



**Rehabilitation of Children in Conflict with
the Law in the Rehabilitation Institution in**

Addis Ababa

Addis Ababa University

College of Social Sciences

School of Social Work

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**Rehabilitation of Children in Conflict with the
Law in the Rehabilitation Institution in Addis
Ababa**

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This is to certify that the Thesis prepared by Minbale Getachew, entitled The Rehabilitation of Children in Conflict with the Law in the Rehabilitation Institution in Addis Ababa, submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Social Work complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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I declare that the thesis entitled The Rehabilitation of Children in Conflict with the Law in the Rehabilitation Institution in Addis Ababa is my own work. All the sources that I have used or quoted have been indicated and properly acknowledged following the APA writing style standard. I finally declare that this work has not been submitted before for any other degree at any other institution and all the contents of the paper rests on my responsibility.

Minbale Getachew

Signature: _____

Date: _____

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Abstract

The general objective of the study was to assess the role and contribution of children in conflict with the law care and rehabilitation institution in Addis Ababa in the rehabilitation of children in conflict with the law. To achieve the objectives of the study, qualitative research method was employed through application of interview, FGD and observation. In order to address the research questions, the researcher interviewed 12 employees and three female children under rehabilitation. In addition, three FGDs were conducted that involved 24 male children under rehabilitation during the time of data collection. The researcher employed narrative analysis method to analyze his findings by focusing on the stories and experiences shared by respondents. Even though the care and rehabilitation institution has been trying to cultivate children under its care, by providing them with various services, it is hard to say that it has done to the desired level and quality because of some major limitations. Lack of service guideline; space limitations and the inability to properly manage its man power were found to be among the limitations of the institution. The institution also fails to employ models used for the correction of children in conflict with the law. Children escape from the center in mass was found to be a critical problem of the institution in the current Ethiopian year.

Key Words: *Children in Conflict with the Law, Institution based rehabilitation, Models of Rehabilitation, Rehabilitation.*

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Acronyms

APA:	American Psychologists Association
ACRWC:	African Convention on the Right and Welfare of Children
FDRE:	Federal Democratic Republic of Ethiopia
FGD:	Focus Group Discussion
NGOs	Non governmental Organizations
UN:	United Nations
UNCRC:	United Nations Convention on the rights of the child

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Chapter One

Introduction

1.1 Background to the study

The primary purpose for interventions relating to children in conflict with the law must be their rehabilitation and reintegration, rather than punishment (Doek , 2013; Johnson & Nurick 2006;). Punitive approach and deterrence have limited effect on children since children lack maturity and the capacity to understand the consequences of their actions and control their impulses (Verstraeten, n.d.).

Measures are needed to protect children who are already in conflict with the law, in order to deter them from reoffending and to promote their rehabilitation and smooth their reintegration back into society (U.S. Department of Justice, 2003; Verstraeten, n.d.). Hence what these children need is a system that will give them guidance to re-enter society and not a system that will only punish them for their crime and abandon them afterwards (Nayagam, 2009).

A special treatment of children in conflict with the law can be justified because children lack maturity and are less culpable than adults. Children differ from adults in their physical and psychological development. Their brain still goes through significant development including moral development. Children have not fully developed the capacity to understand the consequences of their actions and to control their impulses (Verstraeten, n.d.).

On the other hand, as children are still under development they have greater rehabilitative potential. They are more likely to be positively influenced by educative and supportive measures and good role models than adults (Aggie, 2016; Verstraeten, n.d.). Hence the primary purpose for

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intervention relating to children in conflict with the law must be the rehabilitation and reintegration of the child, rather than punishment.

Correctional and rehabilitation mechanisms for children in conflict with the law are broadly categorized into 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. On the other hand, institutional corrections are secured facilities that do not allow the children freedom of movement within the community (Taylor, Fritsch & Caeti, 2002). It is a more restrictive approach and all aspects of the children's life are controlled within the correction facilities (Taylor, Fritsch & Caeti, 2002).

Institutional corrections are advised to be a last resort and limited to the shortest possible period of time. The facilities provided by the correction or rehabilitation institution should be of a correctional or educational nature rather than typical of those provided in prisons (Roy & Wong 2004). Children who are in correction institutions should receive a full programme of education, sports, vocational training and other purposeful activities, which take into account their age, gender and their developmental stage (Roy & Wong, 2004). In addition, the importance of such programmes or activities in preparing children in conflict with the law for their release and help them to adjust to life after they left correction institutions (Roy & Wong, 2004).

The children in conflict with the law care and rehabilitation institution, located in Addis Ababa is the only institution for the care and rehabilitation of children in conflict with the law for many years in Ethiopia. As it is the only institution in the country, it is selected for a study in the researcher's interest to study institutional rehabilitation practice of children in conflict with the law. To this end the research focused on the performance of the institution in discharging its role in the correction and rehabilitation of children under its custody.

1.2.Statement of the Problem

Every child who comes in contact with the juvenile justice system is a child in difficult circumstances who has fallen out of the protective net at some point and has been robbed of an opportunity of a safe and secure childhood. Children in conflict with law should be treated as children in difficult circumstances and the approach of the juvenile justice system should be aimed at addressing their vulnerabilities and ensuring their rehabilitation (Korf, 2010).

According to Aggie (2016) the most effective way to find constructive solutions to children in conflict with the law is to involve them in the process of rehabilitation and not to consider them as merely problematic children in need of punishment. Thus juvenile justice has made a departure from the criminal justice model of punishment recognizing the negative influence of association with adult offenders and the higher possibility of reformation of children being in the growing age where their capacities are still being built and developed. Juvenile Justice adopted the path of reformation of children found to have committed an offence through various community based reformatory and rehabilitative measures and using institutionalization as a measure of last resort and for the minimum period till suitable community based alternatives are found for them (United Nations, 1989).

In Ethiopia the juvenile corrective institution was first established in 1936. It is located in Addis Ababa and it is the only rehabilitation institution for children in conflict with the law. The institution provides various services for children under its custody. Different studies have been conducted about the institution by researchers from disciplines such as Sociology, Law and Social work.

In 2012, Jenberu has conducted a study on “The Perception and Experience of Children in Conflict with the Law” by taking the Care and Rehabilitation Institution as a case. In his study

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he explored different factors that led children to be in conflict with the law for their first as well as repeated incarcerations. He also explored the different perceptions that children in conflict with the law have towards themselves. According to Jenberu, it is not a single factor that leads children to be repeatedly in conflict with the law but a sum of different factors. The study also indicated that the major perceptions of children in conflict with the law in the case of Addis Ababa Remand home about their deviant acts and included being cursed, sinner, and addicted to stealing and false advantage to the family (Jenberu, 2012).

In 2016, Tigabu conducted a research entitled “‘Children in conflict with the law and their right to education in Addis Ababa Rehabilitation Centre’” on the institution. In his study he founded out, children in the institution do not have the access to non-discriminatory and physically and economically accessible education. He also asserted that the classroom settings, mini-media, laboratory, books and educational materials, and students’ club activities are other important facilities disregarded in the School (Tigabu, 2016).

In 2018, Abebe has researched the causes of delinquency and its means of prevention by taking the Care and Rehabilitation Institution as a case. In the study he discovered the need of the institution to work in collaboration with the courts and juvenile justice system to amend the juvenile law currently used by juvenile courts. He also identified the need to recruit, all the necessary human power and working with social institutions and other stakeholders especially on preventing delinquent and criminal acts before occurring (Abebe, 2018).

All the researches above didn’t thoroughly studied how the children in the Care and Rehabilitation Institution are treated and how their vulnerabilities are addressed. Hence the researcher believes that this is an issue worth of a research. Accordingly based on the general principle of correctional institutions should be the institution for education, training and

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rehabilitation, the researcher studied the performance of the institution in discharging its role in the correction and rehabilitation of children in conflict with the law.

1.3. Research Objectives

1.3.1. General Objective

The general objective of the study was to assess the role and contribution of children in conflict with the law care and rehabilitation institution in Addis Ababa in the rehabilitation of children under its custody.

1.3.2. Specific Objectives

The specific objectives of the study are: -

- To assess the conditions for admission and exit of children in conflict with the law in the care and rehabilitation center for children in conflict with the law in Addis Ababa.
- To identify the measures that are taken for the positive development of the children in conflict with law in the care and rehabilitation center for children in conflict with the law in Addis Ababa.
- To identify the challenges of the care and rehabilitation center for children in conflict with the law in Addis Ababa.

1.4. Research Questions

The research attempts to answer the following basic research questions.

- How the care and rehabilitation center for children in conflict with the law in Addis Ababa admits and releases children in conflict with the law?
- What are the measures that are taken for the positive development of the children in conflict with law in the care and rehabilitation center for children in conflict with the law in Addis Ababa?

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- What are the challenges of the institution to successfully play its role in rehabilitating the children under care?

1.5. Significance of the Study

As indicated in the problem statement, there have been studies conducted on the Care and Rehabilitation of children in conflict with the law. However, the studies didn't focus on how the children in the institution are treated and how their vulnerabilities are addressed. Therefore, studying the performance of the care and rehabilitation institution in the correction and rehabilitation of children would have the following contributions. Firstly, the study gives an insight of the existing circumstances of institutional rehabilitation of children in conflict with the law in the Ethiopian context. Second, the study sheds light on the need for the involvement of significant actors towards improving the quality of correction and rehabilitation programs based on the requirements of international guidelines and domestic instruments to ensure that children in conflict with the law are effectively rehabilitated and reformed. Thirdly, it gives direction on the areas that needs attention towards improving the institutional capacity and service delivery patterns of the studied care and rehabilitation center. Therefore, the study is significant for the studied organization, Bureau of Women and Children Affairs of Addis Ababa, NGOs that are interested to work in partnership with the care and rehabilitation center, and other researchers who are interested in the issue of institutional rehabilitation of children in conflict with the law.

1.6. Scope of the study

The study was limited to exploring institution based rehabilitation practice of children in conflict with the law. It is a case study of the care and rehabilitation institution situated in Addis Ababa. It mainly focused on the programs and services provided to children in the rehabilitation institution and the general physical condition of the institution as linked with its service delivery

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capacity. Among the children under rehabilitation in the institution those who stayed for more than two months were taken as respondents. Besides staffs who has worked in the center for a period of six months or more were considered as respondents for this study.

1.7.Operational Definition of terms

Children in Conflict with the Law: refers to children and young people below the age of 18 alleged as, accused of or recognized as having infringed the penal law. In this study the term has the same meaning as juvenile delinquents and juvenile offenders.

Juvenile delinquency: refers to the habitual committing of criminal acts or offenses by a young person, especially one below the age at which ordinary criminal prosecution is possible.

Juvenile Justice: refers to the area of criminal law applicable to all offences committed by children in conflict with the law.

An offence is any behaviour (act or omission) that is punishable by law under the respective legal systems;

Recidivism: refers to a tendency to relapse in to a previous condition or mode of behaviour especially relapse in to a criminal behaviour.

Rehabilitation: is a process or a set of processes which is planned and is limited in time, having well defined goals and means; where several professionals or services co-operate in assisting the individual user in his/her efforts to achieve best possible functioning and coping capabilities and promoting independence and participation in society.

1.8.Organization of the Study

The study is organized in to five chapters. The first chapter presents the introduction part that incorporates background, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study, and definition of key terms. Chapter two

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deals with review of related literature on the subject at hand. Chapter three is the research methodology that presents the design of the research, population, sampling technique and sample size, method of data collection, method of data analysis and ethical considerations. The fourth chapter deals with the major findings and discussion. The fifth chapter presents the conclusion, suggestions and the implication of the study.

Chapter Two

Review of Related Literature

2.1. Conceptual Overview of Children in Conflict with the Law

The term 'children in conflict with the law' refers to anyone under 18 who comes into contact with the justice system as a result of being suspected or accused of committing an offence (UNICEF, 2006; Verstraeten, n.d). Most children in conflict with the law have committed petty crimes or such minor offences as vagrancy, truancy, begging or alcohol use (UNICEF, 2006). Some of these are known as 'status offences' and are not considered criminal when committed by adults (UNICEF, 2006).

According to Nayagam children in conflict with the law should be viewed as victims as they are mostly from broken families and due to their situation and environment they develop anti-social behaviours (Nayagam, 2009; Shamey 2013). Hence what these children need is a system that will give them guidance to re-enter society and not a system that will only punish them for their crime and abandon them afterwards (Nayagam, 2009).

Children lack maturity, are less culpable and have a greater rehabilitative potential than adults, which justifies a special treatment of children in conflict with the law (Verstraeten, n.d). They are more likely to be positively influenced by educative and supportive measures and good role models than adults (UNICEF, n.d).

Punitive approach and deterrence have limited effect on children since they lack the capacity to understand the consequences of their actions and control their impulses. Moreover, seeing the vulnerability due to their age, detention puts them at risk for violence and sexual

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abuse and exposes them to criminal contamination from fellow inmates and stigma, which has long-lasting negative effects on their future (Verstraeten, n.d).

The primary purpose for intervention relating to children in conflict with the law must be their rehabilitation and reintegration, rather than punishment (Doek , 2013; Johnson & Nurick 2006; Verstraeten, n.d). Accordingly article 40 of the UNCRC calls for a distinctive child-oriented restorative justice system concerning children in conflict with the law (UN, 1989). The convention clearly specifies that the fundamental objectives of this distinctive system of justice should be positive and not punitive (Girmachew & Yonas, n.d.). This is one of the major reasons for which detention must be a measure of last resort and for the shortest appropriate period of time (UN, 1989). As a general rule, children should not be subject to deprivation of liberty unless they commit particularly serious crimes involving violence, or persist in committing other particularly serious crimes, and there is no other appropriate response (UN, 1989; Verstraeten, n.d.).

2.2. Minimum Age of Criminal Responsibility

According to article 40 of the UNCRC the establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law is one of the basic requirements of the signatory member states (UN, 1989; Cipriani, 2009). On the other hand, Rule 4 of the United Nations Standard Minimum Rules for the Administration of Juvenile Justice, which is also known as the Beijing Rules, proposes that the beginning of the age of criminal responsibility shall not be fixed at too low age level, bearing in mind the facts of emotional, mental and intellectual maturity of the child (UN, 1985).

However the minimum age of criminal liability is one of the most controversial issues amongst UN member states (Verstraeten, n.d.; Mousavi ,Rastegari & Nordin, 2012). General

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Comment Number 10 of the Committee on the Rights of the Child states that the absolute minimum age for criminal responsibility should be not less than 12 years (UN, 2007).

2.3. Why do Children involve in Crime?

There is no single cause for juvenile delinquency. It is the result of complex interaction of multiple factors (Agnew, 2001; Agnew, 2006). According to Staden (2015) these factors include the lack of parental supervision; lack of discipline; lack of attachment to pro-social institutions such as school, community, and church; low income; poor housing; large family size; low educational attainment; associations with other delinquents; drug or alcohol abuse; and the criminal behaviour of parents and siblings. Shamey (2013) argued that harmful surroundings, negligence of basic needs, wrong company and other abuses may turn a child in to a delinquent.

According to John and Andargachew (1994) as cited in Betelhem (2014), the primary causes of juvenile delinquency in Ethiopia are poverty, unemployment and family dysfunction. Andargachew (1992) explained that lack of recreational facilities such as play grounds and parks in the big urban centers is one of the causes of juvenile delinquency that lead young children to anti-social behaviour. Radda (1996) raised lack of awareness of families on the proper ways of raising child as a cause for juvenile delinquency in Ethiopia.

Rural urban migration is also one of the major factors identified by Andargachew (1998) as the causes of juvenile delinquency in Ethiopia. According to Sisay (2016) many children migrated from rural to urban areas in search of education and employment opportunities but the urban areas are not as welcoming as they were expected. When the children fail to get what they expect, they prefer to stay on the streets which leads them to delinquent acts (Sisay , 2016).

2.4. Children in conflict with the law and International Minimum standards

The rights of children in conflict with the law are guaranteed through a set of relevant treaties, guidelines and standards like the UN Convention of the Rights of the Child and so many others. These instruments are frameworks that are developed to serve as the basis in the development or revision of domestic laws concerning children. Below is a discussion of some of the major international instruments that shall serve as bench marks for countries in their endeavour to respond to the issues and needs of children in conflict with the law.

2.4.1. United Nations Convention on the Rights of the Child (UNCRC)

The United Nations Convention on the Rights of the Child (UNCRC) is the most widely accepted international convention which was enacted in 1990. It has been ratified by all member states of the UN, except for the United States and Somalia, which makes it the most widely accepted international convention (Korff, 2010; Verstraeten, n.d.). The UNCRC constitutes a comprehensive list of legally binding obligations towards children that signatory countries are required to implement (Roy & Wong, 2004). Being considerate of the rights of children, the convention has incorporated articles on the rights of children in conflict with the law as well.

According to Articles 37 and 40 of the Convention, children in conflict with the law have the right to treatment that promotes their sense of dignity and worth takes into account their age and aims at their reintegration into society (UN 1985; UN 1989; Catherine, et al, 2008; Nayagam, 2009). The convention states that placing children in conflict with the law in a closed facility should be a measure of last resort, to be avoided whenever possible. The convention prohibits the imposition of the death penalty and sentences of life imprisonment for offences committed by persons under the age of 18 (UN, 1989; UNICEF, 2006).

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The UNCRC also imposes the duty of establishing laws, procedures, authorities and institutions specifically applicable to children in conflict with the law. The establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law is one of the basic requirements in this regard (UN, 1989).

2.4.2. The Beijing Rules

The United Nations Standard Minimum Rules for the Administration of Juvenile Justice, often referred to as the Beijing Rules, is a resolution of the UN General Assembly regarding the treatment of juvenile offenders in member states. The Beijing rules are formulated so as to be applicable within different legal systems and at the same time to set some minimum standards for the handling of children in conflict with the law.

According to Rule 17 of the Beijing Rules, restriction on freedom of the child in conflict with the law shall be limited to the possible minimum. The rule asserts that deprivation of the liberty of the child should be related to the seriousness of the committed delinquent act, the tendency to commit other serious offences and if there is no other appropriate response (UN, 1985). The rule placed importance on the principle of proportionality which asserts that the reaction on the offending child shall be in proportion to the circumstances and gravity of offences, and to circumstances and needs of offender and society (UN, 1985).

2.4.3. UN Rules for the Protection of Juveniles Deprived of their Liberty (1990)

The UN Rules for the Protection of Juveniles Deprived of their Liberty (JDL) are rules that set out standards applicable when a child in conflict with the law is confined to any institution or facility that might be penal, correctional, educational or protective (Roy & Wong, 2004). The detention could be on the grounds of conviction of, having committed an offence, or

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simply because the juvenile is deemed at risk by order of any judicial, administrative or other public authority (Roy & Wong, 2004).

The rules include principles that universally define the specific circumstances under which children can be deprived of their liberty, emphasising that deprivation of liberty must be a means of last resort, for the shortest possible period of time, and limited to exceptional cases (UN, 1990a). The JDLs serve as an internationally accepted framework intended to counteract the detrimental effects of deprivation of liberty by ensuring respect for the human rights of juveniles and ensuring the dignity and welfare of the children is upheld while in custody.

The rules assert children in conflict with the law assigned to correctional and rehabilitation institutions should be supplied with facilities and services that meet all their requirements (UN, 1990). The rules also stipulate that a young person of compulsory school age has the right 'to education suited to his or her needs and abilities and designed to prepare him or her for return into society (UN, 1990a; Roy & Wong, 2004). The Rules, stressing the need to reintegrate young people into society, state that 'every juvenile should have the right to receive vocational training in occupations likely to prepare him or her for future employment' (UN, 1990a).

2.4.4. The UN Resolution 1997/30 on the Administration of juvenile justice

This UN Resolution (also known as the Vienna Guidelines) provides an overview of information received from governments about how juvenile justice is administered in their countries. It also gives direction about countries' involvement in drawing up national programmes of action in order to promote the effective application of international rules and standards in juvenile justice (UN, 1997). The resolution provides a comprehensive set of

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measures that need to be implemented in order to establish a properly functioning system of juvenile justice administration.

2.4.5. The Report of the Secretary General

According to the report of the UN secretary General entitled “we the Children: End decade review of the world summit for children”, various actions have to be set out to alleviate the problems faced by children in conflict with the law (UN, 2001; Roy & Wong, 2004). The report of the secretary general has identified the following priority actions to alleviate the problems of children in conflict with the law and prevention of the problem of juvenile delinquency:

- Efforts to prevent juvenile delinquency through effective educational opportunities, stable family environments and community-based programmes (UN, 2001).
- Legal reforms to ensure that children in conflict with the law are only deprived of their liberty as a last resort and for the shortest period possible and establishment of a minimum age of criminal responsibility (UN, 2001).
- Development of alternative structures that encourage restorative justice systems and promote community involvement in victim-offender reconciliation (UN, 2001).
- Publicizing existing international standards through awareness-raising, information campaigns, as well as through training of law-enforcement officials, prosecutors, judges, lawyers and social workers (UN, 2001).

2.4.6. Riyadh Guidelines

The United Nations Guidelines for the prevention of Juvenile Delinquency alternatively called Riyadh Guidelines is one of the most important tools introduced to deal with the issues of children in conflict with the law. According to the guideline Government Agencies should give

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high priority to plans and programs for young persons and should provide sufficient funds and other resources for the effective delivery of services, facilities and staff for adequate medical and mental health care, nutrition, housing and other relevant services (UN, 1990b).

Article 5, Sec. 46 of the guidelines further provides that the criteria authorising formal intervention such as institutionalisation should be strictly defined and limited to the situations provided by the guidelines (UN, 1990b). Similar to other UN instruments, the Riyadh guidelines regards institutionalisation of children in conflict with the law should be a measure of last resort and for a minimum necessary period (UN, 1990b).

2.5. The African Charter on the Rights and Welfare of the Child (ACRWC)

The African Charter on the Rights and Welfare of the Child (ACRWC) was adopted by the Organisation for African Union (OAU) now referred to as the African Union (AU) in July, 1990 and came into force in 1999 (Mumba, 2011).

The ACRWC notes with the concern that the situation of most African children remains critical due to the unique factors of their socio-economic, cultural, traditional and developmental circumstances, natural disasters, armed conflicts, exploitation and hunger; and on account of the child's physical and mental immaturity he/she needs special safeguards and care (Roy & Wong, 2004). In the same vein article 17 of the charter declares every child accused or found guilty of having broken the law should receive special treatment, and no child who is imprisoned should be tortured or otherwise mistreated (OAU, 1990).

2.6. Legal Frameworks towards children in Conflict with the law in Ethiopia

2.6.1. The Constitution of FDRE

Ethiopia has ratified the UNCRC and the ACRWC. The FDRE Constitution declares in article 9 (4) that all international instruments ratified by Ethiopia are an integral part of the law

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of the land (Federal Democratic Republic of Ethiopia, 1995). Consequently, the constitution makes the UNCRC and other human rights instruments part and parcel of the Ethiopian law and hence there is no doubt as to their application in the juvenile justice system of Ethiopia (Girmachew&Yonas, n.d).

Article 36(3) of the FDRE Constitution stipulates that children in conflict with the law admitted to corrective or rehabilitative institutions and juveniles who become wards of the state or who are placed in public or private orphanages shall be kept separately from adults (FDRE, 1995).

2.6.2. The Revised Criminal Code of FDRE

The 2005 Revised Criminal Code of FDRE provides different categorizations of children to put the minimum age of criminal responsibility. Article 52 of the Criminal Code provides that infants who have not attained the age of nine years shall not be deemed to be criminally responsible (FDRE, 2005). It goes on to state that the provisions of the Criminal Code shall not apply to this categorization of children and refer them as infants (FDRE, 2005). The Code states that appropriate steps may be taken by the family, school or guardianship authority in the event where a crime is committed by an infant (FDRE, 2005).

According to the criminal code, children with the age range of nine up to fifteen years are not immune from criminal responsibility. However, it declares for a separate treatment of such children. It states that young people shall not be subject to the ordinary penalties applicable to adults nor shall they be kept in custody with adult criminals that show the recognition of the code in providing special care and treatment to children in conflict with the law (FDRE, 2005; Girmachew&Yonas, n.d.).

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On the other hand, Article 56(1) of the criminal code stipulates that “if at the time of the commission of the crime, the child was over fifteen but under eighteen years of age, he shall be tried under the ordinary provisions of the Code”. Article 56(2) goes on to provide that the court may take into account the circumstances of the case including the age of the criminal, his incorrigible or dangerous disposition and the likelihood of his reform in assessing sentence. The provision entitles the court to apply either the general provisions regarding ordinary mitigation of penalties or apply one of the special measures specified for young persons.

The Criminal Code provides a variety of measures and penalties to be applied to young persons in view of the special purposes elaborated under its Article 55 (FDRE, 2005). It is possible to categorize the measures applied to children in conflict with the law in to two in the context of the penal code. These are institutional and non-institutional measures. Institutional measures are those administered in a closed environment, whereas non-institutional measures are those measures taking place in a free environment.

2.7. The Situation of children in conflict with the law in Ethiopia

Before the Italian occupation the problem of children becoming in conflict with the law was not recognized in Ethiopia (Sisay, 2016). As a result of the occupation many children lost their parents and became without protection and parental guidance which led them to small offences like shoplifting in market places, buses and so forth (Andargachew, 2004).

Although the total number of children in conflict with the law in Ethiopia was fluctuating in the past few years, the number is still high (Save the Children, 2005; Federal Police Commission Criminal Investigation Directorate, 2014). According to Forum for Street Children Ethiopia over 4,000 children are arrested every year and become involved in the juvenile justice system (2008).

2.8. Correction Mechanisms for Children in Conflict with the Law

Correctional mechanisms to children in conflict with the law are broadly categorized in to 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 (Alarid, 2013). In this approach children in conflict with the law are placed in their community to maintain their bondages with the community. 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).

On the other hand, institutional corrections are secured facilities that do not allow the children freedom of movement within the community (Taylor, Fritsch &Caeti, 2002). It is a more restrictive approach and all aspect of the children's life are controlled within the correction facilities (Taylor, Fritsch &Caeti, 2002). Institutional corrections are advised to be a last resort and limited to the shortest possible period of time. The facilities provided by the correction or rehabilitation institution should be of a correctional or educational nature rather than typical of those provided in prisons (Roy& Wong 2004; The International NGO Council on Violence Against, Children 2013).

Children who are in correction institutions should receive a full programme of education, sports, vocational training and other purposeful activities, which take into account their age, gender and their developmental stage (UN, 1990b; Roy& Wong, 2004). In addition, the importance of such programmes or activities in preparing children in conflict with the law for their release and help them to adjust to life after they left correction institutions (Roy&Wong, 2004).

2.9. Institutional rehabilitation Practice for Children in Conflict with the Law in Ethiopia

The rehabilitation institution which is referred to as Children in conflict with the law care and rehabilitation institution was the only institution for the care and rehabilitation of children in conflict with the law for many years in the country. Though two other specialized rehabilitation and reintegration centres were built recently in the regional capitals of Hawassa and Bahir Dar, they currently serve a different purpose (UNICEF, 2006). The Addis Ababa centre is capable of hosting only 150 children. Initially established to accommodate boys, it started admitting girls in 2000 (UNICEF, 2006).

2.10. Why rehabilitation?

Rehabilitation is an essential process to children in conflict with the law and the wider society as being rehabilitated sets the foundation to lead a healthy lifestyle in the community once out of the juvenile justice system (Darbouze, n.d.). Rehabilitation is an important mechanism to ease the reconnection of the children who committed delinquent acts with the society (Okutoyi, 2015).

Receiving proper rehabilitation is highly important since it lessens the likelihood of children in conflict with the law that shall be recidivist and shall probably re-enter the juvenile justice system (Lipsey, Wilson, & Cothorn, 2000). Effective rehabilitation programs have also the potential to eliminate the vicious cycle of recidivism and hence can contribute to minimize adult criminal activity (Greenwood, 2008; Mincey et al, 2008; Darbouze, n.d.).

Rehabilitative methods have to be realistic to implement and teach children in conflict with the law how to make it in society after being released from correctional institutions. Therefore, there is a need to expose the youth to values and skills which may have stimulated a

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responsible and thoughtful way of living (Menis, 2012). According to Lipsey, Wilson and Cothorn (2000) the need for rehabilitative methods to be effective is essential so that more money does not have to be wasted on programs that do not properly rehabilitate children in conflict with the law

2.11. Models of Rehabilitation for Children in Conflict with the Law

2.11.1. Cognitive–Behavioural Treatment Model

According to Little (2005) Cognitive behavioural treatment is one of the most widely used approaches in the treatment of delinquent behaviour. It is a problem-focused approach to help people identify and change the dysfunctional beliefs, thoughts, and patterns of behaviour that contribute to their problems. The underlying principle of the model is that thoughts affect emotions and emotions in turn influence behaviours (Robert, 2003). As the name implies this model combines two kinds of therapies: cognitive therapy and behavioural therapy.

Cognitive therapy concentrates on thoughts, assumptions, and beliefs (Robert, 2003). This therapy is applied to encourage people to recognize and change their faulty or maladaptive thinking patterns. It is a mechanism to gain control over inappropriate repetitive thoughts that often trigger various presenting problems (Beck 1995). Therefore, it helps to replace negative thoughts with more realistic and positive thoughts (Robert, 2003).

On the other hand, behavioural therapy concentrates on specific actions and environments that either change or maintain behaviours (Skinner, 1974; Bandura, 1977). For instance, replacing negative behaviours with positive behaviours shall be a potentially workable strategy to help change of behaviour of individuals. Therefore, applications of cognitive behavioural treatments for children in conflict with the law are designed to shape dysfunctional thinking and behaviours associated with delinquency and violence (Robert, 2003).

2.11.2. What Works Model

What works model or approach to offender rehabilitation is a model that suggests reductions in recidivism can be maximised when programs select appropriate candidates, target factors that directly relate to their offending, and are delivered in ways that facilitate learning (Day, Howells & Rickwood, 2004). Rehabilitation Programs that employ the model offer high-risk offenders the most intensive interventions and seek to change factors that are known to be directly related to the reasons for offending, such as antisocial attitudes, substance use and anger (Day, Howells & Rickwood, 2004).

Among the various principles of the ‘what works model’ three are argued to be the most important in interventions with juvenile justice clients. The first, and arguably the most important, principle in the ‘what works’ model is the ‘risk principle’. This suggests that offenders most likely to reoffend should receive the most intensive rehabilitation (Day, Howells & Rickwood, 2004; Trotter, 1993).

The second core principle of the ‘what works’ model is the ‘the needs principle’. According to this principle the most effective programs are ones that intervene to change needs most directly related to offending which may be referred as criminogenic needs. According to Cottle, Lee and Heilbrun (2001) the criminogenic need areas of children in conflict with the laws includes areas such as: family and social factors; educational factors; substance use history; and non-severe mental health problems. Programs that adhere to the needs principle focus on changing these factors.

The third major principle of the ‘what works’ model is the ‘responsivity principle’. This principle suggests that the most effective programs match the learning styles of offenders, such that they are actively engaged in a process of behavioural change (Day, Howells

&Rickwood, 2004). A responsive rehabilitation program would engage young people in activities and learning that are personally meaningful, and would be delivered in a way that makes sense to participants. This may mean, for example, engaging young people in a range of practical or physically based activities and relying less on formal educational methods that require high levels of literacy or concentration (Day, Howells &Rickwood, 2004).

2.11.3. The Correctional Program Inventory (CPI) Model

The Correctional Program Inventory (CPI) is a tool used to rate the quality of programming in correctional facilities and improve institutional programs effectiveness (Greenwood, 2008). The model has three generalized strategies to ensure effectiveness of institutional rehabilitation programs. One focuses on risk factors such as low skills, substance abuse, defiant behaviour, relationships with delinquent peers. The other strategy focuses individually tailoring programs to clients' needs using evidence-based methods (Andrews, Zinger, Hoge, Bonta, Gendareau & Cullen, 1990; Greenwood, 2008). The third strategy gives attention to interventions on higher-risk youth, where the opportunity for improvement and consequences of failure are both the largest (Greenwood, 2008).

2.11.4. Phase Assessment Resocialization Model

In this model children in conflict with the law are evaluated and placed in programs at appropriate phases. Completion of a phase is rewarded with higher skill activities and increased privileges (Department of Children, Youth and Families, 2010). Phase assessment is done to evaluate treatment progress, develop treatment plans and provide frequent feedback to the children under care, staff and families (Texas Youth Commission, 2001).

By employing the model, children under treatment are expected to make progress by learning to use specific skills, behaving in specific ways and internalizing specific concepts and

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values (Department of Children, Youth and Families, 2010). Frequent assessment of the status or the progress allows the fine-tuning of treatment strategies and provides opportunities for short-term feedback, suggestions and encouragement to the children and their families.

Chapter Three

Research Methodology

3.1. Researcher's perspective

The researcher took the epistemological position of interpretivism in studying the role of correction institutions in the rehabilitation of children in conflict with the law. Interpretivists believe that “reality is socially constructed and one cannot access the external world irrespective of its existence or otherwise” (Blaike, 2000). According to Blaike (as cited in Mason, 2002) interpretivists are concerned with understanding the social world people have produced and which they reproduce through their continuing activities.

An interpretivist position is taken mainly because exploring the role and the performance of the children in conflict with the law care and rehabilitation institution under study requires learning about the experiences and expectations of the main actors in an interpretive manner. This stance allowed the researcher to see the viewpoints of research participants based on analysis of the empirical evidence obtained through the data collection instruments. Secondly, the adoption of the interpretive perspective allowed the researcher to analyse, interpret and report exactly the responses and experiences of actors from their own perspectives.

3.2. Research design

According to Polit & Hungler (1999) research design is a blueprint, or outline, for conducting the study in such a way that maximum control had been exercised over factors that could interfere with the validity of the research results. The research design is the researcher's overall plan for obtaining answers to the research questions guiding the study. Burns & Grove (2001), state that designing a study helps researchers to plan and implement the study in a way

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that will help them obtain the intended results, thus increasing the chances of obtaining information that could be associated with the real situation.

The researcher employed a case study research design. A case study is an in-depth study of a particular subject or issue than a sweeping statistical survey or comprehensive comparative inquiry (University of Southern California, n.d.). It is an empirical inquiry that investigates a phenomenon within its real life context.

The study is conducted with exploratory case study strategy approach as its basic purpose is to assess the role of correction institutions in the rehabilitation of children in conflict with the law by considering the rehabilitation and care institution in Addis Ababa as a case. In addition, qualitative case study is chosen as this approach to a research facilitates exploration of a phenomenon within its context using a variety of data sources (Baxter& Jack, 2008; Mason, 2002; Denzin& Lincoln, 2000).

In employing case study strategy for a research, researchers shall undertake single or multiple case studies (Yin, 2003). The study was a single case design and this is mainly because the Addis Ababa Care and Rehabilitation Center for Children in Conflict with the Law correction is the only institution in the Ethiopia. Therefore, the case in this research was the care and rehabilitation center.

3.3. Description of the Study Area

The Care and Rehabilitation institution for children in conflict with the law was established in 1936 E.C and has been serving children that come from different parts of Ethiopia for the past over seventy years. Initially it was established as a care institution for children who were vulnerable to committing crime because of missing their parents due to the Italian invasion.

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The institution has been administered by various government line ministries and currently it is under the Addis Ababa City Government Women and Children Affairs Bureau. It is one of the four governmental children care institutions in Addis Ababa. It is the only rehabilitation and care institution for children in conflict with the law in Ethiopia.

The major objectives of the care and rehabilitation center are admitting children sent to the institution through court order; providing food, shelter, cloth, hygiene materials, medication, recreation services to the children under care; providing education, counseling and vocational skill trainings to the children; making children appear to court timely for follow up of their case; facilitating for the reunification of children who completed their stay time in the institution; providing counseling services to the families, parents and guardians of children under treatment.

The institution admits children between the ages of 9 to 15 through court order in accordance with the penal code of the country. The maximum admission capacity of the institution is 150 children at a time. At the time of data collection there were 63 boys and 3 girls, a total of 66 children. As the annual report of the institution shows, it has provided service for 439 males and 29 females a total of 468 children in 2010 Ethiopian year.

3.4. Sampling technique and sample size

3.4.1. Sampling technique

For undertaking the study, the researcher employed non probability sampling technique to choose the agency to be studied and participants to be engaged in the study. As opposed to probability sampling non-probability sampling doesn't follow the rule of random selection of samples. In non-probability sampling technique, samples are selected based on the subjective judgement of the researcher (Showkat&Parveen, 2017).

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In selecting samples for a study, it is important to ask whether selected samples provide access to enough data that can successfully address research questions (Mason, 2002). Several sampling techniques exist for qualitative research in the literature and this study employs purposive and convenience sampling techniques. The agency under study was selected purposefully as it runs a program the researcher is interested in. The staffs of the care and rehabilitation institution that has direct link with the children and at managerial positions were chosen based on their convenience to the issues raised in the study. The children in the correction institution were selected through convenience sampling based on their age, interpersonal skills, and their stay in the institution.

3.4.2. Sample size

The care and rehabilitation institution has a total of 75 employees. The majority of the employees are security guards and care givers. Among these 12 employees that included the Acting Manager, Counseling Section coordinator, Counselors, feeding section head, care giving section head, security section head, Nurse, Trainer and Acting Director of the school were selected.

The number of children in the care and rehabilitation institution usually has a fluctuating tendency. At the time of the data collection there were 66 children. Out of the total number of children at the time of data collection, 63 were boys and 3 were girls. The researcher involved 27 children. Twenty-four boys have taken part in FGDs and three girls were interviewed.

3.5. Inclusion and exclusion criteria

Respondent staffs were selected based on the criteria of their employment duration (employees that work in the institution for at-least 6 months or more), direct work related contact with the children and having a supervisory position.

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Respondent children were selected on the criteria of age (children who are at-least 12 years old); who have stayed for at-least two or more months time; and children who can speak Amharic since the medium of communication in the FGD sessions was Amharic. Amharic speaking was taken as an inclusion criterion since the majority of the children in the center are can speak Amharic as a mother tongue and second language. In addition, the researcher couldn't find interpreters for non-Amharic speakers who were three in number.

3.6. Sources of data

The study employed both primary and secondary data sources. The primary data sources were interview and FGD. In addition, observation was also used to gather primary data. As secondary source of data, the researcher conducted reviews of different books, journals articles, research papers and brochure of the institution.

3.7. Data collection tools

One of the key elements in conducting a research is the identification, design and usage of an appropriate data collection instrument to ensure the achievement of the research objectives and successfully answer the research questions (Maxwell, 2012). The data collection tools employed in the study are interview guide, observation guide, and focus group discussion guide.

3.7.1. Interview

Interviewing is one of the key data collection methods in qualitative research that can help researchers capture societal views on issues (Creswell, 2012). The researcher prepared and used interview guides in his quest to answer the research questions and implemented in face-to-face interviews. The interview technique employed was a semi-structured one.

The use of interviews was in line with the researcher's interpretive philosophical stance and helped the researcher to have the opportunity to appreciate the issues discussed from the

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viewpoint of the respondents (Bryman & Bell, 2011). In addition, the use of interviews as a data collection instrument for the research provided the researcher the opportunity to have one-to-one verbal interactions with interviewees, clarify questions to interviewees where necessary and to seek explanation from respondents on ambiguous responses (King & Horrocks, 2010). This approach ensured that the data collected reflected the views aired by respondents in an open and frank manner. The researcher has interviewed agency staff that has direct work relationship or contact with the children and the manager of the institution. In addition, the female children in the institution were addressed through interview since they were only 3 and FGD couldn't be employed.

The researcher has built a rapport with the interviewees and held the interview in their convenient time. Before the administration of the interview the interviewees were oriented with the purpose of study and the why of their being interviewed. The interviews were audio recorded with permission from interviewees before the commencement of the interviews. Children were interviewed with the consent from the institution and in the presence of agency staff. The duration of the interview sessions was 4 hours and 20 minutes.

3.7.2. Observation

Observation is one key method of data collection used in qualitative research methodology (Bryman, 2012). Observation is a complex research method because it often requires the researcher to play a number of roles and to use a number of techniques to collect data (Kumar, 2011). Accordingly, observation served as an input to help the researcher observe the physical setup of the agency, service provisions and the communication and interaction between the children under rehabilitation and the staff. The researcher conducted observation through the use of observation checklist.

3.7.3. Focus group discussion

A focus group is a group discussion on a particular topic organized for research purposes (Mason, 2002). This discussion is guided, monitored and recorded by a researcher. As the hallmark of focus groups is the explicit use of the group interaction to generate data and insights, the researcher employed this tool to this effect. In the formation of a focus group the size of the group is an important consideration. It should be neither too large nor too small as this can impede upon the extent and quality of the discussion (Kumar, 2011). The researcher has conducted three FGD sessions and eight children has participated in each of the discussions. Homogeneity FGD participant children was maintained through selecting children who are close to each other in age and academic level.

3.8. Method of data analysis

As the study followed qualitative approach the data analysis process was started initially during the process of data collection (Ezzy, 2002). This was mainly because analysis of data during the data collection process can assist in assembling additional information to the study (Hittleman& Simon, 2002).

During the process of data analysis different analytical procedures were undertaken that included organizing data, identifying patterns, and synthesizing key ideas. As qualitative data consists of long descriptions by several individuals, the researcher represented the findings by broad themes and categories (Creswell, 2005). Thus, the researcher started by reading the transcribed findings from interview and focus group discussion to find basic observations or patterns. Then the researcher coded the concepts and broader ideas he noticed from the transcribed data. The coded data was used as the basis to identify themes and go through the most common responses to questions that can provide proper answer to the research questions.

3.9. Ethical Consideration

Research ethics is an important aspect that needs to be taken in to consideration while undertaking a particular research. The researcher ensured the participation of respondents through their informed consent. Accordingly, the researcher strived to undertake the research by securing the respondents free choice and properly informed them what they are consented to. In addition, clear and precise information was provided to the participants so that they can understand the role they are playing and become willing to participate.

Before starting the data collection, the researcher submitted letter of permission from the school of Social Work to the Children in conflict with the law care and rehabilitation institution in request for their collaboration in providing relevant information during the data collection process. Therefore, all contacts with the respondents were made based on the recognition of the correction institution and the respondents' free will. Particularly as the interview and focus group discussion with the children required a critical attention the researcher did his data collection process in the presence of the institution's psycho-social section workers.

The researcher maintained loyalty in protecting the identity of participants. It was made clear to the participants that the information they provided will not trace back to them. In this way, after building a rapport with the participants, the researcher tried to obtain the personal experiences of the participants about the issues raised by the researcher. Participants were given pseudonyms in order to keep their anonymity. Moreover, the researcher made sure that the personal information they provided will not be disclosed to a third person. The researcher also gave due emphasis in using citations and avoiding plagiarism and falsification of any sources used in the study.

CHAPTER FOUR

RESULT AND DISCUSSION

4.1. Results of the Study

4.1.1. Profile of Respondents

The study involved thirty-nine respondents. Twenty-seven of the respondents were children under rehabilitation in the institution. The remaining twelve respondents were employees of the studied institution with direct work relationship with the children and at managerial posts. The basic information of the respondents is attached in the annexes part (.). Names used are pseudonyms to hide the identity of participants.

4.1.2. Findings from Interview of Staff

4.1.2.1. Hiring process and staff capacity development

One of the questions the researcher raised for the acting manager of the institution was on the hiring process and staff capacity development practices. The manager explained that all hiring processes of the institution are under the power or mandate of the Bureau of Women and Children Affairs of Addis Ababa. This implies that the institution isn't delegated with hiring employees.

Addressing the issue of staff capacity building, the manager mentioned that trainings weren't provided as required in the past six months but the institution generally has a trend of providing trainings on child care issues four times a year. He added that the institution gets training support from the Bureau of Women and Children Affairs.

Linked with hiring processes, the researcher raised a question if employees got an induction or orientation when they were employed in the institution. All of the respondents

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confirmed that they get orientation about the services of the institution and the work condition. But Gudeta and Alemu argued the induction they got wasn't sufficient to effectively discharge their role in the institution. This tells us the need to administer a well-tailored induction to assist employees adapt themselves to the organizational environment and discharge their role effectively.

The researcher asked the counselors about the capacity building opportunities or trainings they got in the institution to effectively work with children in conflict with the law. Sefa, responded that she has taken trainings on case management, leadership, and child behaviour. The remaining counseling section workers mentioned they attended short term trainings that took three days on child abuse and protection which were organized by a non-governmental organization named Re-track. The response the manager provided to the same questions also shows there is a limitation in the provision of capacity building trainings particularly in the past six months. Therefore, there is a need to give proper attention to build the capacity of the employees.

4.1.2.2. Admission and release criteria of the Institution

The manager and counselors of the care and rehabilitation center were asked about the admission and release criteria of the institution. Accordingly, the manager mentioned that the institution has an admission and release criteria. One of the basic admission criteria he mentioned was the precondition of court decision. The counselors also mentioned court order as a criteria and added the relevance of additional official documents from the police, and from other relevant institutions depending on the case of the individual child.

The manager also added age as the other admission criteria of the institution. The manager said "They are children between the ages of 9-15 that commit a criminal act according

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to the penal code of the country and sentenced to stay in this institution. Children whose case is under investigation are also brought in to our institution till their case investigation is completed. The major offense types are theft, assault, homicide, attempted homicide, gambling, robbery, damage to property, rape, and fraud". The counselors also mentioned age as an admission criteria of the institution.

Respondents were also asked about the release or exit criteria for children who has been under the rehabilitation and care center. According to Sefa the most important factor or precondition for release is character or discipline. She said "The law allows 4 months probation for one-year sentence based on the discipline the child exhibits in the center. This means if a child doesn't behave well he/she is denied of the probation and complete the detention time decided by the court". Afework added the opportunity to be free before the end of sentenced period for a good command of behaviour which is based on the testimony from the rehabilitation institution.

4.1.2.3.Operational Capacity and Service provisions of the Institution

The other issue of the study was on the operational capacity of the institution. In this regard the manager pointed out that the institution admits 400-600 children per year. He said "it doesn't have a regular number always as the number of children sometimes goes up and sometimes get lower. It was planned to accommodate 150 children at the time it was built. It was enough for that time. But we are still working with 150 maximum capacity and we inform to courts when we reach that and ask for immediate release of children in a good behavioural status and then we admit new ones in their place".

The counselors also argued with the view of the institution has a capacity gap. Gudeta justified his view saying "I think it has a capacity gap and it isn't providing a service as it needs

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to do. This is a big institution, but we even didn't get a manual to work with while we started work here". Leykun mentioned the capacity gap of the institution in terms of shortage of material supply, shortage of work rooms and man power supply which puts the effectiveness of the institution under question.

The manager and other respondent staffs were asked to enlist the services the institution provides to the children under its care. The manager listed out the services the institution provides to the children under care that included basic needs (food, shelter and cloth); counseling service; education service and medication service. He mentioned that the institution used to provide vocational skill trainings that were terminated due to space limitation resulted from demolition of older rooms to construct new buildings. He said "The government planned to finish the construction in a year and six months time but now it is on the fifth year but not yet completed".

The counselors have also added the programs or services mentioned by the manager in their list and added availability of hygiene materials. The respondent from the health section, Martha further described that the health section provides first aid service, health status follow-up, and taking sick children to health service providers out of the institution. Monitoring of the cleanliness of children's living rooms and kitchen were also among the duties of the health section enlisted by Martha.

Tiruwerk made a brief description of the feeding service and told the researcher that the feeding program had been managed and provided by the care institution itself and recently it was contracted to a private agency through the facilitation of the governing body, Addis Ababa Women and Children Affairs Bureau. She said "The contractor agency is providing a meal three times a day. The provision is a menu based one and it was designed in a way that the children

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shall get varieties of food items or balanced diet”. She added that even if it is bureaucratic there is a special meal provision for children with health complications based on prescriptions from medical personnel and approval of the bureau.

The view of some of the respondents shows the institution used to provide better services and there are programs that aren't functional currently. Nigatwa said “there were so many things for the children in the past. For instance, there was music training and dancing contests and there were children who went to contest out of this compound and get certified. I have no idea why such a program was abandoned”. According to Mulugeta “The institution has had wood, carpet workshop and metal workshop, and different handicraft workshops though they are interrupted for the reason of construction”. Mulugeta underlined that those ceased trainings were very helpful in enabling the children to become skillful and productive when they leave the institution. He added on the limitations of the institution associated with service delivery and said “Though this an oldest institution it is difficult to say it is well organized in its operations; For instance, the set up of the compound isn't suitable for the children and it doesn't have a well secured fence. They don't have a comfortable place for playing. There are bad smells from restrooms in the living rooms of children. The school beside the institution is also the other challenge to our operation. These conditions have to be improved. The health service has also to be a completed one to avoid frequently sending children to health care institutions”.

Tiruwerk underlined the temporal degradation of the services provided the agency and said “as compared with what it has been providing in the past it is difficult to say it is functioning as expected in the current time”.

Asnaketch replied that the institution had been providing vocational trainings to children depending on their interest that included metal work, wood work, carpet making, sewing and

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embroidering. She said “Unfortunately, the trainings aren’t active now and the machines were stored in one room because of the construction project of the institution”. Asnaketch has made a brief description of the status of the vocational training and said “These days I am trying some handicrafts work through used materials such as water bottles and embroidering works. But that isn’t in a program that involves all children. Children that are interested come and work here in their own free interest. They even don’t come regularly since they may go for court, medication, children’s meeting. In short what do I mean is the training isn’t a regular and scheduled one”.

The view of two of the counselors (Gudeta and Sefa) on the vocational skill training service of the institution supports what was mentioned by Asnaketch as stated above. According to Gudeta “vocational training isn’t running as a regular program due to space limitation, but foreign volunteers and a vocational worker of the agency trains children how to make different handicrafts”. Sefa reflected her view on the status vocational training service saying “even if it is difficult to boldly say there is vocational skill training in the institution due to observable limitations, few interested children are still performing handicrafts”.

One of the basic interest of the researcher was to see how the psycho-social needs of the children is addressed depending on their specific context. To this effect it was of researcher’s interest to learn what models of rehabilitation are employed by the agency counseling section to effectively deal with the children according to their cases. All the respondents reported that the agency doesn’t have a specific model for rehabilitation. Leykun has rehearsed back the situation when the current counseling section workers joined the institution. He said “You know we joined this institution when counseling activity was totally banned due to unavailability of professionals. So we joined the institution at the moment where there were so many problems. We found children who stayed a year after decided to be freed by the court. There was no one to

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conduct follow up of the cases of children. So we started with settling disorganized cases and clearing out cases particularly those children who should be released from the institution. So counseling wasn't our priority then. But later we started the counseling activity after things took their natural order". Having employed evidence based approaches or professional models of rehabilitation to deal with the children, the institution in general and the counseling section in particular could have achieved a better result instead of following business as usual approach.

The other important issue raised related to the service provisions was on the counseling service which the researcher raised to the counseling section workers. All mentioned that the section is responsible for providing counseling service and life skill trainings. Respondents were asked how often individual counseling and group counseling are held. Regarding individual counseling all replied that no fixed schedule was set and it was done as need arise. Leykun said "I can boldly tell that we didn't do a significant work on individual counseling except trying to give a session or two for only some aggressive children".

Associated with the counseling service the counselors were also asked if they have had a case plan or progress follow up in dealing with treatment of children through individual counseling and responded that they didn't have and they did it as need arise. Afewerk associated the unavailability of case plans with the poor practice of individual counseling and lack of psycho-social need based interventions.

All of the counselors mentioned that group counseling has a regular program which is in the afternoon from Monday to Friday. But they revealed that it isn't strictly observed for different reasons. Accordingly, Leykun said "Sometimes we fail to do it and the children miss programs. For instance, I didn't conduct it this week and last week". Sefa mentioned emergency meetings and trainings as the cause for the interruption of the group counseling sessions. Alem

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mentioned the group counseling sessions are intervened by meetings organized by the institution, women and children affairs bureau and general compound cleaning programs. The reaction of the respondents clearly shows there is a sensible gap on the administration of group counseling. Even though having a formal schedule is a good practice, not being abided by it for the sake of various administrative issues will put the effectiveness of the program under question. Hence realizing counseling provides support and guidance that set the children on the path of becoming a productive citizen, it has to be a priority area of the care and rehabilitation center.

The respondent staffs were asked to share their view on the quality and quantity of the services available for the children in the institution. The respondents indicated that there are gaps in the quality and quantity of services the institution provides to the children in the center. Sefa justified her view with the poor quality of children living rooms and utilities such as cabinets. Afewerk raised the problem of food portion served for the children. He also argued play materials aren't sufficiently available for the children. Leykun argued that the children aren't getting a full set of programmes that would help them for their life after release.

The researcher raised a question to the counselors if children are placed separately depending on their case and all replied it isn't practiced by the institution. Afewerk provided an elaborated response and mentioned "The institution used to place children under trial and sentenced ones in different dormitories. But some of the old rooms were deconstructed for the new site and such a placement pattern isn't functional currently. Now we have limited residence rooms and it is difficult to place children in such a status or case-based situation".

The researcher asked the counsellors if the institution has a service delivery manual or standard guideline that serves as a work guide or monitoring and evaluation tool and four replied it doesn't have and one (Alemu) said no standard for counseling service and she wasn't sure on

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other services. Gudeta made an additional description on the issue and said “it is mandatory to provide a new employee with a manual to work with. We need to have such kind of manual to use it as a starting line to provide effective services to the children”.

4.1.2.4. Disciplining measures

The researcher asked the counselors what kinds of wrong acts are committed by the children while they are under rehabilitation in the institution. The major misbehaviours listed were tearing down uniform, urinating in class room, fighting with each other, and conflicting with staffs. Counselors were asked what kinds of disciplining measures are taken to correct children who have performed one or more of the misbehaving acts they enlisted. Accordingly, the disciplinary measures mentioned were; prohibiting them from anything they like such as soccer for some days depending on the level of the wrong act; ordering them to do some physical work such as taking fuelwood to the kitchen, collecting plates from dining room; keeping them alone for some time; ordering them to copy from a book by hand writing. Alem and Sefa added exposing their case to the court through social report presented about their character is the other discipline measure which could lead to result in denial of probation rights.

The respondent from the care giving section, Nigatwa replied that the care giving section employs various disciplining measures that includes advice by the care givers; Delivering the matter to counselors if the wrong doing persists. She added “We have our punishment mechanisms such as physical exercise, prohibiting them from something they like for some time such as watching TV which is their hobby”.

The researcher asked if physical punishment is practiced in the institution. Afewerk and Sefa said minor physical punishments are practiced since the bad behaviour of some of the children is beyond control. Sefa said “it is difficult to avoid physical punishment. For instance,

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the guards or care givers punish grown up children physically when they abuse little children but no one causes a harm on a child with physical punishment. I myself make them kneel down and even clap them”. This shows that physical punishment is employed in the institution. Mulugeta, the respondent from the care giving section, mentioned they application of physical punishment saying “there are grown up children whom we can’t deal with simple punishments. So, we employ corporal punishment. I can give you a case to show you how we have some dangerous grown up children. Very recently while there was only one care giver in one of the children’s room, they tied him up and obstructed his mouth to prevent him from shouting for help and took the key of the room by force and 40 children escaped by attacking the guards with stones. They even took money and cell phone of the care giver he was in a hospital for about 5 months. This is just to show how there are aggressive children you can’t control through simple punishments”.

4.1.2.5.Engagement of stakeholders

As the successful rehabilitation of children in conflict with the law requires the involvement of significant stakeholders, the researcher asked the manager and the counselors how the institution involve other organizations, the wider community and families of the children. Addressing the issue, the manager pointed out that the institution collaboratively works with NGOs. Two NGOs, Don boscow and Retrack were raised for their contribution to the sustainability of life of the children after release. The major contributions of the NGOs acknowledged by the manager were, provision of education opportunity; family economic capacity building; provision of shelter services for orphan children; capacity building and skill development training to ensure their productivity and self-sufficiency.

The counseling section workers appreciated the practice of the organization in working with NGOs that are child focused. Sefa mentioned the collaboration of the institution with

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Retracked for the reunification of children released. However, the counselors replied that the institution doesn't have a practice of working with or involving the wider community. Gudeta said "there is a national gap in creating awareness in protecting children from crime and as the only national institution for the care and rehabilitation of children in conflict with the law, it has to work with the media and other parties to create awareness among the community and win the support of the community".

The respondents were also asked if parents or families are consulted and involved in the rehabilitation of the children to yield in better results. The manager appreciated the role of families in providing relevant information as an input for the day today activities of the institution towards serving the children. According to the manager families contribution extends to bringing back escaped children.

As opposed to what the manager said on the involvement of families in the rehabilitation process of the children, the counselors responded that they didn't involve families or parents in the rehabilitation process. Sefa added some parents communicate with the counseling section while they come for visits. Gudeta and Afework mentioned and appreciated there are parents who brought up their escaped children to the institution. It is vivid from the responses that families or parents aren't formally involved in the rehabilitation process of the children.

Adding on the issue of children's link with their parents or families the researcher asked the counselors how the family visit is practiced. The respondents informed the researcher that the institution dedicated two days a week for family visits of the children. The visiting days are on Tuesday and Friday. Sefa added that families from the regions are entertained even if they come in other working days.

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It would have been better if the visit days include the weekends to make ways for families who are occupied in the weekdays. In addition, the institution must closely work with families and parents to bring about better results in the change process by effectively communicating with them while they come to visit their children.

4.1.2.6. Post release support and after care follow up

The researcher asked the manager and the counselors on the practice of the institution towards post release support and after care follow up. The manager mentioned the institution didn't provide a support and after care follow up in its own and it doesn't have a budget for that but the partner NGOs provide such services.

The response obtained from the counselors shows the institution handled reunification process in two different mechanisms. One in its own capacity (based on government budget) and the other is with the support from partner NGOs. According to Sefa "the partnership with Retrack has provided the institution with the opportunity to provide for the basic needs of the children after their release and also monitor their status after they are reunified with their family". Alem added "Every three months there is a practice of assessing the condition of a reunified child through a physical visit. We also provide bags, exercise book and clothing for children and a family capacity building support money amounts to 3000 birr". However, one limitation the researcher noted is the Retrack project is for limited number of children (50 children) based on its project agreement with the institution. Hence the after care follow-up and family financial support program goes to 50 children per annum which is only 10% of the admitted children.

The researcher asked how the institution manages the reunification of children from streets and learnt that if the biological families are traced, the agency take them to their families

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and if that doesn't work they place them to public child care institutions under Addis Ababa city administration women and children affairs bureau, Kechene and Kolfe child care institutions.

The recidivism condition of the children was also a concern of the researcher and asked if the counselors encounter children that reenter in to the institution and all replied it is one of the problems of the institution. Sefa described, recidivism is common among street children, children who live with extended family members and children who live with step parent. Gudeta mentioned push factors at home are the causes of the problem which supports the idea of Sefa. He included divorce, remarriage and death of biological parents as push factors to street life and involvement in crime. Leykun and Alem mentioned children who went back to the street life are more susceptible to committing a delinquent act and re-enter the institution. Leykun added an institutional factor as the cause of recidivism saying "children didn't get counseling as they need to have. Lack of cooperation among workers is also the other factor for instance one may strive to treat a child in a professional manner but others mistreat the child he works for". Leykun also argues shortening of stay of children in the institution contributes for recidivism since children leave without being properly counseled and treated as required. Alem has also the same view and said "A child may leave institution before we even learn his/her name. So, you can't say this child is rehabilitated".

4.1.2.7. Monitoring and Evaluation practice

According to the manager all the work sections in the institution conduct a monthly review meeting to evaluate their performance. If there are problems or issues beyond their capacity or authority, they transfer it to the management for solutions. What the manager mentioned was somewhat simplistic and the center should have a structured monitoring and evaluation system to regularly assess its performance and progress towards realizing its goal as

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an institution. A well designed mechanism for monitoring the performance of the institution shall have a number of advantages. It can help to evaluate the effectiveness and performance of various aspects of the institution in general; It helps to improve the quality of existing responses and services; and it assists in identifying needs for future interventions (United Nations Office on Drugs and Crime, 2010).

4.1.2.8.Challenges of the Institution and proposed mitigation mechanisms

Respondents were asked to list out the challenges of the institution and addressed the following. One of the challenges the manager mentioned was associated with the age of children at admission. He said “Older children who appear to be physically older than 15 are sent to the institution and we can’t say no to a court decision. So these children create an influence on the majority of the children since they act by force and dominate over others”.

Secondly, the challenge spelt out was the displacement of children to the cities and recidivism once they are placed back to their area of origin and reunified with their families. The manger explained the incident saying “some children we reunified come back to the city before the officer goes to reunify them gets back. Some caught involving in other offenses in a week or two weeks time after their release”.

Addressing other challenges of the institution the manager said “Even though the institution is trying to cultivate children by educating and disciplining them it is hard to say that it is doing to the desired level and quality because of some critical factors”. The major challenges enlisted by the manager were: the buildings of the institution aren’t conducive for treating children separately based on their cases ; the living rooms of the children are old; lack of work motivation from the staff; the majority of the employees of the institution lacks

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professional experience and skills on child care and rehabilitation services; the institution lacks recreation and vocational training facilities; it wasn't provided with the required attention from the government; delay in the new building under construction for the care institution. The delay in the construction of the new centre was also mentioned by the counselors. The counselors have mentioned the consequences of the delay in the building construction. For instance, Alem explained the delay has caused a discomfort on the children as well as the on the staff. The counselors have similar view on the poor physical setting of the institution and the oldness of children living rooms. For instance, Sefa expressed it saying, "The current physical set up is not conducive and attractive to work in".

According to Leykun the basic problems of the institution are lack of man power, Low academic status of the staff like the care givers, lack of experience of the professional staff and the failure of translating knowledge and experiences gained through trainings in to practice. He also added limitation of office or work space saying "We all counseling section workers can't sit together because of the smallness of the room let alone bringing a child for counseling in that room".

According to Alem the public high school beside the rehabilitation institution is a challenge. She justifies it saying, "The students in the school beside the institution bring stimulants to the children". The response of Afwerk supports the idea of Alem and told "High school students throw cigarettes, money and love letters to the children under rehabilitation".

The conflict between the high school students and the children in the institution is the other case Alem raised. She added "Recently there was a fight by throwing of stones that damaged windows of the library and hence I personally took the school as a threat to this institution". Alem included space limitation in to the challenges mentioning its impact in placing

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children in to different sections based on their age, case status. She said “We should have more space to keep children separately based on their case. So, keeping new children with children stayed in the institution and children under case progress with sentenced children wouldn’t give a good result. Even there are children who come to this institution for minor offences such as disagreement with parents and keeping these children with those who commit critical offenses might have an impact and in a single night they can be influenced negatively”. She shared her hope the problem can be solved when the new building is done.

According to Nigtwa there are problems that didn’t get attention such as scarcity of water due to breaking of water lines; Broken windows that are a threat to the physical well being of the children and make an easy outlet for children escape; Lack of well secured fence that causes disappearance of children. Adding other aspects Nigmatwa said “I see that the staffs hired for this institution aren’t well qualified and aren’t exemplary to the children. I can also tell there is disagreement among workers”. Mulugeta raised there was a capacity problem to reunify and reintegrate children properly that resulted in reinterring of released children being found in delinquent acts.

Asnakech focused on the limitations and problems associated with the vocational training. She briefed that scarcity of materials or resources, space limitation, bureaucracy in the institution, and lack of attention and support to the vocational skill training are the major gaps for the vocational program.

According to Martha lack of cooperation among staff is one of the challenges of the institution. She said “There are employees that even mislead children not to cooperate with other staffs. This discourages hard workers and it devastates their moral to work with mental freedom”. She added shortage of rooms and the oldness and poor- quality of rooms as another

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challenge, saying “the rooms aren’t suitable for the staff to work in and for the children to live in with proper comfort”. The dusty playing and living area of the boys was also raised as a challenge by Martha.

Martha added problems associated with health care services and the major challenge raised was man power scarcity to take sick children in to health institutions as the employees of the organizations particularly care givers are distributed to different activities at a time. She also expressed the delay of the administration to take immediate action on reported gaps. She said, “immediate actions aren’t taken by the management body of the institution, there is a critical problem on the toilets of boys, but measure isn’t taken”.

According to Tiruwerk the problems associated with the food service were delay in the daily provision of food to the children specially breakfast and lunch times. She also said sometimes children claimed about the smallness of the portion of food and quality problem for food items being salty, oily and spicy.

In addition to the main challenges of the institution respondents were asked to enlist for challenges associated with their work section. In this vein the counselors have listed out specific challenges associated with their work section. One of the challenges raised was office problem. The problem of counseling room was also a challenge of the work section. Alem explained the situation saying “As you can see the rooms we have now aren’t suitable for work. For instance, we don’t have a separate counseling room. If I want to provide a counseling for a child all the other counselors have to leave the room”. Sami raised lack of cooperation from other work sections and negligence of employees at work as a challenge to the counseling section. According to Gudeta short stay of children within the institution because of termination of their cases and overcrowding are among the challenges.

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Gudeta argued that “behaviour change needs time and children has to spend sufficient time period in the institution to get well transformed”. He added lack of counselors as the other challenge to the quality of the service. He mentioned “the suggested number of counselors by the bureau is 8 and we are 5 now”. Gudeta also added the background of the children as a challenge arguing that it influenced the fruitfulness of the work since most of the children are street children. His basic point of argument was, it takes time to experience change among these children and they leave the institution without being at a desired level of change for the sake of completing sentenced time or investigation period.

The other question of the researcher associated with the challenges of the institution was on the causes of the recurrent escape of children. Sefa argued “I believe that the problem is on the children as well as the institution. The children have a group think problem. There is also a problem with the staff that is negligence at work. For instance, a group of children recently escaped while some of the night time care givers weren’t around. In one room there has to be three care givers at the night time. On that date the other two care givers weren’t there and at about 5:00 at night the children tied the hands of the care giver who was with them and obstructed his mouth and escaped. They were 40 in number and they were beyond the control of the security men”. The coordinator also mentioned escaping of 17 children last January after demolishing the wall of their room. Gudeta explained the cause of the escape saying “It doesn’t look like a government institution that provides care and rehabilitation services to children as it lacks good physical set up”. He also linked the problem with the low work motivation of the employees and low pay scale that enforces shift staffs (care givers and guards) to look for other opportunities. Afewerk associated the problem with the poor managerial practice of the agency

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and argued “In my view it is a neglected institution. In addition, lack of work motivation and skill gap of its employees is the root cause of many of the problems of the institution”.

The responses from the counselors of the institution shows about 66 children has escaped from the institution in past few months 2011 E.C and only few of them were caught and brought back to this institution, some even committing another offense.

Institution staff were asked for their recommendation on the measures to mitigate the challenges they enlisted and improve the performance of the institution. Sefa said “The administration of the institution has to act responsibly. The other is meetings have to be minimized as they reduce work performance and minimize time for formal work. I also suggest for restructuring of its work force as there are people who get fade for working for a number of years. The institution has also to take timely measures for employees who have discipline problems or showed carelessness in their work such as cases resulted in escaping of children. I also suggest for the restructuring of the institution”.

Gudeta recommended for collaborative work with other institutions and the community. He also suggested for proper monitoring and evaluation of the institution in its own and by external parties. Leykun and Alem recommended for the administration of capacity building trainings to enhance the performance of the professional staff and fill the efficiency gaps of the institution. Afewerk suggested for restructuring of the institution to solve administrative problems and minimize highly bureaucratic process by delegating more power to the agency. Nigatwa recommended for collaborative work among employees and different sections saying, “if we work with unity we can really be effective in properly shaping the children”.

Mulugeta proposed for more cooperation and collaborative work in the reunification and reintegration of children with NGOS. He also made an appeal for s the urgency of completing

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the construction of the new site of the institution. The institution has also to give attention for strengthening its work units to provide better care and services.

Martha and Tiruwerk recommended for fast transfer of the current temporary site of the institution to the new site could be a solution for problems associated with physical facilities. Tiruwerk said that it would bring an improvement to the standards of the services. Martha also argued that the institution has to be staffed with qualified and experienced management and staff.

All of the recommendations provided above are very critical and hence the concerned governing agency should give high priority to plans and programs for the children in the institution and should provide sufficient resources for the effective delivery of services, facilities and staff for adequate psychosocial, medical, nutrition, housing and other relevant services.

4.1.3. Findings from interview with school Principal

Education is one of the services provided in the care and rehabilitation institution. There is a formal primary school that has both first cycle (1-4) and second cycle (5-8) according to the education policy of the country. The school is situated in the compound of the rehabilitation institution and educates the children in the institution, but administration wise it is under the education bureau. To learn more about the status of the education program and its contribution on the life of the children, the head of the school was considered as a respondent for this study.

4.1.3.1. General Information on the work systems of the School

Providing a general information, the acting head master explained that the primary school provides education from grade 1 level to grade 8 in accordance with the national education and training policy. He added that the school is as old as the rehabilitation institution and it used to admit children from the community to keep the social bondage of the children under care with the community and keep them from total isolation. But the previous school compound which is

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beside this institution, was taken by the government and upgraded in to a high school. From then on education is administered in the current compound and children from the community aren't admitted.

The researcher asked the head, how they admit and place the children in grades and he replied admission and placement to the grade levels depends on different factors. He said "If the children come with their educational certificates we place them to the grade level they are in based on the certificate. If they don't have a grade report with them, we administer a standard test to decide their grade. There are children who are from the regions and can't speak Amharic. These children placed to grade one and begin from basic things by Amharic. Once they get acquainted with basic Amharic skill, we provide them a standard test to fix their grade level".

According to the head, all academic subjects are provided and classes are administered for 5 days in a week that is from Monday to Friday. It is a half a day program. class hours are 2:30-7:00 and that are allocated in to seven periods. The duration of a period is 40 minutes.

4.1.3.2. Collaboration between the rehabilitation institution and the school

The researcher asked the work collaboration of the rehabilitation institution staff and the school staff to bring in better change in the life of the children under care. He said "it is difficult to say there is collaboration among us even if we need it. Our responsibility is to properly educate the children once they come to us, but the counselors and care givers aren't properly supervising the children so that they can properly and timely come to the flag ceremony and classes with their school uniform and educational materials".

The head of the school raised his claim on the exclusion of school staff from trainings organized in the care and rehabilitation institution as another indicator of lack of collaboration.

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He said “We believe that we are parts of the rehabilitation process of the children and we are working for the rehabilitation institution, however the institution administration didn’t even invite us to the trainings organized within the institution”.

4.1.3.3.Challenges of the school

The head enlisted numerous challenges of the school in its day today operations. One of the challenges he raised was unavailability of a professional qualified with special need education. He proposed for at-least one person who is trained with special need education. The other challenge he mentioned was lack of interest of the children to attend classes and their lower academic performance followed by poor interaction in classes. Thirdly he mentioned lack of teachers. Unavailability of pedagogical institution and library are also among the challenges. He said “If it has a pedagogical center, it can enrich the education importation and it can also give the opportunity to the children to practice and develop artistic skills”.

The school head included the unavailability of library in the problems category. He said “The rehabilitation institution has a library which isn’t well functioning at the present time. As this is a primary school and it needs to have its own library, it was better if the library was directly under the school. Even being under the administration of the rehabilitation institution, it would have been good, if it was equipped with academic books and story books to best contribute for the children’s mental and psycho-social development”.

Children in conflict with the law has a right to education as any child. Education programs provide knowledge and skill to children and it shapes their personality as well. The school and the rehabilitation center needs to work collaboratively for the availability of quality education to foster a sense of personal empowerment and behaviour change in the children.

4.2. Findings from Focus group discussions

As indicated in one of the previous sub-sections children under care and rehabilitation were involved in the study through focus group discussions. Three focus group discussions were held and the findings were presented here under.

4.2.1. Focus group Discussion One

FGD one involved eight children. Issues for discussion were raised by the researcher and reflected up on by the participants. Below is a summary of the findings of the views of the children on issues raised for discussion.

4.2.1.1. Service Delivery

The first issue raised was on the services provided by the care and rehabilitation center. Chanyalew reacted first to the issue and said “We get education, educational materials supply, medication, clothes and food services”. Tarekegne added hygiene materials and recreational services. The researcher specifically asked about the provision of counseling service to the participants since it wasn’t in their list. Ayele reacted by saying “It is hard to say we properly and frequently get counseling services. There are only few committed staffs in counseling and advising us”. Tarekegne mentioned they get training by Retrack and Women Affairs bureau.

The other discussion issue related with the services was on the view of the FGD participants on the availability and quality of the services. On the matter Kedir raised delay problem on medication service saying “We aren’t taken to health institutions timely when we get sick and they also didn’t buy us medicines on time for the reason of delay in money release”. Sisay mentioned there is a problem with care givers in timely providing prescribed medicines for children and they mistreat those who remembered them to cover their forgetting fault. He consolidated his idea saying “though it isn’t the problem of all the institution staff, most didn’t

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respond to our questions timely and properly”. Tarekegne said “They didn’t provide us a timely action or response; they say ok but they didn’t take action immediately. For example, In the lower house the toilet pits are full and it is only one pit that is working and we even try to push the sewage down with a broom. We have reported our problem almost before a month but no one provides us a solution”.

Amanuel added there is a problem in observing meal times particularly breakfast. Duharti argued meal delay isn’t encountered when there are visitors saying “In the presence of visitors, they do things timely but at the other times there is a problem”. Dejene said “There is a quality problem on the food we are served. There is also smallness of portion on the days we are served with Macaroni and Spaghetti”. Dejene extended the quality problem to the shoes and clothes provided to them “The clothes look attractive, but lacks quality and almost get worn in few days time. What I mean is it lacks strength. The same is true with shoes we are provided”. Duharti argued “it is difficult for some children to get their size and the employees aren’t willing to change and give their size”.

Problem on the supply of recreational materials due to unavailability and lack of attention by the concerned staff is a problem added by Amanuel. Other participant children also agreed with the idea and said they are denied of access to music instruments such as loud speaker and G-pass which were their recreational means in the afternoon. According Duharti, the situation lasted a month following the escape of children from the compound by using the sound of the music as a cover to break the wall of a living room. Ayele added they used to play Table tennis and Jotteni and they got damaged but no one repaired them. The researcher asked how do they spend their leisure time if they had such a problem of recreational facilities and Ayele said “the only option is soccer but the ground is very small as compared with the number of children”.

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The researcher asked if they watch TV in their leisure time and what their favourite shows are. Duharti replied that they have access to TV in their living rooms after dinner and they watched movies from various channels. Dejene added they spend to 5:00 in the late night. The researcher asked them if they watch through supervision of care giver but learned that it is in their own. Movies has innumerable distractions on the life of children and the youth and unsupervised watching could highly aggravate the consequence. Watching films, children and youth try to imitate what goes in films without understanding that some part of it might leave a negative impression on them. In the films today when the daily crimes, murders and robberies are shown children and the youth shall easily learn the tricks and tactics used for crimes. Therefore, the care and rehabilitation center has to give a high attention to what types of movies the children should have access and the control mechanism as well.

Kedir raised there is a problem on the education and said “What I say is we aren’t attending according to the daily schedule. They teach us one period and they go away. We go out for a break after one period and then we didn’t go back for other periods or classes since there is no one to supervise”. The researcher asked them what do they do if they didn’t get back to classes after break and they said “We just play outside till lunch”.

4.2.1.2. Staff Relationship with the Children

The other discussion point was how the staff treats or interacts with the children. Different views were reflected on this issue. According to Sisay there are staffs that are committed to properly serve and guide the children. Duharti mentioned there are staff who abuse and torture the children for minor things which makes the relationship poor one. Chanyalew supported the idea and boldly tell the administration of bitter physical punishment by guards. He

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remarkably said “I don’t mean that they shouldn’t punish children but they way the punish is very dangerous like hitting by stones, brooms”.

Employees who work in care and rehabilitation center of children in conflict with the law has to be a motivated, skilled in relationship building and more patient in order to effectively deal with challenging behavioural patterns of the children.

4.2.1.3.Challenges of the Children

The participant children were asked to raise and discuss the challenges they faced in the institution. Accordingly, Sisay raised the problem of older children abusing the little ones. Kedir added to the point saying “grown up children abuses us in a various way specially during the night time by putting tooth paste in our face, they even hit us. They also took our personal properties such as clothes. For instance, I kept the clothes I was given yesterday with myself while sleeping for fear of being stolen”. The researcher raised an issue of care givers availability in the children’s room at night and learned they spend the night in their own personal room which is within the living rooms of the children but didn’t move around properly for supervision. Amanuel underlined the matter and said “There are children who throw shoes on others while they sleep and hence the attack from bigger children should get attention”.

Stealing of each others property was also mentioned as a challenge. Tarekegene said “we lose our washed clothes from the wire we used for suspending. When new clothes are distributed we keep it with us in our bed not to be stolen”. The researcher asked why don’t they keep their clothes in a locked cabinet and learned from the children that the cabinets were a broken one and the number of children and the available lockers doesn’t match.

The focus group participants added the delay for the reunification of children to their families which is one of the source of dissatisfaction of children. Amanuel said “Once the court

sends order of release, the institution workers need to take us to our families, but there is a delay meanwhile children are eager to see their families”.

4.2.2. Findings of Focus Group Discussion Two

Similar to FGD one FGD two involved 8 participants. Below is a summary of the discussion issues and findings of the views of the children on issues raised.

4.2.2.1. Service Delivery

Initially participants were invited to list out the services the care institution provided them. Tezera listed medical treatment, basic needs such as food and clothes, soaps for bath and washing clothes. Mesfin added education, library service, training services and medical treatment. On the medical treatment, he said “Medical treatment is provided us in the institution and in the government health post. For simple cases the nurse treats us here with syrups and tablets. But it is very complicated to get treated in institutions out of this compound”.

The researcher asked the participants what kind of training they get based on what Mefin mentioned. Solomon described “the training was on issues such as on how we can protect ourselves from abuse, how we can protect our selves from being addicted and how we can recover from being addicted”. According to Tarekegne, it was a short training which provided for three days by Women Affairs Office. He additionally said “The last time we attended were 30. They told us that other children will also take it in the next rounds”.

The quality and supply of services was the other discussion point. The first issue raised was a quantity problem on meal. Nesre said “there is smallness of portion specially breakfast time meals”. Jemal appreciated the efforts of the institution to provide them with varieties of foods other than the common dish Injera, but they can’t eat satisfied since the portion is too

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small. Abebaw supported the views of Jemal on the supply of varieties of meals mentioning the meal includes meat sauce but the amount of meat in the sauce is very limited.

Solomon added on a problem of quality with food supply intermittently for being spicy and oily which isn't comfortable for children with intestinal problem. Abebe mentioned the problem of delay in the lunch time saying "There is a delay on lunch time which extended to 8:00 in the afternoon. So it is difficult to tolerate the time gap b/n a small portion of breakfast early in the morning and delayed lunch time".

Mesfin raised the library opening hours as a problem and said that it wasn't open for service as it needs to be; He specifically indicated that it wasn't open for the last two weeks. Zeleke supported the views of Mesfin and added the scarcity of reading materials in the library.

The participants also raised there is a problem in the distribution of materials such as clothes and shoes. Jemal supported view by saying "There is a gap in providing us with materials that fits to our size. For instance, they gave us big size shoe and wide trouser".

4.2.2.2. Staff Relationship with the Children

Abebaw said that it is difficult to put a general remark on the relationship of the staff with the children. He said "there are committed and disciplined staff that treats the children properly even if they are few in number and there are staffs who mistreats children and have a bad relationship with the children". Zeleke supported the view of Abebeaw and gave an example for the bad relationship of the staff with the children saying "For example, the guards bit us when we even go to the fence as they don't trust us thinking of we escape. What makes the biting worse is they don't care about what part of the body they are hitting. They bit us by big sticks, they even throw stones and, boxing and hit us by head".

4.2.2.3.Challenges of the Children

The FGD participant children raised challenges associated with various aspects of the institution work sections and service provisions. Mesfin mentioned challenges associated with health care. He said the health care unit didn't take children for medical treatment on time and care givers who are responsible for taking care of medicines of children didn't give the medicine on time and they sometimes exchange medicines. Abebe supported the idea and added that "The health professionals of the institution present reasons such as lack of man power to take us to clinics and delay of budget release. So in my view it might not be their negligence".

Jemal mentioned challenges associated with meal supplies saying "they enforce us to eat a food we aren't interested with but we leave the food or give it to other children". Zeleke added the quality problem with the food, portion, and delay in meal time as a challenge.

Tezera raised the challenge with the toilet. He said "We are suffering from toilet scarcity. We have only one and that is even full. We have four but three doesn't work and we use only one pit that is with difficulty waiting longer for our turn.". He also added a problem with the leakage of the water pipe that resulted in lack of water.

4.2.3. Findings from Focus Group Discussion Three

Similar to FGD one and FGD two the session involved 8 participants. Below is a summary of the discussion issues and findings of the views of the children on issues raised.

4.2.3.1.Service Delivery

Following the same procedure with the first two discussions the discussion was started with issues of service delivery of the rehabilitation institution. One of the participants in this group Ahmed said "We are provided with various services since we were admitted that includes

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feeding, education and educational materials, shelter, clothes and shoes”. Gudeta added the availability of sanitation materials, medical treatment and trainings.

Then participants were invited to share their view on the quantity and quality of the services and provisions they get. Mengesha reflected his view on the lack and oldness of cabinets which puts the children under difficulty to properly keep their personal possessions. Dawit mentioned the limited options and supply of recreational facilities. He said “We only have soccer as an outdoor activity in the day time and TV show at night. So we have a boring time”. Abreham reflected on the limitation of self-guided learning opportunities because of poor library service and lack of class works and home works of subjects thought in the school.

4.2.3.2. Staff Relationship with the Children

Damtew argued that the relationship of the staff with the children can be viewed from two angles. He said “there are some children with a challenging kind of behaviour that don’t have good relationship with the staff. By the same token there are staff that don’t have good outlook towards us and which are always suspicious of us”. Mengesha agreed with Damtew and said “the extremely odd behaviour of some children and frequent escape of children are causes of the mistrust of staff towards the children”. Gudeta argued that institution staff deal with children differently in the presence of visitors and supervisors. He said “The staff deal with us by force where there are no external observers and supervisors”.

4.2.3.3. Challenges of the children

Respondents were provided with the opportunity to share their challenges. Abreham said “for me one of the challenges is the unavailability of the majority of the staff except some guards and care givers who are on duty on the weekends. It was better if at least one of the nurses and one of the social worker come and visit us instead of leaving us to the care givers and guards.

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Even the number of the care givers and the guards is minimum and as a result those children who are powerful abuse the little ones more on Saturdays and Sundays”. Kebede had related view with Abrhame and said “Saturday and Sundays are boring here. It was good if some of the office staff are available and if we are allowed to be visited by our parents”.

Damtew said that they weren’t spending their time fruitfully in the institution has it has to be. He added “there are limitations in the services the agency provides such as recreational opportunities, different skill trainings, and knowledge building activities such as reading”.

Dawit said “Even if we know there are five counselors in this agency, they aren’t spending time with us. They didn’t approach us and ask us in person about our feelings. They just come in groups when they want to conduct meetings, tell us announcements and when there are visitors”.

According Mengesha delay in timely and properly responding to the needs of children and to problems that needs correction are among the challenges. He justified his case and said “For instance, our outdoor playing materials were broken before a month, but no one considered the maintenance work”. Dawit argued “lack of commitment of the institution to properly put its resources to the benefit of the children is a challenge. For example, we have heard that they got computers for training us computer skills and we have seen the computers in the library for months, but they didn’t assign us with a trainer”.

4.3. Findings from Observation

Observation was one of the data collection technique employed in the study. It was used as an input to help the researcher observe the physical setup of the agency, service provisions and the communication and interaction between the children under rehabilitation and the staff.

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The researcher developed and employed observation checklist to make a planned, purposive and guided observation. Below is presentation of findings through observation.

4.3.1. Facilities in the Care and Rehabilitation Institution

As the institution is an institutional care and rehabilitation center for children in conflict with the law it provides shelter service. It has four living rooms. Two living rooms are for boys and two rooms for the girls. The boys' rooms are identified by "Lay bet" and "Tach bet". The boys' rooms are wide halls that accommodate more number of children for the reason that the number of boys extremely high as compared with the number of girls. The maximum capacity of each of the boys the rooms is 50 children. In the visit time there were 31 children in "Lay bet" and 32 children in "Tach bet" which is below the maximum capacity of the rooms. The shower services and toilets are within the living rooms. The children sleep in decks and have cup boards or cabinets. The cupboards are too old and most of the doors are broken. Moreover, the number of the cabinets is too small compared with the number of children in each of the rooms. As compared to the boys' room, the girls room are in a better standard. In addition, as the number of girls in the institution is very small it is neat, and they don't have scarcity in facilities in their rooms. The shower services and toilets of the girls are outside of their living rooms which makes their rooms cleaner and less suffocated.

The institution has a limitation of space and children aren't separated according to their case status and age. The only separation mechanism employed is different compounds for living rooms of boys and girls. The United Nations Standard Minimum Rules for the Administration of Juvenile Justice ("The Beijing Rules") requires the placement of children in conflict with the law taking into full account of their special requirement according to their age, personality, sex and type of offence to ensure their protection from harmful influence and risk situations (UN, 1985).

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The institution has a primary school within its compound to avail education opportunities for the children under its custody. The school teaches from grade one to grade eight. The class room size is good as compared to the number of children. However, the classrooms are old, have windows broken and located on the road side which may have an impact in class administration and physical well-being of the children.

The rehabilitation institution has a room allocated for library purpose and a librarian. However, it wasn't providing service to the children while the researcher was conducting his study. The researcher has also observed that the library isn't well equipped with academic and non academic books that suits for the children.

Counseling is an important aspect of the rehabilitation process to promote the psychological well-being and social development of the children. To this effect the availability of a separate, and well organized counseling room is highly mandatory. Moreover, the environment in which the counseling takes place can have a significant effect (Changing Minds, n.d). However, the institution doesn't have a separate room for individual as well as group counseling.

Sports and recreational activities are believed to be helpful in improving creativity, building self-esteem and engendering discipline and team work. Hence the availability of different kinds of recreational materials and physical activities are very important to the rehabilitation of institutionalized children in conflict with the law (Global Institution on Cooperative security, 2016). The institution has limited indoor and outdoor recreational facilities. The only outdoor recreational activity for the boys is football. There is a small playground, which was mostly dominated by older children. The girls have a small play ground for volley ball. There are some indoor recreational activities for the boys that included, watching TV, local

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or traditional games called Gebeta and Dama. The girls' indoor recreational facilities are TV and Dama.

The Institution had a clinic which provides first aid services to the children under care. The clinic has two rooms, one for placing equipment and medicines and the other is for providing basic treatments for the children. There are three nurses working in the clinic.

The institution has a room which is named as a vocational training room but vocational trainings aren't formally administered as a part of the program. The researcher has observed that a number of damaged training materials are stored in the room. The institution has two employees (sewing trainer and carpet trainer) for the vocational training although the program is inactive. The researcher learned that one of the trainers is trying to do some handicrafts job and share her skills to children who approached her with their own consent.

4.3.2. Findings on service provision patterns

The researcher has also made an observation on how different activities are taking place and how service provisions are administered. To this effect he has tried to spend much time in the working hours and working days of the institution in order to have some basic understanding of how things are going in the institution in the real time or as they are naturally occurring.

The researcher has observed that the meal provision is guided by menu which is posted in the dining hall, kitchen and administrators office. The menu is composed of varieties of foods. The children are served 3 times a day (breakfast, lunch and dinner). The researcher has observed that there are problems on observing meal times particularly delay in breakfast and lunch times.

The researcher has also attempted to observe how the institution particularly the counseling section administers counseling services. The counseling section has a weekly schedule to administer group counseling or life skill training that covers the time after lunch for

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the five working days. However, the schedule isn't followed and the counseling section workers gives priority for other administrative issues. Hence the children spent the after noon section being idle. The researcher was also eager to see if the counselors have a case plan or progress follow up for an individual child or group of children, unfortunately he can't find a single case plan.

The researcher was interested with the interaction between the staff and the children and the availability of the staff to help and guide the children, specially the care givers, the security guards, the counselors and health personnel. The researcher believed that these professionals have to be within the children to spend special oversight and protection given their particular vulnerabilities and risk of abuse. According to the observation of the researcher, due to timely unavailability of health officers the children get a difficulty to report their health issue. The unavailability of counselors because of administrative issues such as meetings, taking some children to courts and health institutions leave the majority of the children under unsupervised condition, abuse of smaller children by older children, abuse of children by security guards.

The researcher has also learned that the academic provision of the institution has a problem too. One of the problems of was negligence of the counselors and care givers to supervise the children to put on their uniform and collect their school materials to go for schooling on time. The researcher has also observed wastage of educational time. For instance, though the school beginning time is 2:30, classes begin 30 minutes late. Moreover, although the class end time is 7:00, the children don't get back to classes after break which is about 5:00. The researcher believes that such factors could have an immense negative impact on the rehabilitation process and can undermine the rehabilitative potential of the children.

4.4. Discussion

4.4.1. Hiring process and staff capacity development

As presented in the previous section all hiring processes of the institution are under the power or mandate of the Bureau of Women and Children Affairs of Addis Ababa. It is proposed that employees in children in conflict with the law correction institutions should be qualified to work with youth, motivated, skilled in rapport building and patient in temperament (Global center on cooperative security, 2016). It is advisable to make the care and rehabilitation staff composition a reflection of the diversity of the children in-terms of social factors such as ethnicity, language gender etc to properly address the rehabilitative needs of the children (Global center on cooperative security, 2016). Therefore, the Bureau of Women and Children Affairs has to make sure that it has assigned individuals fulfilling the above factors to enhance the capacity and the effectiveness of the institution towards proper care and rehabilitation of the children placed in the center.

The results of the study show that there is a practice of providing inductions to newly hired employees. The inductions have basically focused on the services of the institution and work conditions. However, there were some limitations on the induction as respondents mentioned. One of the limitations mentioned was the induction wasn't sufficient for employees to effectively discharge their role in the institution.

An effective induction ensures that new staff can quickly learn the organization's policies, processes and practices. In addition, it helps individual to settle in to their new job and work environment (The University of Eidenburg, 2017). Accordingly, the institution has to administer a well-tailored induction to its employees so that they can easily adapt themselves to the organizational environment and discharge their role effectively.

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Associated with staff capacity building, the staff training practice of the institution was assessed. As mentioned in the results section though there are some trainings based on the support from Bureau of Women and Children Affairs and partner NGOs, there are limited work related training opportunities in the center. Trainings effect employees' performance positively. In addition, it is a motivational factor which enhances the knowledge of the employee towards the job by which employees become proficient in their jobs and they become able to give better results (Zahid, 2013). In addition, since staffs in care and rehabilitation center for children in conflict with the law took specialized responsibilities such as mentorship, guidance, protection and education to the children providing them with continuous on job trainings is of high importance. Therefore, the institution and the regulatory body (Bureau of Women and Children Affairs) has to give proper attention to build the capacity of the employees.

4.4.2. Admission and release criteria of the Institution

As widely presented in the results section the institution has an admission and release criteria. Among the procedural aspects court order, official documents from the police, and from other relevant institutions depending on the case of the individual child. As Rule 20 of the JDL asserts "No child is received in detention facility without a valid commitment of order of a judicial administrative or other public authority" (UN, 1990a). Hence one can see that this admission criterion matches with international declarations.

The other admission criterion of the institution is age of the individual child. Children in the institution are children between the ages of 9-15 that commit a criminal act according to the penal code of the country and sentenced to stay in this institution. The criminal code of Ethiopia provides children with the age range of nine up to fifteen are held liable for criminal acts or offenses (FDRE, 2005).

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Children whose case is under investigation are also brought in to the institution till their case investigation is completed. As the results of the study shows the major offense types the children commit are theft, assault, homicide, attempted homicide, gambling, robbery, damage to property, rape, and fraud". The counselors also mentioned age as an admission criteria of the institution.

As one of the basic research question was on the exit criteria, the study also focused on how the institution releases children under its custody. Accordingly, it was discovered that character or discipline is one of the basic criterion. A good command of behaviour benefits the children in two alternative ways. One is it allows them a probation right and the other is it may yield in the opportunity to be free before the end of sentenced period. According to Article 55 of the criminal Code of FDRE the court shall revise its decision if believed to yield in better results and according to Article 164 of the criminal code the revision shall depend on suggestions provided by the correction center.

4.4.3. Operational Capacity and Service provisions of the Institution

The institution has said to have an operational capacity of accommodating 150 children at a time and an annual admission of 400-600 children. However, based on the observations of the researcher and the views of the respondents on the challenges of the institution some of the facilities such as recreational facilities, living rooms, living room utility materials and vocational skill training materials aren't adequately available even for 66 children residing in the institution at the time of the study. The views of the respondents clearly reflect the major gaps of the institution are shortage of material supply, shortage of work rooms and man power supply. The capacity of children in conflict with the law rehabilitation centers to provide appropriate facilities and programming is a major concern (US Department of Justice, 2003). Therefore, enhancing the

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capacity of the rehabilitation center after conducting an organizational capacity assessment has to be one of the major actions.

The study reveals the institution provides various services to children under its custody. The services the institution provides to the children included basic needs (food, shelter and cloth); counseling service; education service; hygiene materials and medication service. The view of some of the respondents shows the institution used to provide better services and there are programs that aren't functional currently that mainly includes vocational skill trainings (includes metal work, wood work, carpet making, sewing and embroidering), music training and different contests.

The respondent staffs were asked to share their view on the quality and quantity of the services available for the children in the institution. The respondents indicated that there are gaps in the quality and quantity of services the institution provides to the children in the center. As presented in the results part, poor quality or standard of children living rooms and utilities; problem of food portion served for the children; unavailability of play materials sufficiently are among the factors that sow the gap in the quality and quantity of the services the institution provides.

The responses from children in the institution shows children have a claim the services provided to them. For instance, children claim about delay to be taken to health institutions and to have medicines bought for them on time. Respondent children also mentioned the problem on the quality of provisions that includes food, shoes and clothes.

Problem on the supply of recreational materials, lack of attention to provide recreational materials timely, and negligence to maintain damaged play materials are among the factors respondent children claimed regarding the recreational services. Sports and recreational activities

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are believed to be helpful in improving creativity, building self-esteem and engendering discipline and team work. Hence the availability of different kinds of recreational materials and physical activities are very important to the rehabilitation of institutionalized children in conflict with the law (Global Institution on Cooperative security, 2016). The institution has limited indoor and outdoor recreational facilities. The only outdoor recreational activity for the boys is football. There is a small playground, which was mostly dominated by older children. The girls have a small play ground for volley ball. There are some indoor recreational activities for the boys that included, watching TV, local or traditional games called Gebeta and Dama. The girls' indoor recreational facilities are TV and Dama.

The findings of the study revealed that children have access to movies and that isn't with closed supervision. Movies has innumerable distractions on the life of children and the youth and unsupervised watching could highly aggravate the consequence. Watching films, children and youth try to imitate what goes in films without understanding that some part of it might leave a negative impression on them. In the films today when the daily crimes, murders and robberies are shown children and the youth shall easily learn the tricks and tactics used for crimes.

The results of the study also show there is a gap on the education services provided in the institution. Academic schedules aren't followed properly and hence children don't formally attend the periods allocated each day.

Children who are in correction institutions should receive a full programme of education, sports, vocational training and other purposeful activities, which take into account their age, gender and their developmental stage (UN, 1990b; Roy&Wong, 2004). According to article 162 of the criminal code of FDRE children in conflict with the law shall be sent to special correction centers to receive general education, moral education, vocational education and other relevant

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educations to be able to lead a socially acceptable and productive life (FDRE, 2005). Hence the institution needs to revise its service packages and make sure that services shall sufficiently address the physical and psycho-social needs of the children.

4.4.4. Psycho-Social Support activities

Psycho-social support activities are the most important tools for the rehabilitation process of children in conflict with the law. Therefore, one of the basic interest of the researcher was to see how the psycho-social needs of the children is addressed depending on their specific context. Accordingly, an effort was made to see what kind of rehabilitation models are employed by the institution. Having employed evidence based approaches or professional models of rehabilitation which were discussed in the second chapter of this research report to deal with the children, the institution in general and the counseling section in particular could have achieved a better result instead of following business as usual approach.

The other important issue raised related to the service provisions was on the counseling service which the researcher raised to the counseling section workers. The individual counseling of the institution doesn't have a formal or regular program except efforts of giving a section or two for only some aggressive children.

Individual counselling for children in conflict with the law provide them with the basis to understand their involvement and offending and to cultivate skills and techniques and to facilitate personal change. Therefore, the institution should regularly conduct individual counseling sessions to support the children in developing prosocial way of behaving. In addition, as having qualified or experienced counselors is a key tool to administer successful counseling programs, the institution should enhance the technical capacity of its counselors.

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With the interest to assess the counseling process management practice of the institution a question was raised to the counselors and the results shows that the counseling section didn't employ a case plan or formal case progress follow up system. One should note that ongoing monitoring and evaluation of the psycho-social development and behaviour of children in conflict with the law who are placed in rehabilitative institutions are believed to be crucial for measuring progress against the situation at the intake time (Global center on cooperative security, 2016).

The study revealed that there are efforts to undertake group counseling activities. However, there is a gap in observing the daily program set for it. The major factors behind it were, emergency meetings; trainings; and general compound cleaning programs. The reaction of the respondents clearly shows there is a sensible gap on the administration of group counseling. Even though having a formal schedule is a good practice, not being abided by it for the sake of various administrative issues will put the effectiveness of the program under question. Hence realizing counseling provides support and guidance that set the children on the path of becoming a productive citizen, it has to be a priority area of the care and rehabilitation center.

The study revealed that the institution used to place children under trial and sentenced ones in different dormitories and as a result of deconstruction of some rooms and space limitation it was terminated for the past five years. In juvenile care and rehabilitation centers separation is commonly made in terms of violence condition, sex, levels of temperament and maturity and social and psychological needs (Global center on cooperative security, 2016). The institution needs to place children separately based on an evidence based criteria, instead of keeping large number of children with different kinds of situation within a room.

4.4.5. Disciplining measures

The study has also focused on how children are disciplined to correct them from improper acts within the institution. The disciplinary measures identified were; giving advice; physical exercise; prohibiting misbehaving children from things they like; ordering to do some physical work such as taking fuelwood to the kitchen, collecting plates from dining room; keeping them alone for some time; ordering them to copy from a book by hand writing; exposing their case to the court through social report.

The results of the study also show evidences of employing physical or corporal punishment as a disciplining mechanism in the institution. International treaties on the treatment of children in conflict strictly prohibits the application of children corporal punishments (UN, 1985; UN, 1990a). Corporal punishment has a negative effect on the physical or mental health of the child and may even increase the risk and motivations to engage in violent acts (Global Initiative to end all corporal punishment of children, 2015).

4.4.6. Engagement of stakeholders

As the successful rehabilitation of children in conflict with the law requires the involvement of significant stakeholders, the study has also focused on how the institution involve various stake holders that shall include other organizations, the wider community and families of the children. The institution has a good practice in terms of working with NGOs. Civil society organizations, Community based organizations and faith based organizations could be among non-governmental stakeholders that could work with the institution to enhance the rehabilitation and the correction process.

As parents and families could have a prominent role in the rehabilitation their children who are found to be in conflict with the law and pass through the juvenile justice system their

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engagement is of no doubt. However, the study revealed that the parents and families of the children in the institution weren't proactively involved and consulted in the rehabilitation process of their children except for some families who communicate the institution in their own interest. The institution must closely work with families and parents to bring about better results in the change process by effectively communicating with them while they come to visit their children. Proximity and positive involvement of families through visitation are considered as important contributing factors to the successful rehabilitation and reintegration of children in conflict with the law (Global Center on cooperative security, 2016). According to Osher and Hunt (2002) the successful rehabilitation of children in the juvenile justice system and their reintegration in to society rely up on mutual support of juvenile justice systems and families.

Though some of the practices of the institution in engaging stakeholders such as NGOs should be appreciated, there is still a lot to be done that may include involvement of CBOs, FBOs, CSOs and the community at large so that the issue of children in conflict with the law shall practically be a shared responsibility of all significant stakeholders. In addition, these parties shall serve as sources of mentors for the children under rehabilitation that could contribute in cultivating and developing a sense of meaning, purpose, structure, guidance and control over their future (Global Institution on Cooperative security, 2016).

4.4.7. Post release support and after care follow up

As the results of the study revealed the institution lacks a system for post release support and follow up. This is mainly because it doesn't have a budget for that. However, there is an opportunity of partnership that invited NGOs to implement projects that avail support and follow up system once children are released from the institution. Though the efforts and contribution of the NGOs in after release care and follow-up is a promising one it doesn't address all of the

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children that pass through the care and rehabilitation institution since it is a project based approach that has limited life time, limited budget and fixed number of beneficiaries. So post release support and after care follow up has to be included in the programs and services of the institution and has to be properly planned before release. Support based on the needs of the individual child such as housing, financial assistance, health care education and employment are critical for the successful reintegration process (Global Center on Cooperative security, 2016).

Associated with post release follow up the issue of recidivism was raised as it is one of the potential consequences in the absence of an after care follow up and support mechanism. The results of the study revealed that recidivism is common among street children, children who live with extended family members and children who live with step parent. Factors such as divorce, remarriage and death of biological parents are found to be push factors to street life and involvement in crime. Internal institutional factors of the care and rehabilitation center were also found to be the cause of recidivism. These factors included lack of proper counseling services, lack of cooperation among workers, and shortening of stay of children in the institution.

4.4.8. Monitoring and Evaluation practice

The study revealed that the institution lacks a formal and standardized monitoring and evaluation system that helps to assess its performance towards achieving its overall objective. Following a well designed mechanism for monitoring the performance of the institution shall have a number of advantages. It can help to evaluate the effectiveness and performance of various aspects of the institution in general; It helps to improve the quality of existing responses and services; and it assists in identifying needs for future interventions (United Nations Office on Drugs and Crime, 2010).

4.4.9. Challenges of the Institution and proposed mitigation mechanisms

The results of the study show the care and rehabilitation center has faced a number of challenges to run its day today operations. One of the major challenges mentioned and described by the respondents was admission of older children. These children were reported to create an influence on the majority of the children since they act by force and dominate over others. This shows the need to conduct bone exam or age test to determine the approximate exact age of admitted children. Hence police or courts need to make the test before they send children to the institution to be adherent to national laws and prevent the problems the care and rehabilitation center is encountering.

Challenges associated with internal condition of the institution were also found to be bottlenecks for the operations of the institution. Lack of children's living rooms; Oldness of children's living rooms; lack of work motivation from the staff; lacks professional experience and skills on child care and rehabilitation services among the staff; lack of recreation and vocational training facilities; delay in the new building under construction for the care institution.

Counseling is an important aspect of the rehabilitation process to promote the psychological well-being and social development of the children. To this effect the availability of a separate, and well organized counseling room is highly mandatory. Moreover, the environment in which the counseling takes place can have a significant effect (Changing Minds, n.d). However, the institution doesn't have a separate room for individual as well as group counseling.

The institution has a primary school within its compound to avail education opportunities for the children under its custody. The school teaches from grade one to grade eight. The class room size is good as compared to the number of children. However, the classrooms are old, have

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windows broken and located on the road side which may have an impact in class administration and physical well-being of the children.

The rehabilitation institution has a room allocated for library purpose and a librarian. However, it wasn't providing service to the children while the researcher was conducting his study. The researcher has also observed that the library isn't well equipped with academic and non academic books that suits for the children.

The challenges have affected the institution in a number of ways. For instance, the delay of the new site has caused a discomfort on the children as well as the on the staff. It has resulted in limitation of office or work space. Space limitation has resulted in a problem to place children in to different sections based on their age, case status. So, keeping new children with children stayed in the institution and children under case progress with sentenced children wouldn't give a good result. The United Nations Standard Minimum Rules for the Administration of Juvenile Justice ("The Beijing Rules") requires the placement of children in conflict with the law taking into full account of their special requirement according to their age, personality, sex and type of offence to ensure their protection from harmful influence and risk situations (UN, 1985).

Recurrent escape of children in mass was found to be a critical challenge of the institution. Its causes are attributed to the children as well as the institution. The children's case was associated with a group think problem. The institutional factors include staff negligence at work; low work motivation; poor managerial practice of the agency.

These factors or conditions mentioned by above are very critical for the rehabilitation process and basic conditions if the institution is to be practically be called a care and rehabilitation center. Hence all concerned and relevant bodies has to made a consorted effort to improve the situation of the center.

CHAPTER FIVE

CONCLUSION, RECCOMENDATIONS AND IMPLICATIONS OF THE STUDY

5.1. Conclusion

The general objective of the study was to assess the role and contribution of children in conflict with the law care and rehabilitation institution in Addis Ababa in the rehabilitation of children in conflict with the law. In order to address the research questions, the researcher interviewed 12 employees and three female children under rehabilitation. In addition, three FGDs were conducted that involved 24 male children under rehabilitation during the time of data collection. To achieve the objectives of the study, qualitative research method was employed through application of interview, FGD and observation. Based on the findings of the study which is broadly discussed in the fourth chapter, the researcher concludes the following major points.

The institution doesn't properly address some of its basic objectives through the services it provides or activities it undertakes in its day today operations. For instance, providing counseling services to the families, parents and guardians of children under treatment was an objective that was neglected in the service provisions.

The findings of the study revealed that the institution used to provide better services and some programs which were in a promising condition such as music trainings, wood work, carpet work and metal work aren't operational in the current time. The study also found out that the terminated trainings were very helpful in enabling the children to become skillful and productive.

The admission and release criteria of the institution was found to be in line with domestic laws and international treaties related to children in conflict with the law. Accordingly, the basic

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admission criteria for the children in conflict with the law to the institution are court order, age, and committing or suspected of committing offenses that are regarded as criminal activities in accordance with the criminal code of the country. The release criterion of the institution is based up on the discipline of the individual child that determines the duration for which the child is kept in the center. It was also discovered that the institution has the mandate to propose for freeing a child based on the behavioural change he/she exhibited.

The study discovered that the institution doesn't have a service delivery guideline. In addition, it doesn't also have a consolidated and well designed internal monitoring and evaluation system to regularly assess its performance and progress towards realizing its goal as an institution.

The study shows the institution has two types of reunification system. One is in its own by the budget from Bureau of Women and Children Affairs and the other is with the support from NGOs for children who are incorporated in projects for reunification. Children reunified through the institution didn't get any additional support except for the transport allowance and accommodation expense. However, children reunified through project fund get financial support for their basic needs after release, educational materials, clothes and family capacity building support. Though, the NGOs intervention was a good start it would have some limitations that would include: it addresses limited number of children; it has limited life time; and limited budget.

Even though the institution has been trying to cultivate children by providing them with various services, it is hard to say that it has done to the desired level and quality because of some major limitations. It has space limitations that was found to be among the major causes of service quality deterioration and termination of some services. The space problem has also deterred the

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institution from separately treating children based on their cases and with manageable number. Lack of facilities such as recreational materials, books, living room utility materials are found to be among the major constraints the institution. The institution has physical situations that deteriorated the quality of its work and endangered children under treatment. The study shows that broken windows of living rooms and class rooms were found to be a threat to the physical well being of the children and make an easy outlet for children escape. Lack of well established fence and old walls of living rooms paved a way for escaping of children.

The inability to properly manage its man power was found to be among the limitations of the institution. For instance, at the time of the data collection the institution was reported to have seventy-five employees which was more than the number of children in the institution. The institution is also affected negatively by lack of work motivation from the staff and negligence at work. In addition, staffs' lack of professional experience and skill gap on child care and rehabilitation services is found to be the cause for the problems of the institution. There is a problem on collaborative work practice among employees and different sections which discouraged the hard workers. Disagreement among workers and bad interpersonal reactions among workers has resulted in gaps on work performance.

The counseling and rehabilitation service provided by the institution doesn't employ workable professionally tailored models that are applicable in juvenile correction and rehabilitation institutions. In addition, the counseling practice of the institution lacks administration of case plan and case status or progress follow up. The study also revealed that even though the counseling section prepared a schedule for the implementation of group counseling its practicability was frequently intervened by administrative issues threatening the rehabilitation of the children which is the main objective of the institution.

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The institution employees practice professional and non-professional punishments to discourage wrongdoings by the children. Physical punishment or corporal punishment which is prohibited by international child right conventions and treaties is practiced in the institution.

There is a threat from the high school students beside the rehabilitation center through transiting cigarette, money and romantic letters to the children under rehabilitation. There is also a conflict between the high school students and children in the rehabilitation center that causes damage on properties.

Children escape from the center in mass was found to be a critical problem of the institution in the current Ethiopian year. The major factors believed to contribute to the situation were institutional factors as well as the children's situation. Group think behaviour of children, negligence of staff at work, poor physical set up of the institution, poor managerial practice of the institution were the major factors contributed to the problem. The institution has experienced violent behavioural manifestation through breaking of wall to escape, forceful escape from the center by causing harm to employees of the institution.

The vocational skill program of the institution became dysfunctional because of scarcity of materials or resources, space limitation, bureaucracy in the institution, and lack of attention and support to the vocational skill training.

Lack of cooperation between the school and the rehabilitation institution is found to be a bottle neck to the education program. Lack of teachers and unavailability of a professional qualified with special need education are other factors that negatively impacted the education program. Lack of interest of the children to attend classes and poor academic performance of the children were also found to be among the factors that negatively influence the education process in the school. Unavailability of pedagogical institution and library are also among the challenges.

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Delays in being taken to health centers, unavailability of health officers on weekends, exchange of medicines by care givers and delay or skip of medicine time by care givers are encountered by children in the institution associated with health service provisions.

Though the weekly menu of meal services shows the children get varieties of food items there is lack of quality and smallness of quantity of meals intermittently. Irregularity of meal time was also among the gaps in meal provisions. The institution entertains special meal orders by physicians for children with health complications though it is somewhat bureaucratic since it requires the approval of Bureau of Women and Children Affairs.

The institution has a problem of timely responding to requests from children, reports from concerned staff on damages to properties and children utilities that could result in a threat to the health and safety of the children and can potentially lower the motivation and work satisfaction of the staff.

There is a poor close supervision practice of the staff towards the activities of the children that resulted in the occurrence of different problems. A large number of children escape by breaking the walls of the room in the day light was one of the indicators of the looseness of supervision. Younger children abuse by the older ones through biting, disgracing and taking of their personal properties is the result of the employees of the institution to closely supervise and protect the children. Children's complete freedom choose and watch movies on TV channels also shows loose supervision of the staff towards the children's activities.

5.2. Implications of the study

5.2.1. Implication for Social Work Practice

The primary purpose of juvenile justice systems is to rehabilitate children in conflict with the law and help them become productive members of the society. This grand task requires

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juvenile institutions to have professional partners such as social workers. Social workers who work with children in conflict with the law can help them deal with their life challenges and prevent them from becoming repeat offenders (Dwyer, 2018).

The results of the study have major implications for the need of professional social workers in the institutional rehabilitation of children in conflict with the law. The center didn't have a professional social worker and all the counseling section workers were from sociology and psychology. Hence, in such an environment social workers can contribute a lot in humanizing the institution in collaboration with other professionals.

As the findings of the study clearly revealed, the institution has capacity gaps. Hence social workers can mobilize people and resources to fill the existing institutional gaps. The institution studied is staffed with employees that have knowledge and skill gap and hence social workers shall facilitate for the administration of capacity building trainings.

Children in the rehabilitation center are suffering from lack of individual and group counselling and social workers can take part in the provision of the services too. Social workers can also take part in family assessments and home studies before reunification and reintegration of children that are released from the rehabilitation center.

The care and rehabilitation center is struggling with a number of problems that need a research to uncover their causes and social workers can engage in conducting the studies to alleviate the problems with an evidence based practice. In addition, the study discovered that the institution lacks organizational policies and guidelines and hence social workers could have an imminent role in designing client friendly policies and guidelines as professionals stand for enhancing the well-being and proper functioning of the client system.

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Although the institution has an objective of providing counseling to families of it wasn't properly addressed and hence social workers can provide the service for the best interest of the child and proper functioning of the family as a social unit.

5.2.2. Implications for Future Researches

The study was targeted at studying the role of the care and rehabilitation center in Addis Ababa in the rehabilitation of children in conflict with the law. Other researchers from social work background or other disciplines shall study other dimensions of institutional rehabilitation of children in conflict with the law. Factors that cause recidivism among institutionalized children in conflict with the law could be one of the potential research issues that could be taken over by other researchers. Therefore, the finding of this study can be used as an indication for further researches.

5.3. Recommendations

Based on the results of the study the following recommendations were made to the Children in Conflict with The Law Care and Rehabilitation Center and to Addis Ababa City Women and Children Affairs Office.

5.3.1. Recommendations for the Care and Rehabilitation Center

The center has to provide services that can address the physical, mental, psychological and social needs of the children in order to properly prepare the children in conflict with the law for their release and help them to adjust to life after they left correction institutions.

The care and rehabilitation center needs to consider the development of service delivery guideline, monitoring and evaluation guideline, staff code of conduct and child protection policy in cooperation with the Bureau of Women Affairs in order to enhance its working system and follow a policy based implementation practice.

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The care and rehabilitation center has to ensure that children under its custody has got proper rehabilitation to minimize the occurrence of recidivism and it can also contribute to minimize adult criminal activity. (Lipsey, Wilson, & Cothorn, 2000; Greenwood, 2008). To this effect it has to implement realistic rehabilitative methods to teach children in conflict with the law how to make it in society after being released. Accordingly, it needs to expose the children under rehabilitation to values and skills which may have stimulated a responsible and thoughtful way of living (Menis, 2012).

Support based on the needs of the individual child such as housing, financial assistance, health care education and employment are critical for the successful reintegration process (Global center on Cooperative security, 2016). So post release support and after care follow up has to be included in the programs and services of the institution and has to be properly planned before release.

The institution must closely work with families and parents to bring about better results in the change process by effectively communicating with them while they come to visit their children. Proximity and positive involvement of families through visitation are considered as important contributing factors to the successful rehabilitation and reintegration of children in conflict with the law (Global Center on cooperative security, 2016).

The care and rehabilitation institution has to involve CBOs, FBOs, CSOs and the community at large so that the issue of children in conflict with the law shall practically be a shared responsibility of all significant stakeholders. In addition, these parties shall serve the institution as sources of mentors for the children under rehabilitation.

5.3.2. Recommendations for the Addis Ababa City Women and Children Affairs Office

As a supervising agency and the budget holder the care and rehabilitation institution, the bureau should give high priority to plans and programs of the institution and should provide sufficient funds and other resources for the effective delivery of services and facilities.

As the findings of the study revealed, the majority of the problem and gaps of the rehabilitation center are associated with the delay of the construction project. Hence the bureau should give high priority for speeding up of the construction project.

The bureau has to hire qualified staff to work with children, motivated, skilled in relationship building and patient in temperament (Global center on cooperative security, 2016). The bureau has also to make efforts to hire bilingual or multilingual employees that reflect the diversity of the children in-terms of social factors such as ethnicity, language etc to properly address the rehabilitative needs of the children (Global center on cooperative security, 2016).

The bureau has to give emphasis for capacity building in-service trainings to the institution staff since trainings effect employees' performance positively and helps as key motivational factor which enhances the knowledge of the employee towards the job by which they become proficient in their jobs and they become able to give better results (Zahid, 2013).

The bureau has to delegate some power to the institution, to minimize some bureaucratic processes and to enable the institution to exercise some decision making power, instead of waiting for the bureau.

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Annexes

Annex One

Interview Questions for the Institution Manager

1. When was this care and rehabilitation institution established?
2. What are its major objectives?
3. What is its maximum capacity in terms of the number of children it can accommodate?
4. Does the institution have admission criteria?
5. What types of children are admitted to the care institution?
6. What are the programs or services the rehabilitation institution provides to the children?
7. Does the institution have a guideline or a service delivery standard for each of the programs it undertakes?
8. How do you see the ability of the institution to provide appropriate facilities and programming for children under care?
9. Does the institution have the desired number of staff with the qualification to properly address the needs of the children?
10. Does the institution provide induction meetings for newly hired employees?
11. Do the officers have any special training in dealing with children?
12. Do you provide in service or refreshing trainings to the staff?
13. Does the institution work with governmental and non-governmental stakeholders to enhance the impacts of the programs provided to the children?
14. If so on what aspects does it work with each of the stakeholders?

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15. Do the community and families participate in the rehabilitation of the children? If yes how and if no why?
16. If collaborative approach is a practice what is gained from it from its contribution to successful rehabilitation of children in the care system?
17. Does the institution have a monitoring and evaluation system to evaluate the designs of its programs?
18. Does the institution regularly evaluate the outcome of its programs?
19. Does the government allocate sufficient funds and other resources to the institution for the effective delivery of services?
20. In your view what are the challenges of the institution in addressing its mission?
21. How the challenges should be addressed to enhance the capacity of the institution to address the needs of the children to its level best?
22. Does the institution have exit criteria to release children who have been under rehabilitation?
23. Does the institution have an after care follow up system and programs for children who are released from the institution? If yes, what are these programs?
24. Anything you may suggest for more effective rehabilitation of children in the institution?

Annex Two

Interview Questions for the counsellors or social workers

1. What is your role/position in the institution and for how long have you served in the institution?
2. What is your educational background and academic level?
3. Do you have any special training in dealing with children in conflict with the law?
4. Did you get an induction or orientation on different aspects of the work while you joined the institution?
5. Tell me about the different program components and services that are available for the purpose of rehabilitating the children?
6. Does the institution have a guideline or a service delivery standard for each of the programs it undertakes?
7. How do you see the effectiveness of the programs to bring about change in the children?
8. How do you see the ability of the institution to provide appropriate facilities and programming for children under care?
9. Do you have models employed for the rehabilitation of the children? If yes what models of rehabilitation do you employ?
10. Is there an intervention modality based on the risk level of the delinquent act or need level of the individual child?
11. Tell me the challenges of the institute in general in working towards the rehabilitation of the children?
12. What are the challenges to effectively work with the children in your specific work area or role?

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13. Were there children who reenter the institution? Did you conduct an investigation on what were the causes? Is it because of individual personal factors or because of the gap in the rehabilitation programs or because of other external factors?
14. How the institution administers disciplinary measures for misbehaviours in the institution?
15. What do you suggest to improve the institution in general and its services in particular?

Annex Three**Interview Questions for Care giving section**

1. What is your role/position in the institution and for how long have you served in the institution?
2. What is your academic level?
3. Do you have any special training in dealing with children in conflict with the law?
4. Did you get an induction or orientation on different aspects of the work while you joined the institution?
5. What are the services and programs that are being provided in the institution?
6. How do you see the quality and quantity of the provisions to the children?
7. How do you see the cooperation and collaboration of the staff towards their common rehabilitation of the children?
8. How do you see the progress in the children's behaviour as they pass through the programs in the institution?
9. How the institution administers disciplinary measures for misbehaviours in the institution?
10. What do you feel about your engagement and interaction with the children?
11. Any recommendations that you may suggest for more effective rehabilitation of children in the institution?
12. Tell me the challenges of the institute in working towards the rehabilitation of the Children?
13. What are the challenges to effectively work with the children in your specific work area or role?

Annex Four**Questions for Focus Group Discussion (For children in the institution)**

1. Tell me the services provided to you in the institution?
2. How do you see the availability of the services on quality and quantity basis?
3. How do you see the capacity of the institution to provide facilities and services that meet the needs of the children in the institution?
4. What are the challenges or problems faced by children in the institution if any?
5. How do you see the way the staff of the institution treats children?
6. Which areas of the services or situations need improvement in your view?

Annex Five

Observation Check list or Guideline

No	Inputs/Activities	Description	Additional Remark
1	Living rooms of children		
1.1	Number of rooms for boys and girls		
1.2	Facilities within the rooms		
1.3	How children are placed in the rooms(Is there separation based on cases)		
2	Formal Education Facilities		
2.1	Level of the school		
2.2	Class rooms condition		
2.3	Pro-curricular rooms		
3	Recreational Activities or facilities Availability		
3.1	Indoor		
3.2	Out door		
4	Vocational training		
4.1	Are vocational trainings are available?		
4.2	What kinds of vocational trainings are available?		
5	Counseling		

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5.1	Does the institution has a room for counseling services		
5.2	Is there a regular program for individual and group counseling		
5.3	Does social workers have individual child care plan and case progress/follow up		
6	Medication Services		
6.1	What kinds of services are provided in the medication section		

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Annex Seven**Table 1: Profile of respondent children**

No	Pseudonyms	Age	Sex	Academic Level	Stay at the institution	Case Status	Area of Origin	Life condition
1	Duharti	13	M	6	4 months	Trial	A.A,Kaliti	Street child
2	Sisay	14	M	5	3 months	Trial	A.A, Autobustera	Street child
3	Dejene	14	M	4	5 month	Sentenced	A.A, Alembank	Lived with Aunt
4	Kedir	13	M	3	3 months	Trial	A.A, Pastor	Lived with parents
5	Tarekegne	12	M	6	5 months	sentenced	A.A, Kera	Lived with parents
6	Amanuel	14	M	8	7 months	sentenced	A.A, Menen	Lived with uncle
7	Chanyalew	15	M	4	4 months	sentenced	A.A, Autobustera	Street child
8	Ayele	14	M	6	5 months	sentenced	A.A, Piassa	Street child
9	Abebe	14	M	5	4 months	sentenced	A.A, Legehar	Street child
10	Jemal	14	M	5	6 months	sentenced	A.A, Bolebulbula	Lived with parents
11	Abebaw	13	M	8	1 year	sentenced	Mizan	Lived with parents
12	Nesre	13	M	2	3 months	Trial	A.A, Atena tera	Lived with parents
13	Tezera	15	M	5	8 months	sentenced	Woliso	Lived with parents
14	Zelege	15	M	4	3 months	Trial	A.A, CMC	Street child
15	Mesfin	15	M	4	4 months	sentenced	A.A, Autobustera	Lived with brother
16	Solomon	13	M	6	4 months	sentenced	A.A,Kaliti	Lived with parents
17	Kebede	13	M	5	3 months	Trial	A.A,Kaliti	Lived with parents
18	Damtew	14	M	9	2 months	Trial	A.A,Kaliti	Lived with parents
19	Gudeta	14	M	1	7 months	sentenced	Arsinegele	Lived with parents

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No	Pseudonyms	Age	Sex	Academic Level	Stay at the institution	Case Status	Area of Origin	Life condition
20	Mengesha	14	M	4	9 months	sentenced	A.A, Piassa	Street child
21	Ahmed	13	M	5	7 months	sentenced	A.A, Pastor	Street child
23	Dawit	14	M	9	2 months	Trial	Holeta	Lived with parents
24	Abreham	14	M	6	1 year and 5 months	Sentenced	Addis Ababa, Addisugebeya	Lived with parents
25	Marimawit	13	F	6	3 months	Trial	Addis Ababa, Saris	Lived with parents
26	Tizita	13	F	2	3 months	Sentenced	Addis Ababa, Shiromeda	Lived with aunt
27	Lemlem	14	F	6	2 months	Trial	Addis Ababa, Kechene	Lived with parents

Annex Eight

Table 2: Profile of respondent Staff

No	Pseudonyms	Age	Sex	Academic Level	Educational background	Position	Service time in the center
1	Gebrelassie	45	M	Diploma	Management	Acting Manager	More than 10 years
2	Gudeta	35	M	Degree	Sociology	Counselor	11 months
3	Sefa	27	F	Degree	Psychology	Counseling Section coordinator	11 months
4	Leykun	25	M	Degree	Sociology	Counselor	11 months
5	Alem	26	F	Degree	Psychology	Counselor	11 months
6	Afewerk	24	M	Degree	Sociology	Counsellor	6 months
7	Tiruwerk	50	F	12 th complete	-	Feeding section Head	25 years
8	Nigatwa	35	F	12 th complete	-	Care giving section head	5 years
9	Mulugeta	45	M	Grade 10	-	Security section head	20 years
10	Martha	38	F	Diploma	Nursing	Nurse	9 years
11	Asnakech	48	F	Diploma	Sewing	Trainer	6 years
12	Solomon	38	M	Degree	Management	Acting head master	9 years