

**Community Based Correction Practices at Forum on Sustainable Child Empowerment
(FSCE): Addis Ababa**

**A Thesis submitted to Addis Ababa University School of social work in partial fulfillment
for the requirements of
Masters of Social Work**

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May, 2016

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This is to certify that the thesis prepared by Dehab Mustefa, entitled: Community Based Correction Practice at Forum on Sustainable Child Empowerment: Addis Ababa and submitted to Addis Ababa University School of Social Work in partial fulfillment for the requirements of Master of Social Work complied with the regulations of Addis Ababa University and meet the accepted standards with respect to originality and quality.

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Acknowledgment

I would like to extend my heartfelt appreciation for the invaluable advice and consultations that I got from my supervisor, Dr. Cmdr. Demelash Kassaye in the overall processes of writing this thesis. Your constructive comments and guidance was crucial in materializing this paper. I would also like to thank Forum on Sustainable Child Empowerment (FSCE) workers for their warm welcome and consented for letting me to take their community based correction centers and children as main participants for the study. My appreciation also goes to the case participants and key informants who provided me detailed information. Finally, thanks and gratitude goes to my family who supported and encouraged me through the process. Thank you friends from MSW for your critical comments and motivation during the preparation of the thesis!

Abstract

This study explored the practice of community based correction at Forum on Sustainable Child Empowerment (FSCE) in Addis Ababa. A purposive sampling technique and a qualitative research design with a case study approach were used. In accordance twelve sample sizes were taken from the children in conflict with the law who are in FSCE supported Community Based Correction Centers (CBCCs) located at Arada and Kolfe sub cities. Parents and key informants were also participated on in-depth interview. Data were analyzed using cross case analysis. During analysis the researcher ensured that the data were transparent, understandable to the reader and trustworthy by using multiple data collection method and data triangulation. The findings indicated that parenthood and neighborhood situation influenced children in conflict with law to commit crimes and experience unwanted behaviors. CBCCs provided entertainment, empowerment, treatment and participatory activities. The activities made CBCCs conducive for bringing about behavioral changes, develop different skills and most importantly keep their contacts with family, relatives, friends and other community members. The study found that there is no formal follow up system in reintegration process for children in conflict with the law. In addition, lack of good management, development induced displacement projects, negative perception towards the children and practices, and budgetary constraints are the major challenges encountered by CBCCs. Social workers, traditional support systems, multi stake holders, and volunteers are identified as assets for the practices of CBCCs. However, their contribution was found limited. The study findings have implication to social work practice, education, research and advocacy.

Key words: community based correction, children in conflict with the law, community assets

Table of Contents

Contents	Page No
Acknowledgement.....	3
Abstract.....	4
Table of Contents.....	5
List of Abbreviations.....	8
List of Tables.....	9
 Chapter One	
1. Introduction	
1.1 Background of the study.....	10
1.2 Statement of the Problem.....	11
1.3 Research Questions	15
1.4 Objective of the Study.....	15
1.5 Significance of the study.....	15
1.6 Scope of the study.....	16
1.7 Definition of Terms.....	16
1.8 Organization of the Study.....	17
 Chapter Two	
2. Literature Review	
2.1 Children’s Reasons for Involving in Crimes.....	19
2.2 Correction Mechanisms for Children in Conflict with the Law.....	20
2.3 Community Based Correction.....	21
2.4 Historical Background of Community Based Correction.....	21

2.5 Philosophical and Theoretical Explanation of Community Based Corrections.....22

2.6 Objectives for Community Based Correction.....23

2.7 Forms of Community Based Correction.....24

2.8 Community Based Correction Practices.....25

2.9 Challenges of Community Based Correction Practices.....27

2.10 Community Based Corrections in Ethiopia.....27

Chapter Three

3. Research Method

3.1 Philosophical Paradigm.....29

3.2 Research Design.....30

3.3 Study Area and Selection of Research Participants.....31

3.4 Study participants and inclusion criteria.....32

3.5 Data Collection Techniques.....35

3.6 Data collection process.....37

3.7 Method of Data Analysis.....38

3.8 Ethical Considerations.....40

3.9 Strength and Challenges of the Study Process.....41

Chapter Four

4. Findings

4.1 Children’s Background.....44

4.2 Preliminary Issues to CBCCs at Arada and Kolfe CBCC.....53

 4.2.1 Reasons to Join Community Based Correction.....54

 4.2.2 Forms (Ways) to Join Community Based Correction.....55

4.2.3 First Impressions of Children about Community Based Correction Centers.....	56
4.3 Services and Activities at the Community Based Correction Centers.....	58
4.4 Challenges of the Community Based Correction Centers.....	67
4.5 Assets Identified for Community Based Correction Practices.....	68
4.6 Summary of Research Findings.....	73
Chapter Five	
5. Discussion.....	76
Chapter Six	
6. Conclusion and Social Work Implications	
6.1 Conclusion.....	87
6.2 Social work Implications.....	89
7. References	91
8. Annexes.....	96

List of Abbreviations

CBC- Community Based Correction

CRC-Convention on the Right of child

CCFs - Community based corrections Facilities

CBCCs- Community Based Correction Centers

EPDRF- Ethiopian People Democratic Revolutionary Front

FFT- Functional Family Therapy

FSCE- Forum on Sustainable Child Empowerment

MST- Multi systemic Therapy

List of Tables

Table 1- Description of Case participants of the study

Table 2- Description of key informant participants

Table 3- Description of Parents of Children in CBCCS participated in in-depth interviews

Chapter One

1. Introduction

1.1 Background of the study

Juvenile delinquency refers to the criminal acts performed by juveniles or the youths. It is also the legal term for criminal behavior carried out by minors recognized for having problematic behavior (Nayak, 2013). It can also be seen as any behavior that is prohibited by the juvenile law of a state; each state's legislature can re-define delinquency in particular consideration of their context (Taylor, Fritsch & Caeti, 2002).

The legal definitions of juvenile delinquency distinguished juvenile offenders from adult criminals to provide a separate system and process of justice in line with their need for protection and care (Hamilton, 2011). Convention on the Right of Child (1989), which Ethiopia ratified, emphasized the primary purpose of any action taken against children in juvenile justice system should be rehabilitation and reintegration. Accordingly, the criminal code of Ethiopia provided measurements and penalties that are applicable to young persons. It maintained that the primary aim of actions against juvenile delinquents should be to turn the juveniles into useful and productive citizens by educating and correcting them (Criminal Code, 2005 article 157-162).

Correctional mechanisms to children in conflict with the law are institutional correction and community based corrections. Institutional corrections are secured facilities that are more restrictive places. Community based corrections include different forms of correctional alternatives which place children in conflict with the law in their community to maintain the relationship with their family (Taylor, Fritsch & Caeti, 2002).

The objectives of community based correction includes, reintegration, which is considered as the main objective that allows offenders to maintain existing contacts and establish

new ones in the community (Hanser, 2014). Community protection, while assuming control of the offender in the community, is aimed at protecting the society from further harm. Intermediate punishments used as, community based corrections can also serve as alternatives to incarceration that better reflect the severity of the offence than institutional correction mechanisms (Andargachew Tesfaye, 2004).

Incarcerated youths can be treated effectively in well-organized community-based programs. It was found that greater or similar reductions in recidivism rates, effective reintegration and greater attitudinal progresses can be achieved in youth treated in community-based correction programs as compared to those detained in secured institutions (Shelley, 2005).

In Ethiopia community based corrections have not yet received significant research attention of concerned bodies. It is also not well developed as intervention alternative and academic practices. This has resulted in scarce literature, low practice and intervention on the area of rehabilitation of children in conflict with the law. Therefore, this paper aimed to explore and report the study of community based correction practices in Addis Ababa.

1.2 Statement of the Problem

Betelehem Wondimu (2014) conducted comparative study of juvenile delinquency between Addis Ababa and out of Addis Ababa raised juveniles in Ethiopia. The study found that dysfunctional families, peer pressures and inability to attain basic needs are identified as causes for both groups to become delinquents. In addition, failure of parental care was identified as a special cause for Addis Ababa raised juveniles. Street life was found as a separate cause for out of Addis Ababa raised juvenile involvement in delinquency. The study identified theft as a common type of delinquent act committed by both groups.

Similarly Nayak (2013) studied Juvenile Delinquency: Its Magnitude and Impact at Gondar Town in Ethiopia. The findings showed, children who were from large sized /or disintegrated family commit more delinquent acts than smaller sized and healthy family. Media can also positively or negatively influence the behavior of juveniles. The finding also showed children who come from rural area and had poor family back ground are more likely to commit different crimes. The study was conducted on small sample size from Gondar and generalized the findings to all rural areas in Ethiopia.

Hailu Legesse, Leeuwen (2014) conducted a quantitative study on Perceived Parental Behavior of Juvenile Delinquent Boys in Prison: A Case in Ethiopia. The study found evidence for the association between parenting and delinquent behavior in the Ethiopian context. This implies that both family characteristics and parenting practices are important to consider. The study only used quantitative techniques to conduct the study, which is difficult to understand the parental behavior in depth.

Daniel Sewasew, Selamawit Kassa, Gebeyehu Abate, Mengesha Shebaba, Hone Mandefero and Yemataw Wondie (2015) conducted study on correlates of juvenile delinquency among jailed delinquents in Gondar, Ethiopia. The findings showed juvenile delinquency has direct and significant relationship with poor family communication, peer relationship, school problems and neighbors. The strongest influence was from neighborhood condition compared to other factors covered in this study. The study was conducted on children in conflict with the law who are corrected in formal institutional correction facilities.

Shimelis Mengistu (2009) conducted legal study on domestication of international law standards on the rights of the child with specific emphasis on the minimum age for criminal responsibility: the case of Ethiopia. The study found the existing minimum age of criminal

responsibility under the Federal Criminal Code is below the internationally accepted minimum age. According to the study many of the measures taken in the country to protect the rights of children were unable to generate the desired results. However, the study only analyzes the existing legal instruments which did not use empirical data to come up with such conclusion.

Similarly, Peter and Turner (2011) found that most of those who became adult criminals begin their so called 'criminal career' as juveniles. According to the study, delinquency record is one of the strongest predictors of adult criminality. So, intervention on delinquency prevents the onset of adult criminal career and thus reduces the burden of crime on its victims and society.

Shelley (2005) found that many incarcerated youth can be treated effectively in well-organized community-based programs. Greater or similar reductions in recidivism rates and effective reintegration were observed. Greater attitudinal progresses were also found in youth treated in community-based correction programs as compared to those detained in secured institutions. The context in which the study conducted did not represent the realities of Ethiopia.

Save the Children Sweden (2005) reported on diversion of children in conflict with the law to community-based program centers in Ethiopia covered offences committed by children, indicators of success and challenges to the practice. The report indicated, offences committed by children are related to the social, economic and psychological conditions of families and communities. System of implementation, direct impact on children and increased commitment of responsible bodies were identified as the indicators of success for the practice. According to the report, clarity of concepts like petty offence, involvement of duty bearers, drop outs from the diversion program and lack of practical skills on child protection were listed as the major challenges of community based programs. The report did not involve the direct beneficiaries of CBC programs, which are children.

In addition Tsegaye Deda (2011), prepared document entitled introducing child protection and child friendly justice in a society with complex socio-economic challenges experiences and lessons from Ethiopia. The document discussed child protection and child friendly justice, overview of child protection and Child Friendly Justice (CFJ) setting in Ethiopia, and child protection and child friendly service systems. Among child protection and child friendly services, CBC program was raised. However, the document is organizational report which did not critically explore the practice of community based correction practices.

To summarize, even though numerous studies are available on juvenile delinquency in Ethiopia, there are no studies conducted on children in conflict with the law corrected in community based correction system. Most of the existing studies on children in conflict with the law in Ethiopia were conducted on children corrected in formal correctional facilities, used small sample size, did not use empirical data, used only quantitative technique and other studies were conducted on different context. The existing Ethiopian literatures about community based correction practices were found to be organization reports and did not critically explore the CBC practices by involving the direct beneficiaries of the CBCCs. As a result, there exists scarce information which adequately depicts the status of community based correction in Ethiopian justice process.

Therefore, this study explored the practice of community based correction practices in Addis Ababa by taking Forum on Sustainable Child Empowerment supported centers located at Arada and Kolfe sub cities in Addis Ababa. This study contributes as one of the baseline social work research documents in Ethiopia, and potentially serves as a guide to intervention techniques. The study also paves the way to further intervention on community based correction in Ethiopia in the rehabilitation of children in conflict with the law.

1.3 Research Questions

In this study, the following research questions were addressed:

- How do children enter Community based correction centers of FSCE?
- What are the practices of community based corrections for children in conflict with the law in FSCE supported correction centers?
- What are the challenges and opportunities of community based correction centers supported by FSCE?
- How do community assets and major actors influenced in community based correction practice at FSCE?

1.4 Objective of the Study

This study explored the practices of community based correction at Forum on Sustainable Child Empowerment in Addis Ababa. More specifically, the study aimed to

- Identify why children enter community based correction centers of FSCE.
- Explore the practice of community based corrections for children in conflict with the law in FSCE supported community based correction centers.
- Assess the opportunities and challenges of community based correction centers at FSCE?
- Identify how community assets and major actors influenced community based correction practices at FSCE supported centers.

1.5 Significance of the study

As seen in the problem statement, there have been studies on children that were corrected in institutional correction facilities. However, there is no academic study on children in community based correction centers in Ethiopia. Therefore this study contributes to fill the gap in the existing literature. The study also encourages governmental and non-governmental

organizations like policy makers, program developers and justice offices to intervene on community based correction by clarifying the existing practices and challenges. Finally the research identified the community assets for the practice of CBC. This creates an opportunity for social work practitioners and community development workers to mobilize those assets on their intervention on community based correction practices.

1.6 Scope of the study

The scope of the study is limited to exploring community based correction practices in Addis Ababa. FSCE's supported community based correction centers located in Arada sub city and Kolfe Keraneo sub city CBCCs were specifically referred. The study mainly focused on children in conflict with the law in community based correction centers, children's parents, formerly corrected children from CBCCs and children who came to the centers to use the services. The study did not cover the legal frameworks for CBC, that means the challenges and opportunities of the instruments were not covered. The challenges of multi stake holders to involve in CBC practices were not explored. Finally the study only involved few case participants to understand the practice and challenges of reintegration. Therefore, the effectiveness of the CBC practice in reintegration process for all formerly corrected children was not covered.

1.7 Definition of Terms

CBCCs- are used to refer to the centers located at Arada and Kolfe sub cities of Addis Ababa.

Children- used to refer participants who are between twelve up to eighteen age.

Children in conflict with the law- used to refer children who are in contact with the law by committing crimes stipulated under criminal code and who have experiencing deviant and offensive behavior in their living areas.

Community- it refers to the living areas where children are living, specifically Arada sub city (around kazanchis) and Kolfe Keraneo sub city (around Kolfe).

Early childhood- used to refer ages less than twelve.

Multi stake holders- used to refer to a group of sector offices included in a form of council by FSCE intended to involve concerned sectors in CBCC practices so that they can feel responsible in the practice of CBC. For example administering budget, facilitating services and activities, and mobilizing community members.

Traditional support systems- are found in the communities which have been used by community members to support each other in times of sad and happy moments like mourning times, weddings, etc.

1.8 Organization of the Study

This study has six chapters. The first chapter introduced the background of the study, statement of the problem, the research objective, the research question, significance of the study, the scope of the study, definition of terms, and organization of the study. The second chapter is the literature review that provides an overview of children's reasons for involving in crimes, correctional mechanisms for children in conflict with the law. Among the mechanisms community based corrections are given emphasis by elaborating the historical background, philosophical and theoretical explanations, objectives and forms of community based correction are discussed. Community based correction practices and their challenges, community based corrections in Ethiopia also presented in this chapter.

The third chapter describes the research methods. The philosophical paradigm was selected in accordance with research questions. The chapter discussed research design, study area, study participants and inclusion criteria, sampling plan, sampling size, data Collection

techniques, data collection process, method of data analysis and the ethical considerations for exploring the practice of community based correction programs at FSCE supported centers. The strength and challenges of the study process is also discussed in this chapter.

The fourth chapter presented the findings of the practice of CBC at Arada and Kolfe CBCCs. The findings were presented in themes that are related to the research questions. That are, children's background, preliminary issues to CBC practices, services and activities of CBCCs, and challenges the practice is presented. The fifth chapter discussed the findings of the study with regard to respond the research questions by referring empirical works. Finally the sixth chapter presented the conclusion and social work implications of the research findings.

Chapter Two

2. Literature Review

This section briefly presents relevant research findings and other related literatures on community based correction and juvenile delinquency broadly. It discussed about children's reasons for involving in crimes, correctional mechanisms for children in conflict with the law. Community based correction given emphasis, accordingly historical background, philosophical and theoretical explanation of community based corrections, objectives, and forms of community based correction, community based correction practices and their challenges, and community based corrections in Ethiopia are discussed respectively.

2.1 Children's Reasons for Involving in Crimes

Children from different background are easily victimized and get involved in different kinds of anti-social activities in the community such as crime involving theft, destruction, or violence, the victim always suffers loss (Nayak, 2013). According to Omboto, Ondiek, Odera & Ayugi (2013), most of the children are in crime because of poverty, which drove them into criminal acts for survival. The study further revealed that over 70% of the inmates participated in the study were poor or came from poor family backgrounds (P 19).

Broken homes (dysfunctional families) and low education attainment are also the causes of children to become in conflict with the law. Some participants are orphans without guardians before their arrests, others had single or divorced parents, and others parents' or guardian were alcoholics who could not offer good parenthood (Ojo, 2012). Similarly, Betelehem Wondimu (2014) also found dysfunctional families, peer pressures and inability to attain basic needs are identified as causes for both groups to become delinquents.

Eckersley & Dear (2002) concluded that in addition to break up of families, individualism and rapid technological development are factors that cause crime among the children. Finally, some crimes committed by the youth are out of excitement games.

Some youth get into crime due to peer pressure and rebellion against parental authority. Cases of the young offenders whose offences were being in possession, they confessed to have been recruited by friends. Furthermore, majority of these offenders who participated in the study indicated that, before their arrests they lived in the various slum areas (Omboto, Ondiek, Odera & Ayugi, 2013 p 19).

2.2 Correction Mechanisms for Children in Conflict with the Law

Correctional mechanisms to children in conflict with the law are community based correction and institutional corrections. Community based correction is a broad term used to include a variety of correctional alternatives that are less restrictive and operated in the community. This programs place children in conflict with the law in their community to maintain the existed relationship. Institutional corrections are secured facilities that do not allow the children freedom of movement within the community, more restrictive approach and all aspect of the juvenile's life are controlled within the correction facilities (Taylor, Fritsch &Caeti, 2002).

Juvenile justice requires a separate approach from the criminal justice system. Indeed, the language of juvenile justice is itself distinct; a "child in conflict with the law" should bear no more likeness to a "criminal". As such, national laws and policies should not rely on existing models and systems that have been designed for adults, but rather draft new legislations to address the unique position of children in conflict with the law (International NGO council on violation against children, 2013).

Most importantly, unlike the retributive ambitions of criminal justice, the cornerstone of juvenile justice is the rehabilitative goal. Priority should be given to the examination of a child's personal, family and community situations rather than the production of evidence for prosecution (Andargachew Tesfaye, 2004). Juvenile justice also recognizes children in conflict with the law as a vulnerable group entitled to special protection, and seeks to ensure that children's rights are respected in all interactions with the justice system (International NGO council on violation against children, 2013).

2.3 Community Based Corrections

Community based correction is a broad term used to capture a variety of correctional alternatives with one common characteristic: they are less restrictive than institutional corrections and are operated in the community. These programs place importance on offenders remaining in their respective communities by developing consistent relationship with members of the society especially adult role models (Tylor, Fritsch & Caeti, 2002). Community based correction includes all non- incarcerating correctional sanctions imposed community based corrections in which offenders serve all or a portion of their sentence in the community (Alarid, 2013 p4).

2.4 Historical Background of Community Based Correction

There were practices that served as an alternative sanction. Sanctuary was the earliest considered option. It came in two ways: one was secular in its nature and the other had roots in the Christian religion. In both cases, accused criminals could escape prosecution by moving into and maintaining their residence in cities (Hanser, 2014).

Later, judges in 1770s England increased use of other alternative methods to incarceration known as judicial reprieve. This practice depended on the full discretion of judges.

If the judges believed that sending criminals to incarceration was not proportional to the crime committed, they would let the offender to reprieve in which they gained freedom for specific period of time. At the expiration of such time, the offender would be able to apply for full pardon to crown of England (Andargachew Tesfaye, 2004)

Recognizance also served as an alternative punishment in earlier times, which is traced back to the *case of common wealth Vs chase (1830)*. It was used to avoid final convictions on young and minor offenders, in the hope that those offenders would refrain from further criminal acts. This points that many of the early alternatives to incarceration were implemented more for the reintegration of offenders into the community (Hanser, 2014).

2.5 Philosophical and Theoretical Explanation of Community Based Corrections

Within the concept of corrections in the modern context, five goals or philosophical orientations are generally recognized. These are retribution, deterrence, incapacitation, rehabilitation and restitution. The underlying philosophical basis of community based correction especially probation and parole is mainly rehabilitating offenders and reintegrating them into society (Sherman and Jacobs, 2011).

Social learning theory dictates that offenders learn to commit crimes through imitation and differential reinforcement (Hanser, 2014). Subcultural theory is an extension of social learning theory. It explains that many individuals simultaneously tend to learn to commit crime in one location and these results in crime rates becoming disproportionately high in such areas where criminal behavior is learned as a valued norm. On the other hand, social disorganization theory holds that disorganized communities cause crime because informal social controls break down. (Tylor, Fritsch, Caeti, 2002).

Finally, labeling theory explains much about community correction. It states individuals become stabilized in criminal roles when they are labeled as criminals and stigmatized by the society, and are more likely to develop criminal identities. The label of ‘criminal offender’ stands in the way of the offender reintegrating back into the community. Such labels impair the offender’s ability to obtain school, employment, housing or other goods and services that are important to proceed normal way of life (Hanser, 2014).

2.6 Objectives for Community Based Correction

There are three important notions in favor of community correction. First, it is considered to be cheaper than incarceration. Secondly, community supervision is more effective than institutional settings for decreasing the rate of recidivism. Finally, incarceration is considered more harmful to the offender, family members particularly for children of women offenders, and the society at large (Andargachew Tesfaye, 2004). A community sentence seeks to repair the harm the offender has caused to the victim or the community and to reduce the risk of reoffending in the future (Alarid, 2013 p5).

Policy makers and correction officials look to community corrections to alleviate overcrowding in prisons. In the face of shrinking budgets, community corrections agencies as well as elected and appointed government officials are looking for innovative solutions to reduce new crimes and new victimization (Crime and Justice Institute at Community Resources for Justice, 2009).

According to Hanser (2014) and Andargachew Tesfaye (2004), there are three major objectives of community based correction. The first one is reintegration which allows offenders to maintain existing contacts and establish new ones in the community. Community protection is another objective of community based correction, relying on the assumption that controlling

offender, while remaining in the community is aimed at protecting the society from further harm. Finally, intermediate punishments, community based corrections can serve as alternatives to incarceration.

2.7 Forms of Community Based Correction

Community based correction programs incorporate all non- institutional correction programs (Alarid, 2013). There are various forms of community based corrections found in different literature. For this paper, only few and major ones are discussed.

Probation indicated the re-integrative philosophy of corrections and it is a court ordered period of correctional supervision in the community. In some cases, probation can be part of a combined sentence of incarceration followed by a period of community supervision. The core services of probation are to provide pre-sentence investigation and reports to the court, to help develop appropriate court dispositions for adult offenders and children in conflict with the law (Center on Sentencing and Correction, 2013; Alarid, 2013 p5).

Parole, or post-release supervision, is a period of conditional, supervised release in the community following a prison term. Prisoners are released at the end of their prison terms, and then placed on shorter-term and mandatory post release supervision. This is predicated on maintaining good behavior and remaining in custody under the guidance of the institution or some other agencies approved by concerned body (Hanser, 2014).

Restitution is also considered as a form of community based correction mechanism. It is based on the ancient principle of ‘if anyone sins and commits a break of faith through robbery or any other means, he or she shall restore it in full, and shall add a fifth to it and give it to whom it belongs.’ The compensation might be in the form of payment of money or the provision of service to the community. Restitution minimizes public hostility towards the offender and in turn

reduces the isolation of the offender from the society, and thus can facilitate the reintegration process (Andargachew Tesfaye, 2004).

Diversion refers to the removal of offenders from the criminal justice system by referring them into a mental health, social casework or any other institution. It has also been used to describe the handling of children in conflict with the law in a separate system and sentencing the offenders to community based correctional facilities. Diversion allows early intervention before the development of criminal careers and reinforces the offender's chances for community reintegration (Tylor, Fritsch, Caeti, 2002).

2.8 Community Based Correction Practices

Insofar as community based corrections serves to increase public safety and multiplies possibilities of choice for those who break the law, fostering public recognition of its importance is a challenge. One of the ways to accomplish such an image change is through evidence-based practices by integrating into everyday practice the correctional programs and techniques that have been shown to be the most effective with offenders and using results from systematically evaluated research studies (Alarid, 2013 p18).

According to Crime and Justice Institute at Community Resources for Justice (2009), evidence-based approach involves an ongoing and, critical review of research literature to determine what information is credible, and what policies and practices would be most effective given the best available evidence. It also involves rigorous quality assurance and evaluation to ensure that evidence-based practices are replicated with fidelity, and that new practices are evaluated to determine their effectiveness (pp10-11).

In addition to the forms of community based corrections discussed, there are some specific services and activities provided in the literatures. Community based corrections

Facilities (CCFs) are residential facilities where juvenile courts can place youth after they receive a disposition or sentence. CCFs are designed to hold children who are adjudicated for being in conflict with the law for a petty offense and serve as a more local alternative to sending youth to a correctional facility (JJFS, 2015).

Multi systemic Therapy (MST) is considered an intensive family and community based treatment for children who display antisocial behaviors, which puts them at risk for out-of-home placements. Similarly Multidimensional Treatment Foster Care (MTFC) is an intensive parent training in an effort to enhance parents/guardians with more effective methods of parenting the juvenile when they return home. MTFC provides services to children in conflict with the law who are also having difficulties with their families (Underwood, Von Dresner & Phillips, 2006).

Underwood, Von Dresner & Phillips (2006) highlighted the practice Big Brothers Big Sisters of America (BBBSA), where services such as mentoring are provided by volunteers of the community in a community-based organization. This process allows the caseworker to learn more about the children and their parent and supervision is maintained throughout the program. The majority of these children at the organization come from single parent homes.

Wilson (2010) articulated the roles of social workers in community based correction practices as; they involve themselves in frequent and open discussions about the roles, purposes, expectations, negotiable and non-negotiable aspects of intervention and confidentiality. Accordingly, social workers should also involve themselves in problem solving activities during the intervention on community based correction by developing open, honest, non- blaming and optimistic relationship with the clients.

2.9 Challenges of Community Based Correction Practices

Community based correction programs in most cases are understaffed and do not have the funds to implement their activities. Training new staff providing ongoing training for staff already involved is also costly, but necessary for juveniles to receive adequate care (Underwood, Von Dresner & Phillips, 2006).

Dawes (2008) identified caseworkers are facing resistance from different institutions due to effects of labeling young people as criminals. Attempting to engage the families of some young offenders become difficult given the fact that providing culturally appropriate and sustainable programs are the challenges of community based programs.

Clarity of concepts like petty offence, lack of involvement of duty bearers, dropouts from the diversion program and lack of practical skills on child protection was listed as the major challenges of community based programs (Save the Children Sweden pp 15-21).

2.10 Community Based Corrections in Ethiopia

In Ethiopian early history “correction is mainly available for royal family members, dignitaries and senior statesman who were suspected of having a desire to the throne or having affair with oppositions to the throne” (Andargachew Tsfaye p 213). *Wahinie Amba* was the first prison in the city of Gondar but later it is claimed that it was also located to Wollo, North Shoa, Tigray, and Gojam. The other indication of the early system of imprisonment was by Emperor Tewodros in 1862 through internationally famous detention of members of British diplomatic mission and some religious missionaries at *Mekdela*. In the early 20th century there were different examples of system of imprisonment. one of them where Lij Eyasu was arrested after he was dethroned in small town of Gerawa in Garamuleta, western Hararghe (Andargachew Tesfaye, 2004 p 213).

Ordinary criminals were treated in different ways unlike royal family members, dignitaries and senior statesman. Those criminals were deported to very distant places and put under observation of local authority. This practice was used in Emperor Haile Selassie's regime at places like *Gore*. Such prisoners were supposed to report to the local police at regular intervals fixed by the police or by the order of banishment (Andargachew Tesfaye, 2004 p 215).

Among various correction mechanisms in Ethiopia, community based correction programs are not well developed and studied. This amounts to the rationale for the researcher to study and contribute for the existing literatures regarding community based corrections practices in Addis Ababa. FSCE is non-governmental organization that has been intervening on community based correction for children in conflict with the law by providing different services in Addis Ababa in different sub cities of Addis Ababa. Therefore, this study focused on children in conflict with the law in the FSCE supported community based correction centers.

Summary

This section briefly discussed about children's reasons for involving in crimes, correctional mechanisms for children in conflict with the law. Community based correction got emphasis. The historical background, philosophical and theoretical explanation of community based corrections, objectives, and forms of community based correction, community based correction practices and their challenges, and community based corrections in Ethiopia were discussed.

Chapter Three

3. Research Method

This section described the philosophical paradigm used to guide the study. The research design; Study area and selection of research participants under this the background information of FSCE and the CBCC program description are discussed. Study participants and inclusion criteria are also included in this section, where the inclusion criteria for each group of participants are identified. Data collection techniques, data collection process, method of data analysis, and ethical considerations are discussed.

3.1 Philosophical Paradigm

The researcher selected social constructivists' paradigm as a guiding framework for the study. The constructivist's perspective is ideally preferred to understand meanings, values and definitions participant's give to the reality (Creswel, 2007). The goal of research relied on the participant's views of the situation in order to get in-depth understanding about community based correction in Addis Ababa. Kreuger and Neuman (2006) acknowledged that human beings have different understanding of reality and subjective expression of their situation and as such gives much emphasis for the subjective explanation of issues.

Besides, the constructivist's perspective is employed with the purpose of providing ample opportunity for the researcher to interpret opinions and feelings of participants providing to the questions under scrutiny. This is supported by Creswel (2007) as, constructivist paradigm presupposes questions become broad and general (open ended) to enable the participants to get a chance to express the multifaceted and varied issues.

3.2 Research Design

This research pursues qualitative method with the belief that it provides the most appropriate way for investigating the research questions in-depth. As Mack, Woodsong, Macqueen, Guest, and Namey (2005) articulated, qualitative research seeks to understand a given research problem or topic from the perspectives of the local population it involves and help a researcher gain a rich and complex understanding of a specific social context.

The purpose of the study was to explore the practice of community based correction in Addis Ababa. As discussed, the issue is not well studied and the interventions laid out by different organizations are not supported by empirically done research findings. Exploratory research is usually conducted when there are few or no earlier studies to which references can be made for information (Williams, 2003). In order to explore and understand the practice of community based correction for children in conflict with the law, the researcher should be able to gather detailed information. Berg (2001) suggested whenever researchers need detailed understanding of the problem; the merit of qualitative method is considerable.

Case study was employed in the research to get an in-depth and holistic understanding of practice of community based correction with specific reference to FSCE centers. According to Yin (2003), case study allows researchers to gain holistic and meaningful understanding of real life events. Accordingly the design supported the researcher to understand the background of children at CBCCs and address community based correction practice. The unit of analysis for the case study was the CBCCs and children who are selected for the participation served as the unit of observation for the study.

Finally, due to the time frame provided for conducting the research and the nature of the issues covered, the study was cross-sectional research where the in-depth interviews were

conducted over a specific period of time. As to Cherry (2000), cross-sectional study is a study where the data are collected at one point in time. Of course, the data collection process involved the back and forth to the centers in line with transcription and coding to get detailed information.

3.3 Study Area and Selection of Research Participants

Study Area

To explore the practice of community based correction, FSCE was selected as the study area. Among the current available CBCCs supported by the organization, Arada and Kolfe CBCCs were selected. At the time of the study, Arada sub city CBCC is giving service to 120 children, 81 boys and 39 girls; Kolfe sub city CBCC is providing service for 116 children, 76 boys and 40 girls.

Forum on Sustainable Child Empowerment (FSCE) previously named Forum on Street Children Ethiopia was established at the end of 1989 by a group of social development professionals working in child-focused organizations. The primary concern that led to its establishment was to give urgent response to the then increasing number of migrant children from different parts of Ethiopia and various corners of Addis Ababa. Their vision is to see the wellbeing and protection needs of children fulfilled. FSCE is a child protection organization striving for sustainable protection, growth and development of vulnerable children (FSCE, 2011).

The Community Based Correction Program (CBCP) is a program of diversion, which is defined as a non-custodial approach that emphasizes on developing a non-formal system of care, rehabilitation and reintegration for children between nine to fifteen years and those who are first time and petty offenders. The program focuses on correction of children in conflict with the law in their communities by applying a holistic approach towards developing their potentials for

recovery, through strengthening supportive structures around children. The program is expected to contribute significantly to the realization of the best interests of children in conflict with the law; specifically by reducing labeling and stigmatization of these children in conflict with the law (save the children Sweden, 2005 p 9).

3.4 Study participants and inclusion criteria

An inclusion criterion was set for the purpose of guiding the data collection process and to determine the right targets from which the data was collected. This study was conducted on six groups of participants. These include children in conflict with the law in FSCE supported community based correction centers which served as the main cases for the study, children who used to be in CBCCs, children who came to use the services, key informants and finally the parents of children in CBCCs. The inclusion criteria that were used for the participants are presented as follows.

The first inclusion criteria used for selecting children in conflict with the law in FSCE supported community based correction centers. These individuals are the main cases of the study. For this study purpose the inclusion criteria was (1) children who are at age between 12-17, (2) those children who are currently in CBCCs and stayed at least one year in the center and (3) those who were willing to participate in the study.

The second inclusion criteria used for selecting children who were corrected in FSCE supported community based correction centers. For this study purpose the inclusion criteria was (1) children who are at between the age of 15-18, (2) those children who were corrected in CBCCs and (3) those who were willing to participate in the study.

The third inclusion criterion that was used to select children came to use the services of CBCCs informally. Inclusion criteria was (1) children who are at age between 12-17, (2) those

children who are currently using the services in CBCCs, (3) those who were willing to participate in the study and those who stayed at CBCCs for more than one year.

The fourth inclusion criteria were used for project coordinators or officers of community based correction centers and social workers at FSCE. These are not cases of the study rather are key informants who are involved in the process of delivering community based correction to the cases under the study. The inclusion criteria that were used for this study purpose include (1) who are currently working in the community based correction centers; (2) those who were willing to participate in the study; and (3) who were working at least one or more years at FSCE supported community based correction centers.

The fifth inclusion criteria were used to involve the parents of children in conflict with the law. The inclusion criteria that were used include (1) parents whose children are currently corrected in the community based correction centers; (2) those who were willing to participate in the study; and (3) who are indicated by the CBCC offices as active participants in the process.

Sampling

To achieve at exploring the practices, opportunities and challenges of community based correction at FSCE supported centers, identifying community assets and major actors; I used purposive sampling to get detail and reliable information from the participants, as inferred by Mack et al (2005) purposive sampling is used where participants are recruited based on the pre-selected criteria that are set by the researcher which are relevant to the research questions raised.

In order to achieve at exploring the challenges of reintegration of children I used snow ball sampling technique. Since children who were corrected in community based correction centers were released to different part of the city, it was difficult to map them from the rest of the population. Therefore, it was vital to recruit them through snow ball sampling technique that was

realized by involving participants or informants with whom contact has already been made and use their networks to refer to other participants who were willing to contribute to the study. As Berg (2001) indicated snowball sampling as best way to locate participants with certain characteristics necessary to the study and particularly while studying difficult to reach populations, groups not easily accessible to researchers through other sampling strategies.

Sampling Size

The objective of this research is not to generalize the result for the larger population; it is rather to have detailed exploration of community based correction in Addis Ababa. According to Tucket (2004), there are 'no hard and fast rules about numbers in qualitative research, no closely defined rules for sample size all that matter is seeking a richness of data relevant to the research questions. Similarly Krueger and Neuman (2006) articulated that, for qualitative researchers, it is the participants relevance to the research topic rather than their representativeness which determines the way in which the people to be studied are selected.

Twelve case participants were selected for the study by considering the inclusion criteria; Six children in conflict with the law who are in CBCC at both woreda; Three case participants who were corrected in CBCCs and other three children who came to the CBCCs to use the services provided. Six key informants, two community development workers from both woreda CBCC offices, a volunteer, project coordinator at FSCE office and one multi stake holder were involved in in-depth interviews.

Likewise, according to Mack et al (2005) sample sizes are depend on the study's objectives, the resources and time availability. Purposive sample sizes are often determined on the basis of theoretical saturation where the point in data collection when new data no longer bring additional insights to the research questions. However, there exists no explanation of how

saturation might be determined and no practical guidelines for estimating sample sizes for purposively sampled interviews. Though as inferred by Nixon and Wild (2012) data saturation could regularly be achieved within 10 individual interviews and less numbers if case study is selected by the researcher.

3.5 Data Collection Techniques

In order to have an in-depth understanding of community based correction practice, both primary and secondary data collection techniques were used. As to Creswell (2007), the use of many data collection techniques while conducting qualitative case study research is preferred rather than relying on a single data sources.

Primary Source

Interview, observation and document review were used in this study as primary data collection methods. As Kothari (2004) stated, primary data sources are those which are collected for the first time, and thus happen to be original in character.

In-depth Interview for Case Participants

In-depth interview was one of the data collection techniques that were used to collect information from participants. The in-depth interviews were used with children who are now corrected in CBCCs and their parents, who were involved in CBCCs in order to get in depth understanding of the process and challenges encountered during reintegration, and those children who came to CBCCs to use the services in FSCE supported community based correction centers. The in-depth interview guides were open ended and as Creswel (2007), open ended questions better allow the researcher to listen the perspective of participants than the closed ended ones. Under in-depth interview the background informations of participants, family background, their living places, the reasons to enter into CBCCs, services provided by CBCCs, challenges of the

services and experiences before and during community based correction were raised and discussed.

In-depth Key Informant Interview

To understand and assess the practice, challenges and opportunities of community based correction, to identify the community assets and major actors for community based correction the researcher found necessary to conduct key informant interviews with participants who are working in the community based correction centers. The key informants addressed issues regarding the backgrounds of children in conflict with the law; community based correction activities, major actors and community assets that have been used by FSCE, importance, and challenges of the practice.

Observation

In addition to using in-depth interviews, naturalistic observation was used to get contextual information regarding the practice of community based correction at FSCE beside what the children and the key informants said. As Berg (2001) articulated, the use of an observation method is commonly associated with a qualitative research and better to be called as a naturalistic observation. It intends to simply observe the flow of events. Creswell (2007) added contexts are important for understanding what the participants say.

Thus, the observation serves as an additional technique that complement the information obtained through the interviews and document review. The observation was started on the first day of visit to the CBCCs by using guide. The services and activities currently provided at both CBCCs, interaction between the workers and children, children's impressions towards the services and activities, participation of children and CBCCs surroundings were observed during the study.

Document Review

The researcher reviewed documents available at Forum on Sustainable Child Empowerment (FSCE) in order to get brief understanding of the community based correction. During the document review the personal files of children in CBCCs and reports of FSCE on different years were reviewed. Reviews used to get details on the background of children in CBCCs and services that have been provided.

Secondary Sources

Available materials such as published books, journals, articles, electronic information were reviewed and used to come up with context specific problem statement and literature review

3.6 Data Collection Process

The first step was to take support letter from Addis Ababa school of social work. Then researcher arrived at community based correction centers to introduced the research objectives, arrange time, and place for beginning, conduct the interview, and finalize the interview process appropriately by considering necessary ethical guidelines. As indicated by Ritchie & Lewis (2003), in-depth interview involves different stages; Arrival to researcher, introducing the research, beginning the interview, interview process, and ending the interview.

Gate keepers, who are also the key informants were approached on the first day, I introduced myself, my study interests and objectives orally and gave them an information sheet about the study. They were impressed that I am going to study about community based correction in-depth, as one of them said, 'No one came here to study the practice of community based correction except one foreigner student learning at Australia' (KI4). When I heard this, I become more interested to explore the practice.

Their warm welcome and willingness to help through the data collection was amazing. One of them even said, 'There are documents and materials that could help you to understand about what we have been doing'. The more we talk informally, the more I became inspired to rush to study and then I arranged time to visit the centers at their convenience. On the agreed day we visited the centers, this is where my observation started. I introduced myself with the children, play games with them which helped me to build successful rapport.

The interviews were conducted by making discussion with participants to decide the appropriate place and time. All the interviews were conducted at the offices of Arada CBCC, Kolfe CBCC and FSCE head office located in Addis Ababa, place named 'Abuare'. The interview processes were audio recorded by considering participant's consent. Surprisingly all of the participants were consented to be recorded.

The interviews were conducted by the researcher, while facilitating memos were observed for each participant feelings and facial expressions that enabled the researcher to get the contexts of community based correction. Note taker were oriented and assigned to take notes of the in-depth interview. The interview took thirty to one hour for case participants. However, the key informant interviews took one hour up to one hour and thirty minutes. After the data was collected and made ready for the analysis.

3.7 Method of Data Analysis

The data gathered was detailed explanation for the guiding and probing questions regarding community based correction practices. As Krueger and Neuman (2006) stated, qualitative data are in the form of text, written words, phrases or actions and events in social life. Transcription was conducted on each day of interviews, reading the transcriptions, notes (with the memos) and listening the audio recordings repeatedly helped me to come up with many

codes, while doing this I used line by line and sometimes by statement reading and coding.

The codes were collected into categories by seeing their similarities and asking different analytical questions, then finally codes were changed into big themes having various concepts and stories that are fit to answer the research questions. Which is also supported by Creswell (2007), the relevant informations obtained from in-depth interviews is analyzed and interpreted in to precise meaning by using stages; coding, categorizing and then to theme.

In this study all interview instruments to be conducted were translated into Amharic. Every day after data collection, field note transcription was done repeatedly then followed by incorporating the memos, which helped me to create visual image for the readers in the finding presentation section.

The transcription process was followed by making coding. In this stage, the pre-coded stories, statements, ideas, experiences and non- verbal communications during the interview was converted in to meaningful codes. This was where translation into English language started, while translating and coding I used back and forth technique to ensure that participants meanings and intentions while the interview were considered.

In categorization stage, the coded data was categorized in to similar, related categories. This categorization indicates how the different codes were constructed into similar categories of different types that provided meaningful shape. As to Tucket (2005), data categorization helps to sort out texts into meaningful groups, which make the data to be manageable. Finally, the main themes were developed based on categorization; Categories were putted into broad themes to achieve at the specific the specific objectives of the study. After this I presented the findings using the themes developed. Themes are presented thematically and cross case analysis through broad narration by referring the quotes of participants to ensure the transferability of the data.

Through the process the researcher ensured that the data is transparent, understandable to the reader and trustworthy by using multiple data collection method and triangulation. The data collected from multiple sources (observation, in-depth interview, key informant interview and document review) were thematically converged in the analysis process. As inferred by Baxter and Jack (2008), the convergence adds strength to the findings as the various elements of data are intertwined together to promote a greater understanding of the practice of community based correction.

3.8 Ethical Considerations

Participants of this study were first briefed about the purpose and nature of the research and asked for their informed consent to participate in the study. The researcher communicated the participants about their right to quit or not to involve in the research up on any inconveniences. Issues related to anonymity were clearly indicated; the information obtained was kept confidential and anonymous expression was used as found necessary. The information was only accessible by the researcher, and the note takers were briefed about the ethics and signed. Participants decided after the above necessary informations were communicated. All interviews referred by codes, where the case participants were given codes as case one, case two, case three, and the key informants were coded as KI1, KI2, and KI3.

The three core principles, originally articulated in The Belmont Report, form the universally accepted foundation for the research ethics (autonomy, beneficence and justice) (Mack et al, 2005). The first principle ensures the autonomy of the research participants, respect for persons. As the main participants for the study are children who amounts to minors with diminished autonomy, the researcher considered the ethics and procedures to engage them in the study by taking informed consent from their parents.

Beneficence is another principle which requires a commitment to minimize the risks and maximizing the benefits to research participants. In this regard I informed the case participants, parents and key informants that their involvement in the interview would not create any inconvenience with the relationship with FSCE. However, if the challenges are solved by FSCE, they are the beneficiary in the long run.

The third principle is justice that requires ensuring a fair distribution of the risks and benefits resulting from research. Those who take on the burdens of research participation should share in the benefits of the knowledge gained. To this end, I promised the participants that I would make the thesis paper available at the FSCE resource center and mini- libraries. Refreshments were served for the participants during the interviews.

In addition to these established principles, respect for communities also considered by the researcher, to respect the values and interests of the community in research and, wherever possible, to protect the community from harm (Mack et al, 2005).The researcher used this principle while assessing and identifying community assets which studied community wide knowledge, values, and relationships.

3.9 Strength and Challenges of the Study Process

The researcher established an effective rapport from the first day of visit at head office, CBCCS workers, and most importantly with children by spending time informally before the interview days. This helped to gather detailed and reliable information about the practices of community based correction in Addis Ababa. In this line the researcher also committed the year to conduct the study. This also created an opportunity to learn through the process, gave enough time to data collection, transcription and analysis.

The other strength of the research was, the researcher read and referred literatures before writing the thesis or doing any work on the study process, this helped to organize the thesis with standard. Accordingly, on the finding section, broad narration was used to ensure the transferability and transparency of the gathered data. Memos were carefully noted by observing the facial expressions to create visual image to the reader about the interview sessions and participants. Finally books, articles, guidelines and reports are cited carefully.

In order to get understanding of the reintegration process of children after CBCCs participating children who were corrected at CBCCs was vital. Even if snowball sampling was used to identify the participants, it was challenging to reach those children since there is no formal contact between formerly corrected children and the center. Therefore, one starting point for the snow ball was used.

The other challenge was misunderstanding among the study participants that participation in the study would have payments. This was because the participants had expectation resulted from prior experience. This challenge was managed through creating a rapport and providing refreshment such as soft drinks and cookies. The researcher also explained the possible positive benefits this research might bring to participants in the long run.

Inability to get context specific literatures regarding community based correction in Ethiopia was the major limitation on the research process. To overcome this challenge the researcher used reports and related documents. Up on completion of this paper, it contributes as a baseline document to other researchers not to face the same challenge.

Summary

Through the use of the above mentioned qualitative exploratory research method with a cross-sectional case study strategy, this study explored community based correction. The use of these research methods helped the researcher to gather detailed information on the aforementioned issues. To summarize, the last section described the philosophical paradigm used to guide the study, the research design, study area and selection of research participants were discussed. Study participants and inclusion criteria are also included in this section, where the inclusion criteria for each group of participants were identified. Data collection techniques, data collection process, method of data analysis, and ethical considerations were discussed. Data gathered through these methods are presented in the following chapter.

Chapter Four

4. Findings

This chapter presents the findings of study. Through the process of analysis that is discussed in the previous chapter, five themes were emerged that are background of children in CBCCs, preliminary issues to CBCCs, the services and activities of CBCCs, the challenges of CBCC practice at Arada and Kolfe Keraneo sub city and assets identified for CBCC practices. Those themes have multiple categories that are briefly discussed under this chapter. The summary the research finding is also included in this section. Case participants are presented by codes that are case one, case two, case three and the key informants are referred as KI1, KI2, and KI3.

4.1 Children's Background

Personal behavior

Children liked to ask question and aspired to explore the environment; I found out that children want to get their need to be fulfilled, in times of inconvenience used to complain about it, these behaviors are pushing them to seek another options. Children were happy and their faces were smiling while sharing as one of the cases said, 'My mother told me that I was annoying, liked to ask different questions about everything I saw, and wanted to things to be fulfilled for me, if she failed to supply those things I used to cry'(case Two). Similarly case eleven added, 'I used to complain almost about everything that my parents provided for me that is why I was known for the name 'tenechanach' with in my family and relatives'.

There were children who are not happy to hear about themselves. As case eleven reported, 'I used to get angry and aggressive easily; I did not want to be touched'. Similarly, case ten added that,

My mother told me I disturbed her and named me as 'betam aschegari', I was highly interested to do what are forbidden, and even enter in to fighting with children at school and in my living place.

Children at the center seek to get money from their parents to expend for various activities including buying small snacks. As case eleven said, 'my mother told me that I used to like to get benefited for everything I do for the family, example for getting orders to the nearby kiosk or washing my elder's socks'. While others steal cents, birr and other worthily materials from their parents to satisfy their needs that their parents failed to fulfill. Case eight said, 'my mother told me that (in which I remember) I used to stole money from my father before they got separated to buy many things'. Furthermore, this stealing behavior sometimes reflected on outside home, as case four said, 'I used to steal small things from other persons (from tailor, small shops).

In similar instances, children were involved in jobs to fulfill their needs as case one told me, 'I used to carry things peoples bought for money'. I saw a smile on his face, become more interested to know what did he want the money for then asked him, replied as 'I used it to pay to get into movie houses and play station houses in my living area it only take one birr for two movies' he smiled then continued 'also I used to buy biscuits, candy and gum for me and my younger brother by the money earned'.

Parental Situation

Children are currently living with their parents as case seven said 'I am living with my mother and father' which is also shared by case one, case three, five and others. Other's children parents are separated as expressed by case eight, 'I live with my mother, my parents got separated a while ago'. However there were children living only with their mother due to the

absence of father having no option in cases of place difference, death and job location. As said by one of the cases 'I live with my mother my parents got separated because of my father's job he is working in a rural area, all the children are living with my mother'(case nine), case ten articulated as,

My parents are divorced he is not around, they do not live together and I never seen him after I became older. I do not know where he lives, his job or his education level and I don't think he lives in this country.

Case four added to this issue as 'I do not know about my father's occupation and educational level, we are not in contact'. Case two expressed in a sorrow voice as 'My father is used to be a travel guide, now he is dead'.

There are times where parent and children never seen each other as case eight said in a lower voice, 'my father and I do not meet each other, my mom forbids it because he is an alcoholic'. While others could not build a connection having no option as case nine expressed My father does not visit us or tried to get in touch because he lives in rural area with his family But sometimes we visited him since we have a grandmother at where he lives, sometimes he send to us some items (materials for our school) through individuals.

The above stories from cases are further confirmed by the key informants, as one of them said the relationship is even affecting the center's contribution.

The parents do not follow them up, they come home very tired. The parents are not that much helpful, our efforts sometimes do not contribute for the children because they spend more time with them (KI1).

In this line KI2 added, 'They do not have much time to control and follow up their kids, they get out early or a job and come back in late evening, they do not know about how their children are spending time at school, neighborhood and the like'.

Children at the center have different family size at their house. There were family with, five, four, three (for instance case two, case three and case four) and others have extended families as case one said by making fun on that, 'We have seven family members, It is not only our family thing, you can see many children living in my area' she laughed for long time and then added 'I think it is just like a trend, I can say there is no family planning around my area' continued laughing.

Similarly case seven said as, 'We are seven in the family including my parents' she seems happy about that. However, case said that, 'we are nine in our family including my mom, my parents live separately all the children are living with my mother' he talked in the sense of feeling that it could be a burden for his mother.

In the house where the children are currently living, in addition to the siblings and parents, there are relatives who are living in the family. As a result children are experiencing positive and negative feelings. Case four shared in a sense of not being helpful for his mother as,

We are three with in our family, me, my mother and other one person that he has been providing us shelter that means we are living in his house, he is involved in addictions he smokes all the time inside the house and sometimes comes drunk late as a result he always gets into fight with my mom (he putted his face down after saying this).

While case six seem to enjoy his cousin's company as said with a smile on his face,

I live with my parents, we are four in the family, my mom, dad, brother, and I and we have one cousin who lives with us. He always helps me with my home works and study

at home I really like him and happy that he is living with us, he gives me incentives when I scored well grades.

Children like to spend time with parents and siblings, which will result a good communication and relationship of parents towards their children, as said by case nine,

I love my brother and sisters very much I really care for them and I know they care for me too, we play together at home. Playing outside or at other's house is forbidden in my living place, they will punish us for that, I can say that they are unhappy to see children playing around.

According to the interviews; there are children who are selective in making relationship with parents and siblings which was expressed as,

Even though we are eight in the family, I only can communicate with my mother and one brother, I thought they understand me more than the others and others spend most of the time out of home; they are working (Case eleven).

The parents of children in CBCC are in diverse level of education. There are parents who are well educated, as said in proud by case nine 'my father is a teacher, his has a bachelor degree'. Case one also said her parents shared the same as, 'my father is a construction worker having (12+) education level and my mother is a public servant and have 12+ certificate'.

While there are others quit school on different levels and involve on various jobs for a reasons as expressed by case nine 'my mother learned up to 8th grade and quit school'. 'My mother did not get to learn above grade five, I think it is to support her own family' case ten added. However there are families who never went to school as case twelve story he said, 'my mother is a janitor at Gypsun School and she never went to school'. Case five shared this as,

‘Both my father and mother involve in daily labour jobs and learned until 5th grade then could not go further’. Case three added,

If my father gets a chance, he works daily labor jobs but if he couldn't get that, he sits for begging at St Gabriel's church around kazanchis , but get to school up to 7th grade and quit school to start a job, my mother also works in daily labor job (washing clothes, cooking) if not she will sit for begging at St Gabriel's church around kazanchis, she never went to school so far.

The economic statuses of parents were briefly expressed in the interviews. Children in CBCC came from a family having low economic level. As said by case eleven, ‘My family's living is very low. This is more elaborated by one of the key informants as, ‘Children using our service, mostly came from low economic living status, I mean their parents are working daily labor jobs’ (KI1).

Another key informant added as, ‘parents are living in unsatisfactory living style (as he expressed it) 'ke ej wede af nuro', those are working daily labor jobs, for example washing clothes, making cobble stones, carrying stones for the construction works and the like’(KI4)

Children’s living place

Children are living in a place where a lot of peoples live in a very small plot of land and parents are using rented houses for a living as said by case eight, ‘My living place is called 'traffic sefer', a place where a lot of people live in small land, there are many kiosks, and most of the people are living in rented houses’ case nine added, ‘the houses are very much intertwined there are times where we hear things said from the next door (making fun of it)’.

Parents also expressed that their living place and even the houses are not suitable for the children to study as said by parent one,

We are living in a kind of shelter made by plastics, no electricity, and other facilities. If my child wants to write or to do his home works, I will stay outside because the place is not enough for both of us to sit.

In this line children added that their living place is not suitable for children to live.

My living place, around Kazanchis-‘menaheria’ is not suitable for living because of the health related issues, there is problem in sewerage system, low environmental cleaning as a result of this most members become sick in the surrounding including children (case two).

Case eleven who is now living around ‘winget-traffic sefer’ also added to the above issue as

I live in the place called 'Traffic sefer', like every places it is easy to say good place, but it is unsuitable to live because of the bad sewerage system, children living in the area are exposed to different sickness related to that.

In a similar context case six added,

We live in ‘kebele’ houses, so the houses are small and my living place is not good because most of my neighbors request me to buy in appropriate things like 'kchat', cigars. Therefore it is not proper place for children to grow.

There are even times where children are sharing the basic facilities with the neighborhood, which includes the rest rooms and water supply as said by case three, ‘there is no private rest rooms in my living place, we are using by turn with our neighbors, water is also public we use with other community members but they use it in harmony unlike the rest rooms’. The key informants also confirmed that children are not living in the suitable environment, they live in the houses that are very small; there is no room for the children to study or do their home works at home’ (KI2).

There is a strong social relationship among the members of the community. Their social interaction was indicated in involving in different kinds of traditional support systems that is between the close neighbors or through engaging in various groupings like 'idir', 'equb', 'mahber' and the like. Members are using these systems for the times of happiness and sad (death of family). Case two answered as,

There is strong social life in my living community that resulted on strong support system among themselves, there is experience of children's to go to other's children house for study, peoples working together in the times of happy celebrations or mourning days, for example by Idir.

In this regard case ten also added,

There is strong social life and groupings for example 'idir', 'equb', 'mahber'; where members are enjoying the support in sad and happy moments. Most of the people who live in the area have been there for long time and known for long time. The relationship between the peoples is very good.

The relationship further goes to the responsibility of keeping an eye on other's children when the parents are not around. As it is said by case six, There is strong social life in my living place, even there are times where me and my brother stayed all night at other's houses if my parents are not at home'. Case one added,

Since my mother is a public servant she could not spent much time with us so we grow up in neighborhood houses, there have been times even we could stay the night in other neighbor's house not to wake us up from our sleep.

The strong social interaction between the neighborhood results in the close relationship among the children as underlined by the key informant one, 'The community members have

strong social life, and similarly the children took the same trend and know each other very well which results that spending much time with each other?

However, even if the parents are spending times and have a strong relationship that would result spending much times, there are cases who are not allowed to play with the neighborhood children as expressed by one case, 'I do not have friends there because my mother forbids that because other children have bad behaviors 'dureye' (as he expressed it). I become more interested to know the things done by those 'dureye' children then asked him, then he replied as, 'they smoke cigars, spend times with the neighborhood youths and watch movies with them they got the money from stealing their parents, steal car mirrors(spokios), and sometimes they took and run mobile phones from people walking' (Case eight).

According to the participants of the study there are a lot of children and youths in their living places. The relationship between the two had been underlined in the interviews as,

There are a lot of children in my living place I can say that there is no family planning and many youths are living in the community. There is a strong connection between children and the youth, most youths are job seekers or unemployed (Case one).

The above experience is shared by case eight, case ten, case twelve and the like, as they said, 'It is a place where there are a lot children and unemployed youths'. Likewise the key informants supported the existence of children, youth and the strong relationship between them as,

According to our study and observation there are a lot of youths in the children's living area, those youths are involved in different addiction behaviors, children have been reflecting what they saw from their society for example stealing, fighting, disturbing in the school, etc (KI1).

Children have various positive as well as negative perceptions towards the living place. 'The silence of my living place and playing times with other children is the best memories' (case two and case five). Case seven expressed her feeling as, 'I won't forget the social life of my community, spending holidays together, round tour for monthly 'mahber', eating, discussing and playing in groups, it is really fun!'.

On the contrary case six expressed as, 'my living place is not good, because most of my neighbors request me to buy inappropriate things like 'kchat', cigars'. In this line case three added his impressions towards the living place as, 'I can say that most community members do not believe in advising children rather they prefer to shout at and punish them'.

Other children stated their impressions towards their living place using the active participation on community development and volunteer activities of members of the community. As articulated by case eight,

One of the best memories about my living area is the event of blood donation, the event is so interesting and motivational it is the celebration where every members involved in it by walking having slogans, it is celebrated on yearly basis.

Peoples are active participants in attending meetings called by the 'woreda' administration regarding different current issues; they also involve themselves in security and environmental issues' Case eleven added.

4.2 Preliminary Issues to CBCCs at Arada and Kolfe CBCC

This theme included very broad categories that help to understand the preliminary issues that are the process and impressions to the realities in the places of study conducted. Reasons to join CBCC, the first impression of children about the center, ways to join CBCC will be presented as per the participant's expressions and reviewed documents.

4.2.1 Reasons to Join Community Based Correction

Children come to the center for many reasons, these include: stealing things from their parents and neighbors, fighting in school with students and their teachers, escaping from school, disobey to the parents, insult and get in conflict with their parents. Key informants expressed the reasons by referring case scenarios. As per key informant two,

Children have different reason to join CBCCs. They steal money, sometimes mobile and car accessories from their parents and neighbors (this is the common case), there are children having a very aggressive behaviors, they get into fight with other children, teachers, and parents. Some of them are already involved themselves in addictions, disobedience, disrespect their parents. In most cases children came here for the reason of stealing from both their parents and the neighbors. They used the money to pay for play station games and movies in their neighborhood but there are also extreme cases like conducting sexual abuses.

Then he presented one case scenario for the last premise as.

There was a child who was referred to us from the court. The spouses were married having one child each i.e. the father has a daughter and the mother has a boy. At one night the boy attempted to rape his sister. They brought him to the police and following the court procedure sent here. We investigate how he came up with this behavior, and then he told us that his parents and the neighbors living in rented house used to watch movies that are inappropriate for children he wanted to practice what he saw.

In addition to the above reasons, children conducted crimes that are extreme in nature. As key informant expressed by referring cases as,

There was one child called 'bereket', he spend his times with the neighborhood youths, he took orders to buy cigars, sometimes 'chat', he has psychological pressure as a result of identity crisis i. e his sister found out to be his mother, and his mother be his grandmother. I think he found out from the neighbors, after this incident he stressed himself very much. he had suddenly stopped the attachment with his family, lost trust on them then he started to steal things from them like mobile phone, household materials, engaged himself in addictive behaviors especially using 'hashish' and transfer it to other users.

4.2.2 Forms (Ways) to Join Community Based Correction

There are two formal ways to join CBCCs. The first one is court referral system, where children go through the court procedure. This is referring cases involving less than 1000 birr and simple imprisonment not more than three month. The court referred children to the center for limited period of time and children follow their procedure while using the center's services. The other way is the multi stake holders referral system. This has been conducted by the multi stake holders for the center which include community police, nearby schools, 'idir', woreda's women and children, health and education affairs. The detail presentation of the multi stake holders involved in CBCC will be presented on the last theme, identified assets. The key informants (KI1, KI2 and KI4) described the ways to join CBCC briefly as,

Children came here passing through two forms of references. Most of the time they came here from the multi stake holders including education office, health offices, '*mekari shemagele*', community police, schools, from the community members considering their observation that those kid will going to be involved in the delinquent activities, the other referral system is from the court, but nowadays this procedures are stopped (KI2).

Similarly key informant one expressed the process as,

Process to this center is divided in to two ways. One, those referred by the court, it has its own forms to be filled including child's delinquent act, specific time for staying here and send them with parent (the child is send to the center while they are in the court process, on the day of appointment, we'll send report as to improvements and other activities after finishing stated time the court will close the case) and second one is referred from the multi stake holders. In both ways, we will give them orientation about the center, expectations and made them signed an agreement.

However, there are children who came to the center in a kind of informal way which is quite different from the above two forms, that is hearing about the center's service provisions from the neighbors, friends and relatives as said by case nine as, 'I have school friend who used to come here, he told me about the center, its activities, programs so I got interested, and started to come here' which was shared by case seven. 'I think my mother heard about this center from one of our neighbor then one day she told me about the center' (Case ten). Case eleven also added that 'one day my father heard from somewhere about the center and brought me here by leaving that day's job'.

4.2.3 First Impressions of Children about Community Based Correction Centers

Children were happy to join CBCCs on the first time in the compound. They were impressed to see other children study, discuss and play around. As said by case participants, 'I felt happy to see other children playing in here since we are children we like to play more than anything' (case one). Case three added as, 'I felt happy to see other children were studying and playing'.

While others felt confused as a result of previous expectations as stated by one of the key informant,

Children when they come for the first time they got amazed, because they were expecting a kind of formal correctional institution, we always asked them about their first impression about the center, they got surprised, they told us about their expectations, but totally different situation is waiting for them, this is where they change their sense of guilt.(KI2)

This is further confirmed by the case participants as,

I was kind of frustrated earlier where my father told me we are going to the center, I thought the center would be like other formal correctional centers, but when I arrived the opposite happened, I saw children are playing around so I knew it would not be like other formal correctional centers, I felt very happy and hurry to join the children playing (Case eleven).

Children also felt lonely and had a fear not to adapt the environment easily as case five told me,

When I first came to this center, I feel frightened because I was new to the place and the peoples, and I expected it like correctional centers there were a lot of children unlike this times, there were times even we couldn't get chair, after a while I got familiar with the place and other children then the place becomes interesting.

Case six shared similar experience as, 'There were a lot of kids and activities in the center, on the first days I was frightened to connect myself with other kids, but through time I managed to adapt the center, children and the activities'.

4.3 Services and Activities at the Community Based Correction Centers

The activities provided from the center have been conducted in accordance with schedule outlined by the center. But the services and activities are varied depending on the season of the school schedule. As stated by key informant one,

The activities are different considering the season. If it is winter they came here every day after school, they use library, tutorial service, group discussion, computer class, learning to play music instruments. But the time is always the challenge, because they came here after 9:00 am local time in the afternoon. The center is closing at 11:00am. It is not enough to facilitate the activities on that specific time however, we are trying to facilitate the above activities, but in summer times the children spend almost full day with us so we could do many things.

The services and activities provided in the centers are incorporated into five broad categories, entertainment activities, empowerment activities (trainings, academic practices and material support), follow up system, treatment activities (advisory practices, individual and group counseling), and participatory activities (environmental conservations, personal hygiene, participatory activities inside and outside CBCCs. Each services and activities are presented briefly as per the participant's expressions, my observation and document review.

Entertainment

CBCCs have been provided a wide variety of entertainment activities for children. These are indoor playing games including table tennis, dart, play station and chase; field trips to places which might have both recreational and education goal. Children at the center have a chance to access watching movies together by television that is connected to the satellite dish channels, the entertainment activities also include tournaments to games and question answer competitions

which are held within the center and between the CBCCs. But as to the participants, now a day those activities are decreasing.

Case five reported, 'The center provided us indoor playing games and the center also facilitates field trips which can be inside and outside Addis'. Case twelve also stated as, 'I like playing tennis from all the activities and am really good at it! There are also tournaments for game competition of football, tennis table, dart, those are trophies from the competition (he was showing me the trophies on the table)'. Which is more confirmed by the key informants as, 'we have been providing different recreational activities for the children in the CBCCs they can play indoor games, they watch movies, and involve themselves in competitive tournaments with other children but now due to different challenges faced we could not manage to address all the activities'(KI1).

Trainings

The trainings delivered by the CBCCs to the children include life skill trainings on developing self –confidence and communication skill for the children, share experiences, and most importantly about the gender equality and participation. Basic computer trainings are given by the center using the computer center at the CBCCs. Children in the center also learned to play different musical instruments which are available to the children at the center to practice on off study times which according to the participants would help them to develop their talents. The CBCCs have been provided trainings on reproductive health by collaborating with one of the stake holders, woreda's health office.

'We have been getting different life skill trainings, they thought us to be alert to our neighborhood child problems and inform to concern bodies' (case one). Concerning the training on musical instruments case four said, 'The center encourage us to develop and work on our

talents using the materials provided by giving trainings on how to use the different musical instruments'. Case five added, 'We learn how to play music using different instruments and basic computer skill, but the computers are in sufficient relative to our numbers and the existed ones need to be maintained'.

Key informant one also confirmed that, the trainings that have been delivered by CBCCs as, 'The CBCCs have been providing different kinds of trainings including basic computer skills, life skill, reproductive health and musical instruments'.

Academic practices

CBCCs have been facilitating different services to support children's academic achievements. These include study programs, from the interviews and observation I found out that only two days of the week are left for entertainment activities. The rest are for study programs. The study program is held in the mini libraries where children do their home works and use various references in the library. While studying children involve themselves in group discussions to help each other in doing home works and further preparation for class room tests.

The center also provided tutorials for the children by using volunteers, teachers and former corrected children who are now learning at universities and preparatory schools. To improve children's academic achievements CBCCs issued an incentive for children who scored good marks on each semester. 'The center provides library service for us, there are different reference books we can use them to do our home works and get ready for class room tests' (case seven). Case nine added as, 'they prepared us to the class tests and advise us to focus on our study, we do our home works and study in the library, we involve in group studies and discussions'. Case eleven emphasized on addressing the importance of using library children as,

The center provides library service which is useful for the children you know. Children here are came from a kind of the same living style, they do not have silent place for their study at home. So it is really helpful for the children, it keep the children from the bad places around their home.

Key informant one also said, 'we have been providing library service and tutorials for the children'. KI2 and KI4 added, 'one of the benefits from this center is that there is an incentive for children who scored good marks, the incentive is not only for the high scorers but for those who improve their average and rank'.

Individual and Group Counseling

One of the objectives of CBCCs is to bring behavioral change to the children as articulated by key informant two, 'we focus on correcting and behaving children while living with their parents'. In order to achieve these outcomes, the centers have been using both individual and group counseling for the children in accordance with the reasons and forms to join CBCCs. CBCCs has been using counseling professional, social workers and community development workers to provide the services. Children at the center also confirmed that they have been in counseling sessions for very long time. Case one said she enjoyed these sessions as, 'I really like spending time with counselors, we get different life skills and be nice to our surroundings'. Regarding this key informant two addressed as,

There is counseling that either is individual or group by considering the cases by using professional. The counselor (she) has MA in counseling, she came once in a week, the other workers (me and social worker) has also trained for counseling we helped her on that and give them in her absence.

Key informant one also added as,

There are delinquent and non -delinquent children in the center. But treatment (counseling) is conducted accordingly by considering their background. One of the objectives of the center is that children are corrected while they are with their family, friends, and community members.

Financial (material) Support

CBCCs have been giving material support for limited number of children. These include exercise books by considering the grade level and school uniforms on yearly basis. Similarly, the children get money incentives for participation on trainings delivered. As per case nine,

The center gave us exercise books and school uniform per year by considering the children's class level. Things were much better earlier where money support for participating in the trainings. We give the money for our parents it is important for them, the amount is not fixed but it lies on a range between one hundred birr to three hundred birr.

Environmental Conservation

Children at CBCCs spend times participating in cleaning and environmental keeping activities by planting and gardening trees, flowers and vegetables in the compound. There is a schedule for cleaning the center and surrounding once in a week. I had a chance to observe the activities physically. Children were happy and interactive while cleaning; others water the plants that are in front of the centers.

Case two stated, 'Fridays are scheduled for cleaning the center. The center provided gardening space for us so that we all enjoy to water and garden the plants. These times are conducted with groups ' (case two). Key informant two also confirmed that,

Children involve themselves in cleaning the center and the surrounding in groups. They really enjoyed this activity because it is one thing they do together. They also plant trees, flowers and vegetables on a small plot of land. We sometimes used this as a punishment in the cases of children getting into fight with in the center or disobey behaviors are observed.

Personal Hygiene

CBCCs provided services that are related to the personal hygiene of children. Those services are giving trainings and education in group discussions. Reproductive health trainings are also provided by collaborating with multi stake holders. One of the CBCCs that I conducted the study has been provided a rest room and bath services or children. As per case ten, 'We used shower service at this center but both are now closed', key informant two also supported as, 'we have been providing rest room and bath room services for children. But now days it is stopped due to the 'woreda' administration refused to give us permission to put water tankers around the building'.

Participatory Activities Inside and Outside Community Based Correction Centers

These activities encouraged children to participate in different clubs in the center. These clubs are theatre, literature, advice, discussion, art, sport group, reproductive health groups. Involving in participatory activities helped the children to develop communication skills, how to resist peer pressures and live with group dynamics. According to the schedule, one day in a week is given to a meeting which facilitates open discussion on the areas of good deeds and improvements. Case two expressed,

There are different clubs (art, sport group, reproductive health group) at the center in which children are free to engage themselves in the centers considering their interest.

Within the clubs children have the role of facilitating programs and events with groups. Case six confirmed as, 'Wednesday is for open discussion among children and employees of the center. On this day we evaluate our activities of Monday and Tuesday then we'll discuss about things that were good deeds and to be improved'.

The participatory activities are not limited to inside the centers; CBCCs worked with schools and student clubs working at school. To facilitate the participation, the centers provided trainings and created awareness for the students, teachers and principals on the objectives of the center using different meetings, pamphlets, school mini media, etc. These participatory activities also include competitive tournaments conducted inside and outside CBCCs.

We created and gave training at 'Bisrat' (nearby elementary school) elementary school kind of court system that involve students as a judge, attorney and prosecutor to address children's problems in school. They pass sentences such as ordering students to sell 'kolo', candy and donate the money for the charity club at the school. There is also competition among children in the center and from other sub cities it includes football, question and answer, and other games (he was showing the trophies on the desk (KI2)).

Key informant one also added that, 'we work on clubs at elementary schools by giving trainings, delivering dramas, music and distributing pamphlets'.

Advisory Practices

CBCCs have been facilitating advice sessions and visiting programs for children. Advice and experience sharing was conducted by community elders, multi stake holder office representatives and teachers from the nearby schools. As per key informant one,

There was time earlier where community elders come to the center to read story books and give advice to children. There were different visiting programs by elders, teachers, and sector offices included in multi stake holder council. In their visit they spend time with children. I can tell that children were very happy to see someone is concerned about their issues, but the visitors somehow stopped to come here.

Follow up Systems

There are continuous follow ups while children are at the center by using the services and activities in CBCCs. These are facilitated by community development workers, social workers and volunteers who are employees of FSCE. The follow up system on children currently using the center's services had been presented on previous categories. So under this category the follow up systems after CBCC practices that facilitate the reintegration process of children who used to be in CBCCs is discussed.

There is no formal practice of follow up system in reintegration process of children used CBCCs supported by FSCE. However, as a result of good relationship between children and the workers, children came to visit the center. The workers informally got in contact with children who were referred from the multi stake holders, since they are living around the center. But, it is difficult to reach children referred from courts because they live far from the CBCCs. As per key informant one,

Honestly speaking there is no follow up system after they gone out from the center. We do not know their current status in a formal way and we do not have such system, it needs different things like professionals and budget. Which are the center's big challenges in current times. As he expressed it, 'kewetu behuala beka wetu new', we only focus on their activities while they are in the center, but we gave them trainings (on the life skill

part). We give them continuous counseling and advices not to involve in criminal acts.

Mos of the children are not happy when they finish their times, sometimes they cried.

On a similar context key informant two confirmed as,

We have a chance to meet the children came from the multi stalk holder reference, since they are living around this area we meet them informally, but it is difficult to get children who referred from the court, because most of the time they are living in far places and some of them are displaced from the nearby community. Generally, it is safe to say that there is no formal follow up system in their reintegration, but still some of them came to visit the center informally because we build a kind of family relationship with them which made us keep in contact.

As a result of the absence of formal support system in reintegration process children have facing challenges. Children had a fear that they might get back to where there were. They will start to spend too much time at their living place which would lead to delinquent behaviors. As said by key informant two on the sense of regret and helpless,

Most of the children have a fear that they might get back to delinquent behaviors, this is also shared by the parents it was observable at the graduation ceremony. Some of them cried, but when we confirmed that they can use the services, they become calm. So the main challenge is that children have a fear! We provided them an advice and counseling, this is what life skill trainings is for. If they can overcome the challenge am sure they will be successful. Workers felt really regretted thinking about the CBCCs, we could have done more for those children, and I can say that the centers are at huge risk because the above activities and services all are gone now.

4.4 Challenges of the Community Based Correction Centers

The study found that the CBCC practice is at high risk of existence due to different challenges faced. There is huge budget constraint in the procedures, as a result the resources and facilities are claimed limited. As key informant one reported,

There is a problem of budget, as you know this activity needs to proceed, I can say that FSCE neglected the centers, most of the former services and activities are not there anymore, we are running without budget the center is at huge risk we all should do something, there is nothing similar to the earlier times, the court referral system is now stopped.

Lack of good management was raised as other challenge that is indicated in terms of failure to give on time response as case twelve expressed, 'There are many things that need maintenance but It has been a long time, they did not get maintained for example the computers, satellite dish, the play station, some chairs'. Lack of employees, high rate of employee out flow and relocation of employees was also expressed by case participants and key informants. key informant five said that, 'the services are facilitated only by one employee'. 'The organization have employee high rate outflow, the head offices are failing to recruit other employees' (KI3).

Development induced displacement projects by government found as the major challenges to the CBCC practice by displacing the beneficiaries of the services (the case of Arada CBCC). As articulated by key informant one,

The other most important thing to focus now a days, government is displacing a group of community to other places for development reasons, most of our beneficiaries are displaced for example families living around '*arat killo*', '*fit ber*' and now they moved to condominium sites.

There is also problem of perception about the CBCCs and children using the service from the community members and woreda's officers. The centers are located in woreda administration compound. Case nine expressed, 'children should behave to not give a reason for security guards to shout and punish us, from the beginning they have negative attitude towards children and they thought we have bad behavior'. Key informant two added that, 'sometimes, I got into conflict with the woreda offices; they had adjusted their mind that children in CBCC are thief'.

Failure of family involvement and follow up the children were found as the major contributing factors. Parents do not follow up their children as key informant five said, 'some parents neglect children, and they do not care how their child spend their time'. In addition key informant one and key informant two respectively expressed lack of family involvement and follow up as, 'parents do not follow their children, they come home very tired'; 'parents do not have much time to control and follow up their kids, they get out early for a job and come back late evening'. This shows that nature of parent's job is related to the failure to follow and give attention to children from the parents.

4.5 Assets Identified for Community Based Correction Practices

On the practices and services of CBCCs multiple involvements have been witnessed. Social workers, community members, family members and parents, volunteers and multi stake holders could be listed in major terms. These involvements have been considered as an asset for the CBCCs, so those are presented in accordance with participant's expressions and observed activities.

Social Workers

Social workers have been using as facilitators for the activities and services provided by CBCCs with community development workers. In particular social workers at CBCCs prepare memos, request budget, writing reports, assisting community workers in their jobs, giving counseling to the children (as gained from KI3). It was claimed that the social workers have not yet contributed for the CBCCs as it was expected from them, which is putting into practice what they have learned in theories. As per key informant one,

It is hard to tell the roles of social workers, most of the times they are report writers (he is making fun), even when we have difficulties we won't ask them rather we are asking the professional counselors, we do not trust the social workers (he is laughing) counselors are better knowledge and experience about the community. I can say that they do not practice the social work practice and do not like to go to the community members rather give orders sitting on office.

However, there are social workers who work to contribute for the children and their communities. Key informant five and key informant one give a specific case for this as,

There was one social worker who had ethics, knows how to work. I considered him as a good social worker as he expressed, '*yehe new beka social worker*'. He goes to the community, solves existing problems, practices the real social work, communicable, easy going, and good facilitator.

Community Members and their Traditional Support Systems

Community members have been involved in CBCCs practices individually and in groups. Community members have a strong social relationship which have been practiced through involving themselves into different groupings, that are traditional support systems for instance, '*Idir*' is grouping of peoples living in same places. Money is collected on regular basis and then given to those who lost family members and also lent equipment in times of happiness and sad moments (case one, KI2, KI4).

'*Equb*' is a practice of collecting money in groups who know each other, so that they can save money and get the money in round or by chance (case eleven and KI1).

'*Mahibers*' is religious based grouping to celebrate different days of the month (Gebriel, Michael, selasie, etc.) by giving round to each member. While rounding there might be monthly payment that would be used to buy umbrella, candles, and etc (KI1, KI2).

The CBCCs have been using only '*Idir*' as an asset for the practice, by making the administrators involved in multi stake holders council. Case seven stated, 'Most of my community members are involved in strong social life with each other; one of the collecting systems is '*idir*' so if the center involves the '*idir*' it could access the whole community members'. Similarly case nine articulated the importance of involving community members as,

Members of this community should also be involved, we will at least get their idea support, and they will feel belonged to the center. We can facilitate this by posting different information on the street; introduce the center (creating awareness), facilitating speech on sub city and '*woreda*' meetings'.

Family Members (parents)

The involvement of parents and family members in the CBC practices are valuable. One of the objectives of CBCCs is to correct and give different services to the children while they live with their parents. So, children are spending most of their time with their families and surroundings. As stated by key informant four,

The involvement of parents on CBCCs practices is very crucial. Beside our effort to make the centers a better place for children to achieve at our objectives, parents play greater role in guiding and setting learning models for the children.

Case four reflected on this issue as,

We can use our family's support as an asset for this center, if our families could not help and follow us, the center's effort would be nothing. So the center should use the family's support and involvements in order to achieve at the stated objectives.

Multi stake Holders

The FSCE created a multi stake holders council for CBCC practices. Those stake holders include woreda's justice office, health office, youth and sport office, education office, labor and social office, micro and small scale enterprise office, women and children affair office, 'mekari shemagele's those who are living in this community, community police, nearby elementary public school and 'idir's. The council has seventy members from twenty six sectors, involving nine administration facilitating committee members. As presented earlier on CBCCs services and activities, these multi stake holders have vital role in giving advice to the children and made scheduled visits at the centers.

'The multi stake holders include woreda's justice office, 'mekari shemagele's those who are living in this community, woreda's health office, education office, community police,

elementary schools' (key informant four and key informant two). Key informant one added a brief explanation as,

The multi stake holders are women and children affair, health office, justice office, youth and sport office, labour and social office, micro and small scale enterprise office, schools nearby, community police and 'idir's. There are twenty six different sectors; involving seventy individuals and nine facilitating committee members are involved in the council.

Volunteers

The role of volunteers utilized by FSCE supported CBCCs but it is limited. The activities and services provided by the centers are various, but I observed only one volunteer at each CBCCs. Involving volunteers from different sectors, profession and area of interest is valuable to facilitate the services to the children. As expressed by case nine,

The center has to involve volunteer rich people to solve material problems and other problems, I know rich peoples around 'tero sefer', and they have their own non-governmental organization helping children and the poor. They provided school uniform, exercise books, wheat for their parents and the community.so involving them would help both the center and the children significantly.

Case twelve also added,

I want everyone to put their hand on this center, those who love children and who want to support children. I always think that if the center could be placed everywhere, all the children in Addis Ababa and other places would get benefits.

4.6 Summary of Research Findings

Children in CBCCs liked to ask question and wanted to explore the environment; I found out that children want to get their need to be fulfilled. These behaviors are pushing them to involve in stealing and engaging in labour jobs. Children who had relationship with their parents; the relationships are shown by helping parents in different household works and spending time with them. In most cases the personal behaviors and relationship with parents had affected the relationship with surrounding individuals.

Regarding the children's parenting situation, children are found living with both parents, and others are raising with single mother due to separation, divorce, and absence of father because of job situation, addiction behavior and death. Children are living in different family size, but most of them have extended family size which might include the relatives and non-relatives who are living in the family. As a result of this, children are experiencing positive and negative feelings towards accompany.

The education status and occupation of parents was found to be different; there were parents who learned to the highest level, those also quit school on different levels of education to seek jobs, there were parents who have never went to school. The economic status had found low as the participants articulated, 'they do not have money to spent on satisfying the basic needs for themselves as well as to the children since most parents are working labour jobs they could not earn well '.

The living place of the children found unsuitable for the children to live, the houses are small, slam and intertwined, which is also not suitable to study. There was found that some parents are living in a kind of plastic shelter, temporary shelters in the church where the basic facilities like electricity, water, rest rooms and sewerage systems are not accessible and at times

obliged to share with other neighbors. There is found a strong social relationship among the members of the community. The social interaction was indicated in involving in different kinds of traditional support systems that include 'idir', 'equb', 'mahiber'.

Children come to the center for many reasons, to name a few: stealing things from their parents and neighbors, fighting in school with students and their teachers, escaping from school, disobeying parents, insult and get in conflict with their parents, and extreme cases of sexual abuse and engaging in drug using and transfer. There are two formal ways to join CBCCs one is through court referral system, the other way is by multi stake holder's referral, these include community police, schools, community elders, and woreda's sector offices. However, there are children who came to the center to use the CBCC's activities and services.

The study identified eleven services and activities by CBCCs. These are entertainment activities training, academic practices, individual and group counseling by considering the causes and ways of joining CBCCs, material support, environmental conservation, personal hygiene and follow up systems in which it was found the absence of any formal follow up system in the reintegration of children after CBCCs due to this children have been facing psychological problems, participatory activities inside and outside CBCCs and finally advisory practice by involving the multi stake holders.

The services and activities have found to make CBCCs as a better place for children in achieving behavioral change, keeping children away from 'inappropriate places', children learn different skills including communication, confidence, and facilitation skills. Children have shown great improvement in academic performances and felt refreshed due to the activities provided. Most importantly the CBCCs are keeping the children away from the inside house

exhaustions and from 'child unsupportable community'. Children are benefited in keeping their contacts to the family, relatives, friends and other community members.

Even if the CBCCs are providing multiple services to the children in conflict with the law and others who are interested in the services, the study found that the CBCC practice is at high risk of existence due to different challenges faced. These include; there is huge budget constraint in the procedures, there is lack of good management (failure to on time response, provision of accessories, and lack of employees, high rate of employee out flow and relocation of employees). The development induced displacement projects found to be the major challenges to the CBCC practice by displacing the beneficiaries of the services (the case of Arada CBCC). There is also problem in perception about CBCCs and children using the service from the community members and woreda's officers, and failure of family involvement and follow up the children were found to be the major contributing factors placing CBCC practice at risk and be unsustainable.

On the provisions of services by CBCCs multiple involvements are witnessed and found. These include; Social workers, community members and their traditional support systems including '*idir*', '*equb*' and religious based '*mahber*', family members and parents, volunteers and multi stake holders. According to study the involvement of these individuals and groups was crucial and considered as an asset for the CBCCs. They had a role of facilitating the activities and mobilize community members and resources. However, it was found that their contributions are not used in full capacity to overcome the challenges faced.

Chapter Five

5. Discussion

Children currently using the CBCCs and past users experienced; they liked to ask question and wanted to explore the environment; I found out that children want to get their need to be fulfilled, in times of inconvenience they preferred complaining about it furthermore, these are pushing them to seek for another options like stealing and engaging in labor jobs in recent times. This shows that children are exposed to unwanted and delinquent behaviors due to parent's failure to fulfill the needs. It is persistent to the report by Betelehem Wondimu (2014) stating that when children are unable to meet their basic needs leads to delinquency. Therefore, parenthood situation is related to children's current status.

Children are living with both parents, and others in a single headed family (mothers) caused from divorce, and absence of father because of job situation, addiction behavior and death. This scenario had been affecting the children to have the expected relationship with their fathers and exposed them to delinquent behaviors in order to satisfy their needs. This finding is again persistent to James, Ndung'u & Fredrick (2009) as, divorce, separation; death of one parent leads children to delinquent behavior'. In addition, Ojo (2012); Betelehem Wondimu (2014) noted that broken homes are the factors to causes of delinquency. It is hence agreeable to say that most of children alleged of delinquency are to some degree the outcome of family disintegration and instability.

Children in CBCCs are living in different family sizes; most of them have extended family size. The relatives and non-relatives who are living in the family also included. A study by James, Ndung'u & Fredrick (2009), found that large families contribute to juvenile delinquency. The relatives and non-relatives bring positive and negative trends to the family,

those individuals either be helpful in upbringing children or could contribute to the children's way to delinquent acts and unwanted behaviors.

The education status and occupation of parents is at different levels parents quit school to seek jobs and there are parents who have never gone to school. Ojo (2012) also listed low education attainment of parents as the causes of delinquency. The participants of the study are involved in daily labour jobs including construction, carpenter, washing clothes; cobble stone works, carrying things and some found to be a beggar in their part time or if they could not get a chance to labour jobs. This shows that they have no time to follow up their children carefully. As one of the key informants said that it is one of the major challenges the CBCCs have been facing.

According to the study the economic status of parents is low. Similarly study by Omboto, Ondiek, Odera, & Ayugi (2013) found that most of the children are in crime because of poverty, which drove them into criminal acts for survival. In another study by James, Ndung'u & Fredrick (2009), low socio-economic status found to lead children into anti-social behavior due to lack of basic necessities.

The living place of the children is unsuitable for the children to live, the houses are small, slam and intertwined, which is also not suitable to study. Some parents are living in a plastic shelter, temporary shelters in the church where basic facilities like electricity, water, rest rooms and sewerage systems are not accessible and at times they obliged to share with other neighbors. As a result, children are exposed to various health problems resulted from the area being unclean and unhygienic. This is also found by Omboto, Ondiek, Odera, & Ayugi (2013), as children in conflict with the law are settled in slum and unclean areas.

Children and youths have great portion on the area and the relationship between the two is strong. This resulted for children to learn and experience different unwanted behaviors like

engaging in addiction behaviors, sexual relationship and stealing. Which can be explained by social learning theory that dictates that offenders learn to commit crimes through imitation (Hanser, 2014). The study finding indicate that the neighborhood (living area) situation have a relationship with the case of children in conflict with the law. The youths are inspiring the children to get into different activities, similarly the study by Omboto, Ondiek, Odera, & Ayugi (2013) described that children under the study confessed that they had inspired and recruited by friends and nearby individuals.

Children come to the center for many reasons, among them stealing from their parents and neighbors, fighting in school with students and their teachers, escaping from school, disobeying parents, insult and get in conflict with their parents, and extreme cases of sexual abuse and engaging in drug using and transfer. However stealing was found the most common causes for children to come to CBCCs, Betelehem Wondimu (2014) also found that theft was identified as a common type of delinquency committed by children.

From the causes that brought children to the CBCCs, children have got the motives to conduct the unwanted behaviors and crimes from various experiences. Media plays a great role in inspiring children to commit crimes like stealing, using alcohol and other drugs. Nayak (2013) also found that, Medias can positively or negatively affect the convenient behavior or juveniles through socialization (p 20). This implies that movies and commercials are not censored in accordance with children's age and experience. There were participants who got the initiation from movies and TV commercials to commit stealing at school and attempt to rape his half-sister. From this technological instruments inspire children to crimes; similarly Eckersley and Dear (2002) found out that rapid technological developments are factors that cause crime among the children.

Family situation also found as factor, which indicated by lack of follow up from the parents. As we have seen earlier parents have no time to give care and follow up. They found careless about regulating the children in what kind of movie or television program they watch, identity crisis on children as a result of parent's failure to tell children the truth about themselves and failed to manage house maids who are playing a crucial role in the children's behaviors. This shows that the role of neighbors had found very critical, which is related to the relationship existed in the neighborhood that extended to give the responsibility of keeping an eye on other's children.

This shows that the neighbors are contributing to the upbringing of children. However neighbors found careless to fulfill the responsibility, for example on giving attention on what kind of movies to watch in front of the children; which led one case to commit an attempt of rape on his half-sister. Daniel Sewasew, et al, (2015) also found that neighborhood condition have direct relationship with juvenile delinquency (p 20)

The role of around home small houses that are offering movies and play station games for children are playing great role in inspiring children into delinquent behaviors. This shows that they have no regulation in selection of movies, or outlining age restriction; inside home failure to fulfill the interests of children also raised in this line because children are seeking what they missed from their house.

CBCCs are providing indoor games, field trips, watching movies, competitive tournaments. The activities were found important in keeping away children from 'inappropriate places'. As cases emphasized the CBCCs have been helpful for them to stay away from 'inappropriate places' as they expressed it. According to them those places are play station houses where children started gambling and nearby movie houses, which inspired the children to

commit crimes of stealing. So this shows that, by providing these services the CBCCs are protecting children to commit further crimes. In support of this Nayak (2013) identified in his study that juvenile delinquents have no recreational facilities on their living areas.

These activities also give children a better place to play, since they are living in slum areas and small houses. From the findings there are child 'unsupportive' community members who are not happy to see children to play around; give order to children to buy cigars and 'chat'; who do not have a habit of advising children rather believe in physical punishment. Children felt refreshed and helped them to ignore inside and outside home exhaustions and discomforts. The study by Omboto, Ondiek, Odera, and Ayugi (2013) also found recreational activities will reduce crimes committed out of excitement games because engaging in sports and other activities will leave them with no time for destructive activities.

Empowerment activities include trainings, academic practices and material support. The trainings include life skill trainings which focused on gender, equality of men and women, knowing personal skills, and promoting active participation. According to the participants of the study, children have been benefited from the trainings in different ways; become interactive, develop self-confidence and communication skill and made use of the money as a result of participation. CBCCs have been giving courses on musical instruments and literature to the children. This indicates that children developed their talents and interests. However, according to the cases, which is also confirmed by my observation that these activities are limited to art areas like music, literature and cultural dancing.

The academic practices include study programs, tutorials, library services, group discussions and computer trainings. As a result children learned basic computer skill which they have no chance to access at their school. As we discussed earlier the living places are unsuitable

to study and other academic activities, so the CBCCs are contributing for the children safe place to study. Additionally the study program is enabling children to manage their time effectively, this shows that through the process children learnt time management.

There is no formal support system at CBCCs for children in reintegration process. The centers are focusing on the inside services and activities. As a result of absence follow up system in the reintegration of children faced psychological problems. This is also founded by Dawes (2008) as, children encountering resistance from institutions due to effects of labeling as criminals, which resulted in stress and psychological instabilities.

However the CBCCs efforts to enable children to be ready for the reintegration process by providing individual as well as group counseling, life skill trainings aimed at developing skills on how to resist peer pressures and managing the social life in a manner not to be involved in the former unwanted behaviors. But it is not enough given the fact that reintegration is considered as one of the main objectives of community based correction. Hanser (2014) emphasized as to reintegration of children in conflict with the law, since the CBC programs requires to maintain the existing contacts and relationships. Additionally Dawes (2008) found that there was commitment among staffs to provide community based programs for the young people as a means of assisting them to successfully reintegrate back to their communities.

CBCCs are providing treatment services for children by considering the way of children came to the center. The court referral system requests specific treatments for children in accordance with the type offences. There are children who referred from the multi stake holders and others came to use the services. In both cases the CBCCs provided both individual and group counseling by professionals.

This indicates that the practice helped children to adapt the center's activities as we seen; children had different perception towards CBCCs as a result of prior information. To eliminate the feeling of 'criminal' or 'offender' as one of the center's objective is to make children free from sense of 'guilt' from the first day at CBCCs; and most importantly helping children to have behavioral change.

Advisory practices also considered as one of treatment activities, as we understand from the findings this practice is conducted by multi stake holders. The advisory practice is commonly given by community elders, which are also members of multi stalk holder council. This indicates that children got a chance to hear stories and develop lesson learned. From these children got a chance to share experiences and develop communication and analytical skills, which contributes to children's academic achievement.

Participatory activities used by CBCCs to facilitate active participation of children. These activities conducted inside and outside CBCCs. Among these; facilitating meetings as to the good deeds and area of improvement at least once in a week; Environmental conservation activities that create a chance for children to contribute for their community and encouraging children to involve themselves in clubs inside CBCCs. As a result children become interactive, however, the clubs are focused to develop the interests of Art, and this indicates that children have limited chances to engage in activities that develop their creativity.

CBCCs are facilitating activities on nearby public elementary schools by giving trainings as to the objectives and practices using schools clubs such as school mini media. This implies that CBCCs is working on creating awareness at schools, which facilitate the intervention by way of involving concerned parties. Kolfe sub city CBCC established 'court like system' in Bisrat elementary school where children have been working as judge, attorney and prosecutor to

entertain the cases existed at school. In this procedure children found guilty serve voluntary services to the charity club. This indicate that the practice facilitated children to play active role in preventing the problem of delinquency and intervention on CBCCs, which is also confirmed by The Riyadh Guidelines (1990) as ‘a child- centered orientation should be pursued, children should have an active role and partnership within society based interventions’ (article three).

The study found that social workers have been playing important roles in facilitating the services and activities which are discussed earlier by collaborating with the community development workers at CBCCs. However at the CBCCs where the study is conducted (Arada and Kolfe Keraneo sub cities) the role of social workers is limited. It is resulted from lack of motivation and absence of clear job description on the contract. The social workers prefer to stay at the office, this imply that they faced difficulty in making effective rapport with children, parents and other community members, which made the intervention inadequate.

According to the findings, CBCCs among Traditional Support systems used the ‘*Idir*’ as one multi stalk holder. The elders who give advices and visiting service come from ‘*Idir*’. This shows that they have crucial role but not contributed sufficient resources yet. Since the elders are recognized individuals in the community, CBCCs can use to get wider parts of the community and mobilize community resources. This shows that the rest traditional support systems have not been used by CBCCs.

Involving multi stake holders in CBCCs practices was found as an asset. The multi stalk holder council incorporates different sector offices of the woreda. In the inception FSCE was planned to be a member in the council to facilitate CBCC practice, and then elected woreda’s women and children affair office to administer the practice. However, this plan did not work due to the lack of government system supporting such practice. As a result, their role is limited on

providing training, advisory and visiting services. Though, their contribution of facing the challenges and influences from the woreda administration is undeniable.

According to the findings the role of volunteers has been utilized by FSCE supported CBCCs. Similarly, Underwood, Von Dresner and Phillips (2006) emphasized the role of volunteers in the community based correction programs by referring the practice Big Brothers Big Sisters of America (BBBSA). The practice involved volunteers of the community in a community-based organization; They utilize more of a mentoring relationship by community volunteers. However the study identified that the involvement of volunteers is not enough, by considering the services provided by CBCCs. This shows that FSCE is not delivering the services effectively, since there were two volunteers observed from both centers. It is difficult for the volunteers to facilitate the activities given the fact that children using the services need special care and attention.

The study found that the CBCC practice is at high risk of existence, the services and facilities become minimized due to different challenges faced. One of the major challenges is that CBCCs are located in the woreda's compound; they have no place for the centers. On the contrary this trend found as using of existing resources and the location of the program being in the Woreda has also given the diversion program a level of credibility (Save the Children Sweden, 2005).

Lack of good management from FSCE is one of the challenges faced by CBCCs these include failure to give on time response to questions and request for maintenance from children and employers at CBCCs; lack of employers at the center which is also confirmed through observation, lack of employers to facilitate the services. High rate of employee out flow and relocation of employees are also contributing for the challenge in management. Which is also

found by Underwood, Von Dresner and Phillips (2006) as, many community based treatment programs are understaffed and facing high out flow. These indicate that children are losing trust in FSCE administration when their questions are not answered. In addition, as a result of high out flow of employee children had faced challenge on developing relationship with them.

Development induced displacement found as a major challenge to CBCCs. Government projects displaced a group of community to other places for development. The beneficiaries who are living around 'Arat killo' and 'Fit ber' moved to other places to live in condominium located around 'Jemo' site. This indicates that children become unsupported on their new place and face complications on adapting the environment. There are times where children are exposed to sexual abuses on the new places. Children leaving their living places, friends and CBCCs facilities results in reducing academic performances, interaction with the environment and no place to spent their times like the CBCCs and finally engaged in committing the crimes and unwanted behaviors.

According to the study, Arada sub city and Kolfe sub city CBCCs are facing budget constraint. The practice was using donor driven budget, initially the organization was intended to facilitate the CBCCs and after phase out the multi stake holders were supposed to take the responsibility. However, this is not happening because after the phase out of the project the donors shift their interest to other projects and the responsibility transition to the multi stake holders was not successful. As a result the CBCCs faced budget challenge as key informant one and key informant two expressed the current state of CBCCs as 'at risk of existence'. On the contrary Andargachew Tesfaye (2004) stated community based correction practice is considered to be cheaper than incarceration.

One of the challenges to CBCCs is negative perception towards the children and CBCC practices, which is also identified by Alarid (2013) as, fostering public recognition of community based correction's importance is a challenge. The Woreda administrative officers and the community members have labeled the children as delinquent, which is articulated by both the children and key informants. According to Hanser (2014), labeling theory dictates that these challenge leads to difficulty in the reintegration to the community and impair the offender's ability to obtain school and other services.

Chapter Six

6. Conclusion and Social Work implications

6.1 Conclusion

The background of children residing in community based correction centers at FSCE was explored in terms of early childhood behavior, parenthood situation and neighborhood situation. Stealing is the most common causes for children to come to CBCCs. Children got the motives to conduct the crimes and unwanted behaviors from Media and technological instruments, family situation and neighborhood (living area) situations specifically around home small houses that have been offering movies and play station. Therefore parenthood situation and neighborhood situation have influenced the cases of children in conflict with law.

Regarding the practices of community based corrections for children in FSCE supported correction centers; CBCCs have been providing Entertainment Activities empowerment activities, follow up systems, treatment activities, and participatory activities.

The opportunities of community based correction centers supported by FSCE found to make CBCCs as a better place for children in achieving behavioral change, keeping children away from 'inappropriate places', children learn different skills including communication, confidence, facilitation skills, and other technicalities. Children have shown great improvement in academic performances and felt refreshed due to the activities provided. Most importantly the CBCCs are keeping the children away from the inside house exhaustions and from 'child unsupportable community'. Children have been benefited in keeping their contacts to the family, relatives, friends and other community members. The incentives provided in rewarding academic performance and following the tournaments resulted in sense of motivation and competition in children.

CBCC practice is at high risk of existence due to the challenges faced. One of the major challenge found is the CBCCs are located in the woreda's compound; they have no place for the centers. Lack of good management, development induced displacement, negative perception towards the children and practices, budget constraints are the major challenges encountered by CBCCs. As a result the services and activities are minimized and in some cases stopped from being provided

Regarding the community assets and major actors used for the intervention on community based correction practice in FSCE, the study found that social workers, traditional Support systems including '*Idir*', '*Ekub*' and '*Mahber*', and multi stake holders as major assets for CBCC practice. FSCE used only '*Idir*', the rest traditional support systems have not been used by CBCCs.

The study found that social workers have been playing important roles in facilitating the services and activities which are discussed earlier by collaborating with the community development workers. However the role of social workers is limited. It is resulted from lack of motivation and absence of clear job description on the contract. The social workers have no relationship with children, parents and other community members, which made the intervention inadequate.

The practice of re integration after FSCE supported community based correction centers is untouched practice. There is no formal support system at CBCCs for children in reintegration process; as a result children faced psychological problems. However, the CBCCs efforts to enable children to be ready for the reintegration process by providing individual as well as group counseling, life skill trainings aimed at developing skills on how to resist peer pressures and managing the social life is considered valuable.

6.2 Social work Implications

According to the findings small movie and play station houses located around the living area of children were found the major motivating factors for children to commit crimes. This shows that there is a need to intervene on regulation of these places. Lack of follow up from the parents was one of the challenges of CBCCs. So, intervention on improving parental care and giving trainings on how to regulate the involvement of managing house maids, neighbors, and relatives and non-relatives in the family management is needed. This amount to intervention is needed on preventive actions and projects.

The other implication for practice is media regulation, since children learned different offences and unwanted behaviors from television programs. Study findings also implicate that there is a need of intervention on broad sense of community development to include the wider segments of society like the youth, elders, and involve children in the practices of traditional support system.

Intervention on advancing the practice of CBCC by involving multi stake holders not only at woreda level but also at regional level is another implication for intervention. The study found that there is no formal support in reintegration process of children. Therefore, intervention on reintegration process by deploying professionals and budget through organized reentry programs. Government while conducting development induced development projects, should consider giving support to the children displaced on new places.

Further intervention from the side of FSCE administration is needed. FSCE should facilitate the involvement of community volunteers on community based correction practices, should use feedback system in CBCC beneficiaries and workers with the goal of improving the practice, should use research- based (evidence based) tools to determine the behavioral changes

and improvements of children at CBCCs and finally should use the traditional support systems by facilitating children to provide community services at 'idir' and 'mahber'.

This study covered the existing practices at FSCE supported community based correction centers. Out of the findings the researcher identified the following points to be addressed by future researchers. Research on the effectiveness or challenges of reintegration on formerly corrected children by involving wide number of participants from all the woreda need to be conducted. There is also an implication to study the challenges from the side of multi stake holders to involve CBCC practices. The opportunities and challenges of national and international laws, guidelines and principles regarding community based correction practices needed to be studied.

Community based correction is not well developed in social work education. To enhance social workers in the practices, it should be incorporated in the curriculum so that the social work educators can consider community based correction to train their students as an alternative to incarceration. It is important for the students to learn about CBC as part of their knowledge building. Social work schools should send students for field education to the CBCCs, which help the students to develop interests of working on the vulnerable groups.

The findings implicate that there is a need for advocacy concerning the diversion program that has to be done at top level by including the multi stake holders at large. The possible issues for advocacy are; to ensure that families require support services are identified and supported before their children are at risk, as a result of their failure to fulfill the needs, expanding the practice of CBCC on every areas of Addis Ababa and regions of Ethiopia, to gain government attention on CBCC practices, since it is less costly than formal correction institutions.

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Annexes

Annex 1

Description of study participants

The first table presents the brief description of the cases, which raise age, sex, birth place, educational level and living places, who are in the community correction center and who used to be in the center. Table one showed the summarized description of cases of the study. Similarly the description of key informants followed in table two, by using elements that suits the selection criterion and help to introduce the participants by age, sex, and educational level, name of organization, position and work experience. Table three presented parents codes, age, sex, educational level, living place and relationship with the child.

Cases	Age	Sex	Birth Place	Educational Level	Living Place
Case one	15	Female	Kazanchis	8 th	Kazanchis
Case Two	13	Male	Kazanchis-Menaheria	7 th	Kazanchis-Menaheria
Case Three	14	Male	Kotebe	7 th	Kazanchis
Case Four	13	Male	Kazancis	6 th	Kazancis
Case Five	15	Female	Kazancis	7 th	Kazancis
Case Six	17	Male	Kazancis	7 th	Kazancis
Case Seven	16	Female	Kazanchis-'cherchertu'	8 th	Kazanchis-'cherchertu'
Case Eight	15	Male	'Kolfe-Chereka sefer'	6 th	winget –'traffic sefer'
Case Nine	13	Male	'Gendeberet' Oromiya region	5 th	winget –'traffic sefer'
Case Ten	15	Male	'Kolfe'	9 th	Around Winget
Case Eleven	16	Female	Arround 'Atena Tera'	8 th	'Traffic Sefer'
Case Twelve	12	Male	winget –'traffic sefer'	6 th	winget –'traffic sefer'

Table 1 Brief Description of Cases of the study

Key Informants codes	Age	Sex	Educational Level	Name of Organization	Position	Work experience
KI 1	27	Male	Diploma	FSCE	Community development worker	Twelve years
KI 2	34	Male	Diploma	FSCE	Community development worker	Five years
KI 3	27	Female	Degree	FSCE	Social Worker	One year and half year
KI 4	35	Male	MA	FSCE	Project Coordinator	Above Two years
KI 5	18	Male	Student	FSCE	Volunteer	One and half year
KI 6	40	Female	-----	-----	Multi stalk holder	-----

Table 2 Description of key informant participants

No.	Participant's code	Age	Sex	Education level	Living place	Relation to the child
1	Parent one	37	F	None	Addis Ababa	Mother
2	Parent two	43	F	5 th	Addis Ababa	Mother
3	Parent three	47	M	None	Addis Ababa	Mother

Table 3- description of parents of children in CBCCS participated in in-depth interviews

Annex 2

Participant Information Sheet for Consent

1. Study title

Community Based Correction Practice at Forum on Sustainable Child Empowerment: Addis Ababa.

2. Background and aims of the study

This study is conducted by Dehab Mustefa, MSW student of social Work, Community and Social Development concentration from Social Science College, Addis Ababa University (e-mail: dehmistefa@gmail.com).

This paper explored community based correction practice in Addis Ababa. Specifically, the researcher aimed to identify the reasons of children to enter CBCCs, explore the practice of CBCCs, challenges and opportunities of community based correction and identify community assets and major actors suitable for the intervention on community correction in Addis Ababa. The research is exploratory qualitative cross sectional research conducted for both knowledge building and practical intervention through interviews (in-depth and key informant) and observation.

3. Why have I been invited to take part?

You are invited to take part in this study because you are/were in community based correction centers at Forum on Sustainable Child Empowerment (FSCE), or you work in FSCE, or social work practitioner, or and you are the parent of children in conflict with the law in FSCE supported community correction centers.

4. Do I have to take part?

You are not obligated to participate in this study. You are free to ask any questions about the study before deciding whether to participate or not. If you choose to participate, you may withdraw yourself and your data from the study without precondition at any time, and without giving a reason, by advising the researcher of this decision.

For beneficiaries of Forum on Sustainable Child Empowerment (FSCE): Refusing or participating in this study or withdrawing at any point will not affect your relationship with the organization.

5. What will happen in the study?

If you decide to take part in the study, the researcher facilitates the interview you and audio record the interview. The interview will take approximately 1 hour.

6. Are there any potential risks in taking part?

The researcher hopes that the experience of taking part in this study is enjoyable for you. There are no specific risks in this study, but looking back on your experience of family and community relationship could bring up memories that you might not want to share. You are not obligated to discuss any memories or incidents that you do not feel comfortable sharing.

7. What happens to the research data provided?

If you agree with participate in this study, the data collected from your interview contribute towards the writing up of a thesis on Community based Correction practices at Forum on Sustainable Child Empowerment. All participants are able to request a summary of the research findings by contacting the researcher (if necessary).

All interviews will be kept anonymous, both in the transcript/records of the research and in the final written thesis. The researcher will ask your permission to use direct quotes in the thesis

when necessary, but you are not obligated to agree to this. The data will be stored electronically and only accessible by the researcher (Dehab Mustefa).

8. Will the research be published?

If you agree to participate in this project, the research will be written up as a thesis. Once written, it will be deposited both in print and online in the Addis Ababa University archives, to facilitate its use in future.

9. Who do I contact if I have a concern about the study or I wish to complain?

If you have a concern about any aspect of this thesis project, please speak to the researcher on email- dehmistefa@gmail.com or the advisor Dr. Cmdr Demelash Kassaye.

Annex 3

Consent Form

STUDY TITLE: Community Based Correction Practice at Forum on Sustainable Child

Empowerment: Addis Ababa

RESEARCHER DETAILS:

Dehab Mustefa

Addis Ababa University school of Social work

CONTACT:

E-mail address: dehmistefa@gmail.com

PURPOSE OF STUDY: To explore the practice of community correction in Addis Ababa.

1. I have read (briefed orally) the study information sheet and had the opportunity to ask questions.
2. I understand that my participation is voluntary and that I am free to withdraw myself or my data at any time, without giving any reason, and without any adverse consequences.
3. I understand who have access to personal data provided.
4. I understand how personal data is stored and what happens to the data at the end of the project.
5. I understand how research written up and published.
6. I understand how to raise concerns or make a complaint.
7. I consent to being audio recorded.
8. I understand that audio recordings are used in research outputs.
9. I consent to the use of direct quotes (If needed).
10. I agree to take part in the study.

code of Participant:

Signature:

Date:

Name of researcher

Dehab Mustefa

Signature:

Date:

Annex 4

In-Depth interview Guides

Interview Guide1

This guide was used for children who are/were corrected in community based correctional centers at FSCE. The interview guide is open-ended which gives a chance for participants to freely express their opinion. Probing was used when the researcher feels that there is a need to further explanation.

1. Tell me about yourself?

➤ Participant code

➤ Sex

➤ Age

➤ Birth place

➤ Educational level

➤ Living place

2. Tell me about your family?

3. Tell me about your living place?

4. Tell me about the situations before community correction centers

5. Tell me about community correction centers at FSCE?

6. Tell me about the situations after community based correctional centers

Finally is there anything you want to add or say?

Thank You!

Interview guide 2

This interview guide was used to **community development workers, project coordinators, volunteers, social workers and multi stake holder**. The interview guide was open-ended which gives a chance for participants to freely express their opinion. Probing was used whenever the researcher feels that there is a need to further explanation. The inclusion criteria used were those who are currently working CBC at FSCE, those who are willing to participate and having two years or more work experience at FSCE.

1. Tell me about yourself?
 - code of the participant
 - age
 - Sex
 - Educational level
 - Name of organization
 - position
 - work experience
2. Tell me about the children in CBCC?
3. Can you describe the process to the community correction centers (FSCE)?
4. Tell me about community correction centers?
5. Please tell me about community assets?
6. Tell me about the practice after community correction centers (FSCE) (re integration process)
7. Tell me about social workers and social work practices in CBCC?

Finally anything you want to add or say? Thank you for the participation!!

Annex 5

Observation Guide

This observation guide helped the researcher to understand the physical and emotional expression of the children in community based correction centres.

- What are the services provided?
- Children participation during the activities/ how they spend time.
- What the facilitation look like?
- Service delivery with respect to the children.
- CBCCs surroundings, compound.

የተሳታፊዎች ፍቃደኝነት ማረጋገጫ ፎርም

አዲስ አበባ ዩኒቨርሲቲ

የሶሻል ወርክ ትምህርት ቤት

የተከበራችሁ የጥናቱ ተሳታፊዎች

ስሜ ደሃብ ሙስጠፋ ይባላል። በአዲስ አበባ ዩኒቨርሲቲ በሶሻል ወርክ የትምህርት ክፍል 2ኛ ዓመት የማስተር ድግሪ ተማሪ ነኝ። በአሁኑ ሰዓት የመመረቂያ ጽሁፌን በመስራት ላይ እገኛለሁ።

የጥናቱ ዓላማ:- በፎረም አን ሰስቴይብል ቻይልድ ኢምፓወርመንት በማጎበረሰብ አቀፍ እርምጃ ማዕከል ላይ ያተኮረ ነው።

የተሳትፎ ቅደመ - ሁኔታዎች:- ጥናቱ ስኬታማ እንዲሆን የጥናቱ ተሳታፊዎች ሚና ከፍተኛ በመሆኑ በቃለ - መጠይቅ ጊዜ ለጥያቄዎቹ ትክክለኛውን መልስ እንዲሰጡና እንዲያብራሩ ተደርጓል። እንዲሁም ከጥናቱ ተሳታፊዎች የሚገኘውን መረጃ በአግባቡ ለመያዝ እንዲቻል ቃለ - መጠይቁ በድምጽ መቅጃ መሳሪያ መጠቀም ተችሏል።

ሚስጥራዊነት:- ከጥናቱ ተሳታፊዎች የሚገኘው መረጃ በመለያ ኮድም እንዲያዝ ተደርጓል።

ማረጋገጫ:- በዚህ ጥናት ላይ ስሳተፍም በፈቃደኝነት ሲሆን በቃለ-መጠይቁ ጊዜም ያልገቡኝን ነገሮች በመጠየቅ ትክክለኛ መረጃ እኔ (ልጄ) ለመስጠት (እንዲሰጥ) ያለኝን ፈቃደኝነት በፊርማዬ አረጋግጣለሁ።

የተሳታፊው ቤተሰብ	የአጥኚው ስም.....
ፊርማ	ፊርማ.....
ቀን	ቀን.....

ጥናቱን በተመለከተ ለማንኛውም ግልፅ ያልሆነ ጥያቄ ወይም ማብራሪያ ከፈለጉ የሚከተለውን አድራሻ መጠቀም ይችላሉ።

የአጥኚው ስም:- ደሃብ ሙስጠፋ

ኢ-ሜይል አድራሻ:- dehmistefa@gmail.com

የጥናቱ አማካሪ ስም:- ዶ/ር ኮማንደር ደመላሽ ካሳዬ

አዲስ አበባ ዩኒቨርሲቲ

ሶሻል ወርክ ት/ቤት

የቃለ-መጠየቅ ፎርም

ይህ መምሪያ በፎረም አን ሰብጥኛለሁ ቻይልድ ኢምፓወርመንት በማጎበረሰብ አቀፍ እርምጃ ፕሮግራም ውስጥ ላሉ እና ከዚህ ቀደም በማዕከሉ ታርመው ለወጡ ሕጻናት ውሏል። የቃለ-መጠይቁ መምሪያ ታሳታፊዎች በነጻነት ሃሳባቸውን እንዲገልጹ ማብራሪያ ተሰጥቷል። ከተዘረዘሩ ጥያቄ በመነሳት አጥኚው (ዋ) ተገቢ ሆኖ ካገኘ (ች) ው ተከታይ ጥያቄዎችን በማንሳትና በመረዳት ነው ጥናቱ የተካሄደው።

ክፍል 1:- መሠረታዊ መረጃ ጥያቄዎች፤

- መለያ ኮድ
- ጾታ
- እድሜ
- የትውልድ ቦታ
- የትምህርት ደረጃ
- የመኖሪያ ቦታ
 - የቤተሰብ መረጃ፤
 - በማዕከሉ የሚኖሩ ህጻናት መኖሪያ አካባቢ በተመለከተ ልትነግረኝ (ሪኝ) ትችላላህ (ሸ) ?
 - ከማጎበረሰብ አቀፍ እርምጃ ማዕከል በፊት ስለነበረ ሁኔታ ልትነግረኝ (ሪኝ) ትችላላህ (ሸ) ?
 - ስለ ማጎበረሰብ አቀፍ እርምጃ ማዕከል ልትነግረኝ (ሪኝ) ትችላላህ (ሸ) ?
- እስኪ ከማዕከሉ በሁዋላ ስለነበረው ሁኔታ ልትነግረ (ሪ)ኝ ትችላላህ (ሸ) ? (ከዚህ ቀደም በማዕከሉ ታርመው ለወጡ)
 - ምን ተሰማህ (ሸ)
 - ስለገጠሙህ (ሸ) ችግሮች ንገረኝ (ሪኝ) ?
 - ችግሮቹን ለመቅረፍ ምን አደረግህ (ሸ) ?
 - ችግሮቹን ለመቅረፍ ምን መደረግ አለበት ትችላላህ (ሸ) ?

በመጨረሻም መጨመር የምትፈልገ (ጊ) ው ነገር ካለ? **አመሰግናለሁ!!**

አዲስ አበባ ዩኒቨርሲቲ

ሶሻል ወርክ ት/ቤት

የቃለ-መጠየቅ ፎርም

ይህ ቃለ-መጠይቅ መመሪያ በፎረም አን ስስቴም-ብል ቻይልድ ኢምፓወርመንት የፕሮጀክት ሰራተኞች፣ በጎ ፍቃድ ሰራተኞች፣ ሶሻል ወርክ ባለሙያዎች እና አስተባባሪዎች ጠቅሟል።

ክፍል1:- መሠረታዊ መረጃ ጥያቄዎች፤

- መለያ ኮድ
- ጾታ
- እድሜ
- የትምህርት ደረጃ
- የመስሪያ ቤቱ ስም
- የሰራ ድርሻ
- የሰራ ልምድ
 - ስለ ሕፃናቱ አጠቃላይ ሁኔታ ልትነግረ (ሪ)ኝ ትችላለህ (ሽ) ?
 - ስለ ማዕከሉ አጠቃላይ ሁኔታ ልትነግረ (ሪ)ኝ ትችላለህ (ሽ) ?
 - እስኪ ስለማገባደገሱ ሀብቶች ልትነግረ (ሪ)ኝ ትችላለህ (ሽ) ?
 - በማዕከሉ እየሰሩ ሰላሉ ሶሻል ወርከሮች ልትነግረ (ሪ)ኝ ትችላለህ (ሽ) ?
 - ስለ ሶሻል ወርክ ባለሙያ እንቅስቃሴ በማዕከሉ ልትነግረ (ሪ)ኝ ትችላለህ (ሽ) ?

መጨመር ምትፈልገ (ጊ)ው ነገር ካለ?

አመሰግናለሁ!!!