficient accommodation provision of therapeutic

services and, last but not least, unduly harsh treatment of children by some guards and workers close to children. On top of that, there is an acute shortage of financial resources. In order to carry out its objective fully and effectively the rehabilitation center needs to:

1. change its counseling practice. Currently counseling is conducted to all the 58 children in one group. It is evident that no therapeutic miracles can occur in such a situation. Here the group therapy should take place in much smaller groups, according to their specific psychological needs and problems complemented by individual therapies addressing the specific psychological problems of a young delinquent. A consistent follow up record on the behaviour change of every delinquent in the center must be administered.
2. The center should be congratulated in its attempt to compensate for the qualification deficiency by allowing expertise and know how to flow into the center from outside. This positive practice, however, should be conducted more regularly and intensively.
3. As it is clearly stated above, parents are part of the origin of the problems manifested by their children. Any therapeutic process that does not allow the participation of the parents is doomed to fail or in the best of circumstances result in very modest success. The complete denial of participation of parents in the counseling process is not a wise decision as it leaves a significant source of help unused.
4. Search for opportunities to get support for the children terminating their time in the rehabilitation center from NGOs, individual donors and other similar institution. There has been some cooperation from two donors, Hana Orphan and CIAI. Hana Orphan has donated a television set with satellite aid for the children at the center. These are positive engagement and participation from outside. However, this trend must be followed vigorously and consistently in the future by the institution. As to the provision of aid only for those who have completed their sixth grade this selective policy should be modified to include all children, because it may

create a feeling of unfair treatment by those children who are not recipients of such support. The gravest concern for these children is the dark, gloomy prospect of having little or no support from their families and, therefore, the feeling of helplessness and fear that they may have to face the struggle of survival again.

According to the existing body of literature, correctional centers were expected to introduce community-based programs and to provide more extensive assistance to delinquents, even after they were released. But all young delinquents at Lideta center did not enjoy these opportunities due to selective policy of organizations. Only children who completed their six grade have availed themselves of the free supporting program. On the other hand, the selective policy organizations seems convincing that it might divert the attention of young delinquents towards education.

CHAPTER SIX

6. Conclusion and Recommendations

6.1 Conclusion

The short biographies of the delinquents in Lideta Rehabilitation center is full of ups and down, which is typical to this group but most atypical when compared with non-delinquent children of their age.

The dominating feature of the families, whether natural parents or caretakers, is constant discord that defines the relationship between parents or caretakers and siblings.

All the children in the rehabilitation center lived in an atmosphere of disharmony and frequent conflict. They had to live in families where parents or caretakers were unwilling or unable to give them parental love and care which is essential for psychologically healthy upbringing. The consequence of this deficiency in their young lives was the disruption of their natural psychological balance manifested by their maladjusted social interaction. Thus children became rebellious low performers at school, and finally ended up as young delinquents after engaging in unlawful practices.

Another distinct characteristic of the families was the separation they had to endure because of divorce or natural death of one or both parents. One other single factor overwhelmingly present in most of these families was poverty. To put it simply, these children were angry, because they had been denied fulfillment of their natural need for love and care (demanding for their physical needs, because there has been not enough food to go around in their families).

As a remedy to the latter, problem the rehabilitation center provided them with various support programs: they are: accommodation, education, counseling, vocational training, sports and training on musical instruments.

To make it more elaborate, the provision of accommodation services, though rated by a good number of the delinquents as insufficient, seems to be fairly satisfactory.

Educational programs operated at a relatively satisfactory level, though there seemed to be a lot of room for improvement. For example erection of a library was important. Other support programs which functioned well were sports and training on musical instruments which had both recreational as well as therapeutic significance.

Concerning the workers assigned for the task of counseling, they are too few for the number of delinquents (58) whom they are supposed to serve. Second, they do not possess the necessary qualifications which would enable them to conduct therapeutic sessions. Therefore, no individual therapies were conducted. Parents are not included in the rehabilitation process of their children, an omission which could possibly have a negative impact on the final outcome.

Another support program which seemed to function or better said, malfunction was the vocational training. The situation here was far from ideal. Several machines and equipments in the workshops were out of order. They urgently needed repair or even replacement. The vocational training program had to be stopped because of that, except the mat-works. Again, needless to say, a great support for the rehabilitation process remained a challenge.

In view of the above, the evaluation of the quality of the support programs can only be very low. The question about how effective the support programs are, is a relevant question to be dealt with. However, the answer to this question has been partially given by the conclusion of the children and center workers that the support programs were by and large inadequate and incomplete. It was not logical to expect support programs to be sufficiently effective in general when they were handicapped by serious problems.

Center had no mechanism of estimating the effectiveness of the various programs it conducted. Consequently, there was only the perception's of the children under study. However, the children of both sexes rated the counseling program as most favorite and most effective for them. Only the girls rated accommodation of shelter as equal to the counseling service in terms of effectiveness.

The ultimate measuring stick as to how successful the work of the rehabilitation center was, came from the number of delinquents who had shown any degree of improvement in their behavior. What made the answer to this question difficult was that the rehabilitation center kept no monitoring record on individual delinquents. Therefore, results relied on the self assessment of the delinquents of their own improvement, the verbal estimation of the workers and finally the comments of the parents interviewed. The delinquents were too generous with their self assessment, as one would expect from children of their age. The three parents interviewed gave a firm affirmative answer. The workers were quite sure that they had observed some degree of improvement in some of the delinquents. Based on the perception of the parents, and workers a degree of success attained by the center. Nevertheless, it was very difficult to quantify the options in terms of number of delinquents who had demonstrated improvement.

6.2 Recommendations

In conclusion the researcher recommends the following course of actions for the Lideta correctional rehabilitation center and other responsible bodies.

- Managing rehabilitation in correctional institutions, without professional therapists, is like trying to run a hospital without doctors and nurses. To this effect the Lideta Rehabilitation Center should appoint additional trained staff and up-grade the qualification of the existing staff by giving them special training programs relevant to their tasks.
- The rehabilitation center should direct more resources and energy to improve the educational services by providing more comfortable and spacious classrooms. Moreover, regular day to day follow up should be

administered by providing the children with tutorial classes and after class sessions in the evenings.

- The correctional rehabilitation institution should provide library services both for workers and children. Because of qualification deficiencies of the workers, the availability of a library could provide much positive help in that direction.
- The correctional rehabilitation center should alleviate the various shortages and deficiencies such as poorly functioning machines and equipments, in the workshops and shortages in hygienic articles. A reasonably comfortable child is easier to handle and direct to a better way of life.
- Responsible Governmental bodies and the correctional rehabilitation center should vigorously search for additional financial resources. be it from NGOs or individual donors. The alleviation of the shortage of financial resources, will help eradicate of the adversities mentioned above.
- The rehabilitation center should be more selective in the employment process of the guards and guardians. Their unwanted practices of mistreating the children must be stopped by up-grading their qualifications and their awareness that such negative behavior on their part against children has a paramount significance to the behavior improvement of the children. Frankly, the present behavior of some of the guards is counter-effective.
- As to the provision of aid only for those who have completed their six grade by NGOs, should be modified to include all children.
- The governmental bodies have to, with all urgency and perserverance, approach international NGOs to stretch their helping hands for this noble course.
- The rehabilitation center should include parents in the rehabilitation process.

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Appendix A

የአዲስ አበባ ዩኒቨርሲቲ ድህረ ምረቃ ትምህርት ቤት

የልዩ ፍላጎት ትምህርት ክፍል

መጠይቅ:- በልደታ የተሃድሶ ተቋም በወንጀል ነገር ገብተው ተገኝተዋል በተባሉ ወጣቶች የሚሞላ።

የመጠይቁ ዓላማ:- የዚህ መጠይቅ ዋና ዓላማ በወንጀል ነገር ገብተው ተገኝተዋል የተባሉ ወጣቶችን ለማረም የልደታ የተሃድሶ ተቋም የሚጠቀምባቸውን ዘዴዎች፣ ተግባራዊ እንቅስቃሴዎችና እየተወሰዱ ያሉ እርምጃዎችን በተመለከተ መረጃ ለማግኘት ነው።

ይህን ጥናት በተሳካ ሁኔታ ለማጠናቀቅ ይቻል ዘንድ አንተ/ቺ የምትሰጠው/ጩው መረጃ እጅግ በጣም ጠቃሚና አስፈላጊ ነው። ስለሆነም ሁሉንም ጥያቄዎች በቅንነትና በግልፅነት እንዲሁም በትዕዛዙ መሰረት እንድትሞላ/ይ በትህትና እጠይቃለሁ። የምትሰጠው/ጩው ማንኛውም መረጃ በምስጢር የሚጠበቅ ሲሆን በመጠይቁ ላይ ስም መጻፍ አያስፈልግም።

ለዚህ ጥናት መሳካት ለምታደርገው/ገው ትብብር በቅድሚያ ከፍተኛ ምስጋና አቀርባለሁ።

ክፍል አንድ:- አጠቃላይ መረጃን የተመለከቱ ጥያቄዎች

1. ያታ፡ ወንድ ሴት

2. ዕድሜ _____

3. የትራፊክ ቦታ _____

4. እናት አባትህ/ሽ የሚኖሩት አብረው ነው?

5. የወላጆችህ ወይም አሳዳጊህ/ሽ የትምህርት ደረጃ ምን ይመስላል?

ሀ. ማንበብና መጻፍ ብቻ

ለ. ከማንበብና መጻፍ በተጨማሪ የአንደኛ ደረጃ ትምህርት

ሐ. ሁለተኛ ደረጃ ትምህርትና ከዚያ በላይ

6. መደበኛ ሥራና ቋሚ ገቢ አላቸውን?

ሀ. መደበኛ ሥራ የላቸውም

ለ. መደበኛ ሥራ አላቸው፤ ነገር ግን ገቢያቸው በጣም ጥቂት ነው

ሐ. በቂ ገቢና ሥራ አላቸው

ክፍል ሁለት፡- አጠቃላይ መረጃን የተመለከቱ ጥያቄዎች

7. ወደዚህ ማዕከል ከመምጣትህ/ሽ በፊት የሰራሽው/ሽው ጥፋት ምንድነው?

ሀ. ስርቆት ለ. ሕገ-ወጥ የጉልበት ድርጊቶች

8. ወደዚህ ማዕከል ከመምጣትህ/ሽ በፊት ይህንን ባህሪ ለምን ያህል ጊዜ ፈፀመሃል?

ሀ. ለሁለት ዓመትና ከዚያ በላይ ለ. ለ1 ዓመት ከ6 ወር አካባቢ

ሐ. ለ6 ወር ብቻ

9. በአንተ/ቺና በቤተሰቦችህ/ሽ መሃከል የለው ግንኙነት ምን ይመስላል?

ሀ. ቤተሰቦች/አሳዳጊዎቹ አይቀበሉኝም ለ. ዘወትር ይደበድቡኛል

10. በአንተ/ቺና በወንድሞችህ/ሽ/እህቶችህ/ሽ መሃከል ያለው ግንኙነት ምን ይመስላል?

ሀ. ለኔ ጥሩ ስሜት የላቸውም ለ. ዘወትር ይደበድቡኛል

11. በቂ የቤተሰብ/ዘመድ ፍቅትና እንክብካቤ የምታገኝ ይመስልሃል/ሻል?

ሀ. አዎን ለ. የለም

12. ቤተሰቦችህን/ሽን/አሳዳጊዎችህን/ሽን ትወዳለህ/ሽ

ሀ. ለነሱ የጥላቻ ስሜት አለኝ ለ. ለነሱ በቂ ፍቅር አለኝ

13. ወላጆችህ/ሽ ምን ያህል ቤተሰባዊ ግዴታቸውን የተወጡ ይመስልሃል?

ሀ. በጥሩ ሁኔታ ተጥተዋል ለ. ግዴታቸውን አልተወጡም

14. ይህንን ባህሪ እንድትጀምር/ሪ የገፋፋህ/ሽ ምክንያት ምንድነው?

ሀ. በቤተሰብ ላይ ያለኝ የጥላቻና የበቀል ስማት

ለ. ረቤን ለማስታገስ ገንዘብ ስለሚያስፈልገኝ

ክፍል ሦስት፡- የማዕከሉ የተሃድሶ ስራ በታራሚዎች እይታ

15. በማዕከሉ ለምን ያህል ጊዜ ቆይተሃል/ሻል?

ሀ. ከ6 ወር ላነሰ ጊዜ ለ. ከ6 ወር እስከ 1 ዓመት

ሐ. አንድ ዓመት ተኩልና በላይ

16. በማዕከሉ ያለውን የአስፈላጊ ነገሮች አቅርቦት እንዴት አገኘሽው/ሽው?

ሀ. በቂ አይደለም ለ. ጥሩ ነው

17. በማዕከሉ የሚሰጠውን ትምህርት ጥራት እንዴት ትገመግመዋለህ/ሽ?

ሀ. ዝቅተኛ ለ. በቂ ሐ. ጥሩ ነው

18. ማዕከሉ ከሚሰጠው አገልግሎት የትኛውን አብልጠህ ትወዳለህ?

ሀ. የሙያ ስልጠናውን (ስፖርት፣ የስፖርት ስራ) ለ. የምክር አገልግሎቱን

ሐ. የቀለም ትምህርቱን መ. በማዕከሉ መጠለያ ማግኘቱን

19. በማዕከሉ ያሳየኸው/ሽው የባህሪ ለውጥ ምን ያህል ነው?

ሀ. ምንም ለውጥ አላሳየሁም ለ. ትልቅ ለውጥ አሳይቻለሁ

20. ቤተሰቦችህ/አሳዳጊዎችህ ያንተን/ቺን የባህሪ ለውጥ እንዴት ይገመግሙታል?

ሀ. ምንም ለውጥ እንዳላሳየሁ ይገምታሉ ለ. ከፍተኛ ለውጥ እንዳዩብኝ ይናገራሉ

21. የአንተን/ቺን ባህሪ በበጎ መልኩ ለመቀየር ከፍተኛ ጠቀሜታ የነበረው አገልግሎት የቱ ይመስልሃል/ሻል?

ሀ. የቀለም ትምህርት ለ. የሙያ ስልጠና ሐ. ስፖርት መ. የምክር አገልግሎት

22. በማዕከሉ መቆየትህ/ሽ ጠቃሚ ልምድ አለው ትላለህ/ያለሽ?

ሀ. አዎን ለ. የለም

23. መልስህ/ሽ “አዎን” ከሆነ ለምን?

ሀ. ምክንያቱም፣ አሁን ተሻሽያለሁ

ለ. ምክንያቱም በቆይታዬ ብዙ አዲስ ነገሮች አግኝቻለሁ

ሐ. ምክንያቱም፣ ከፊቱ ይልቅ አሁን የበለጠ ሰላም አለኝ

መ. ምክንያቱም ከፊቱ ይልቅ አሁን በራሴ ላይ ከፍተኛ መተማመን አለኝ

24. በተራ ቁጥር “22” ለተጠየቀው ጥያቄ መልስህ/ሽ “የለም” ከሆነ፣ ለምን?

ሀ. ምክንያቱም፣ ማዕከሉ ዓላማውን ዕውን ለማድረግ በሚያስፈልጉ ነገሮች የተሟላ አይደለም

ለ. ምክንያቱም፣ የማዕከሉ ሠራተኞች ለሥራው የሰለጠኑ አይደሉም

ሐ. ምክንያቱም፣ ሠራተኞቹ ከወጣት ታራሃዎችን እንዴት መያዝ እንዳለባቸው አያውቁም

Appendix B
Addis Ababa University
School of Graduate Studies
Department of Special Needs

Interview Guide for Center-Workers

I- Background Information

1. Sex _____ 2. Age _____ 3. Address _____
4. Educational status
5. Specialization

II- Educational and professional background relevant to the job at present

6. Concerning your educational background, have you ever had courses related to subjects like psychology, psychotherapy or anything close to that?
7. Prior to join the center, have you ever had any contact with children with problematic behavior, at home among relatives or professionally?
8. Do you like children? Have you children of your own?
9. If "no", without having any training, educational preparation related to the job you have now, what made you feel competent enough to accomplish your responsibility?
10. After joining the center, did you have opportunities to get trainings relevant to the task at hand? If "yes", what kind of training and for how long?

III- About the services at the center

11. What rehabilitation services are provided by the center?
12. Challenges and constraints facing the center concerning:-
 - a) financial shortage? b) Inadequate qualification of employees?
 - c) Educational facilities? d) General accommodation for the children?
 - e) Lack of devotion and engagement to the task on the part of the workers?
13. Steps taken by the center to elevate the adverse situation:
 - a) relation with NGO's b) relation with donators

IV-Appraisal of the rehabilitation techniques applied by the center:

14. Counseling is carried out in groups only – why?
15. In the absence of any kind of training in therapeutic techniques, do you use any techniques worked out by yourself?
16. How effective are you in your work?
17. Do you have any mechanism of monitoring the behavioral change of the “delinquents”?
18. How do you rate the efficiency of your colleagues?

V- About appraisal of the success of the center in achieving its goal?

19. Categorizing the delinquents according to their residence
 - a) with parents
 - b) with a divorced parent
 - c) with relatives
 - d) with peers on the street ... how do you rate their success in changing their behavior?
20. Assuming that at least some “delinquents’ have changed their behavior to the better; do you think that:
 - a) the improvement is directly due to the therapy they have received?
 - b) Or is, partially at least, due to the fact that the children had a significant mental respite they have when they live away from problematic conditions at home?

VI-About Cooperation with other centers

21. Do you have relationship with other rehabilitation center?
22. If “yes”, do you exchange experience and expertise?

VII- About Cooperation with the parents/relatives of the “delinquents”.

23. How far were you successful in using the assistance of the relatives of the “Delinquents”?
24. Do you think, that parents need counseling had training to fulfill properly their obligation as parents?

Appendix C

Addis Ababa University

School of Graduate Studies

Department of Special Needs

Interview Guide for parents/relatives

I. Background Information

1. Sex _____
2. Age _____
3. Address _____
4. Educational Status
5. Economic Status
6. Are you living with the child's father?

II. About the psychological conditions of the child? If "no" why?

7. In what familial atmosphere, the child has been growing?
8. How was the social interaction of the child at home and outside, before he attended the center?
9. How was the academic achievements of the child before his/her attending of the center?

III. Measures taken at home

10. As a parent/relative, what measures did you take to correct the behavior of the child initially?
11. Have you found any improvement for the problem at home?

IV. Rehabilitation Practices at the center, as observed by parents

12. Did you find it convincing to place children in conflict with the law in such correctional centers?
13. Before your visit of the center, have you asked about the availability of a school at the center?
14. How do you assess the adequacy of the services at the center?
15. What are the benefits that you think one could get from correctional rehabilitation services?

16. How many times did you visit the child at the center, in a week?
17. For how long did the child stay at the center?
18. Have you observed improvement from his previous behavior?
19. Do you think that the child has developed a negative attitude towards you?
20. If "yes" / "no", mention some reasons.
21. Are there problems encountered by your child at the center? If "yes", what are the problems?
22. How often have you and the rehabilitation workers discussed over the issue of changing the behavior of the child and other related problems?
23. What do you suggest for the betterment of correctional rehabilitation practices in the center?

Appendix D
Addis Ababa University
School of Graduate Studies
Department of Special Needs

Focus Group Discussion (FGD) Questions

1. Let's discuss about the types and adequacy of services provided by correctional center?
2. What remarkable contribution do you site the institution can bring about in changing the behavior of children in conflict with the law?
3. What do you think should be the very purpose of carrying out correctional rehabilitation services?
4. Do you think the effects so far observed are encouraging? Why? How do you measure the effects of behavioral change?
5. What psychological, social and educational problems did you observe on the delinquents during their stay in the institution?
6. What do you suggest to address these problems?
7. What should be done to bring about desired behavioral change in children in conflict with the law?