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DEPARTMENT OF SPECIAL NEEDS AND INCLUSIVE EDUCATION

Educational Experiences of Juvenile Delinquents:

A Case Study of Remand Home and Bosco Children's Home in Addis Ababa

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**A THESIS SUBMITTED TO THE DEPARTMENT OF SPECIAL NEEDS AND
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ADDIS ABABA UNIVERSITY
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This is to certify that the thesis prepared by Melkamnesh Bayu, titled *Educational Experiences of Juvenile Delinquents: A Case Study of Remand Home and Bosco Children's Home in Addis Ababa*, and submitted to the School of Special Needs and Inclusive Education, College of Education and Language Studies, Addis Ababa University, in partial fulfillment of the requirements for the Master of Arts in Special Needs Education, complies with the regulations of Addis Ababa University and meets the accepted standards concerning originality and quality.

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DECLARATION

I, Melkamnesh Bayu, declare that this thesis is my work and it has not been submitted for any other degree or examination at any other university or institution. It is submitted in partial fulfillment of the requirements for the degree of Master of Arts in Special Needs and Inclusive Education by coursework and research report in the Department of Special Needs and Inclusive Education, at Addis Ababa University.

Name _____

Signature _____

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ABBREVIATIONS AND ACRONYMS

APA- American Psychological Association

ASCD- The Association for Supervision and Curriculum Development

CRC- The Convention on the Rights of the Child

DCI- Defence For Children International

FDRE- Federal Democratic Republic of Ethiopia

ICCPR- International Covenant on Civil and Political Rights

ICCPR- International Covenant On Civil and Political Rights

OECD- Organisation for Economic Co-operation and Development

SDG- Sustainable Development Goals

UNCRC- United Nations Convention on the Rights of the Child

UNESCO- United Nations Educational, Scientific, and Cultural Organization

UNICEF- United Nations International Children's Emergency Fund

WCAB- Women and Children Association Bureau of Addis Ababa

Abstract

Global human rights frameworks aim to protect Children, but children in conflict with the law often face challenges in accessing formal education like that provided in regular schools while living in institutional care. This study explores the educational experiences of juvenile delinquents in two rehabilitation centers in Addis Ababa: the Lideta Remand and Rehabilitation Center and Don Bosco Children's Home. The research used a qualitative case study to collect data through semi-structured interviews, focus group discussions, non-participant and participant observation. 20 juveniles (17 boys and 3 girls) and 11 key informants, such as social workers, counselors, teachers, caregivers, and administrators took part in the study. The findings revealed that while both centers provided basic educational and vocational training services, these efforts were inconsistent and often lacked resources, individualized instruction, and adequate follow-up. Formal education, counseling, and life skills training were limited, especially at the remand home, where vocational programs like leatherwork and carpentry were underutilized. Don Bosco provided organized support; however, it struggled to find volunteers for the 'Come and See' program, which aimed to make the two-month trial period productive for the children. Some juveniles at the remand home returned to the system after release, often due to unmet educational and social needs. Overall, the study concludes that although efforts are in place, current educational experiences in these centers do not fully support the holistic development or rehabilitation of juvenile delinquents, emphasizing the need for more targeted, inclusive, and sustainable educational strategies.

Keywords: *Juvenile delinquency, rehabilitation, vocational programs, education, remand home, children in conflict with the law*

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Children are the cornerstone of every society's future. When raised in nurturing and supportive environments, they are more likely to become responsible citizens who contribute positively to their communities. As Kofi Annan stated, while not every child becomes a perfect citizen, every child deserves the opportunity to grow into a responsible adult (United Nations, 2001). However, children raised in poverty, neglect, or dysfunctional families often face emotional and developmental challenges that may lead to antisocial or delinquent behavior (American Psychological Association, 2010).

Juvenile delinquency refers to criminal or antisocial behavior by individuals typically under the age of 18 (Siegel & Welsh, 2011). Research suggests that such behavior often stems from emotional struggles, weak parental guidance, school failure, or negative peer influence (Chung & Steinberg, as cited in Donges, 2015). According to Johnson (cited in Donges, 2015), structural factors like social class, family background, and educational experience are deeply connected to youth delinquency. These issues can result in juveniles being placed in detention or rehabilitation centers, critical environments where structured intervention, especially through education, can alter their life course.

Education plays a vital role in rehabilitation, offering juveniles not only knowledge and skills but also moral guidance, purpose, and a chance at reintegration (UNICEF, 2024). This directly supports the first objective of this study, which is to describe the educational experiences of juveniles in such institutions. Twomey (2008) emphasizes that many detained youths have

been deprived of quality education before and during detention, even though these centers might be the only opportunity for them to access formal schooling.

Despite global recognition of the importance of education in juvenile justice settings, access and quality remain inconsistent. In the U.S., Davis et al. (2013) found that youth who engaged in detention-based education programs were 43% less likely to reoffend. In contrast, Australia and Kenya show gaps in both time spent on education and successful reintegration (Ndegwa, 2014; Tønseth & Bergsland, 2019). These international examples highlight the need to examine the educational provisions in various contexts, aligning with the second objective of this research.

In Ethiopia, the situation is no different. Studies show that many juveniles in Addis Ababa's detention centers had already dropped out of school or never attended. Daniel (2023) found that only 28.33% of juveniles in one center were attending school before their arrest, while 26.7% had never received formal education. Dessalegn (2024) further links poverty, peer pressure, and unstable family environments to educational disengagement and delinquency. These findings indicate that the availability and effectiveness of educational programs in Ethiopia's juvenile justice system remain largely underexplored.

Moreover, how juveniles perceive and engage with education while in detention is not well understood. Youth (ages 11–21) is a critical stage for shaping values and behaviors (Kaplan & Love-Osborne, 2005; Ahmed et al., 2014). Without positive role models, stable family settings, or access to education, youth at this stage may engage in risky behavior (Dryer, 2008). Understanding their views, motivations, and participation in education is key to improving outcomes, supporting the third objective of this study.

Globally, the rights of detained children to receive rehabilitative education are affirmed by legal frameworks like the CRC (Article 40) and ICCPR (Article 14), which stress dignity, reintegration, and personal development. General Comment No. 10 of the CRC and Darbouze (2008) underline that education can help young offenders reflect on their actions and make better choices.

While these international standards offer strong guidance, the local reality in Ethiopia demands context-specific research. Although the country has made efforts through legal reform and social support, significant gaps remain in implementing culturally relevant and individualized education for juveniles in detention. This research explored the educational experiences of juvenile delinquents at the Remand Home and Don Bosco Children's Home in Addis Ababa. It described how these children practice their learning in these institutions, examined the educational programs provided, and understood how the juveniles perceived and engaged with learning. The study also offered insights that can help improve ways of rehabilitation and reintegration through educational support.

1.2. Statement of the problem

Juvenile delinquency has an impact on a country. It can highly affect the economy of a country, the societal norms, tourism, and investment as well. Nowadays, the problem of delinquency is more serious and is getting worse since city life is getting wider and opportunities for basic needs are getting harder to get (Andargachew, 1992, as cited in Zegey, 2016).

It is believed that a child should get an education no matter what his /her background is. A child can learn the cultural norms of society, which become the guidelines for adult behavior, either from the family or from school. Next to the family, the school is an important agent in shaping individual behavior. According to Cole(2008), learning takes a child to the right path,

regardless of students' racial, ethnic, or socioeconomic backgrounds. Children who are in the community or children who are in remand homes can be productive if they have a good experience in school.

Johnson (1978) explains that, outside the family, schools play the biggest role in shaping children's behavior because they spend a lot of time there. Children in remand homes especially need this support, as education can help them understand and overcome the challenges they faced in their previous schooling.

Before being involved with the legal system, the majority of adolescents in custody had unfavorable school experiences, including being absent from school, being suspended or expelled, dropping out, and doing poorly academically (Mathur & Schoenfeld, 2010, as cited in Jäggi, 2020). Although previous research (e.g., Mathur & Schoenfeld, 2010; Leone & Cutting, 2004, as cited in Jäggi, 2020) indicates that a large number of children in remand homes experience low literacy, poor academic performance, and high dropout rates worldwide, there is not much data on Ethiopian institutions.

In Ethiopia, there are limited studies regarding the educational experiences of young offenders. While there is increasing interest in understanding juvenile delinquency and its causes, not much research has specifically looked at the educational experiences of young offenders in those institutions. Although some studies in Ethiopia have looked at juvenile crime and rehabilitation, very few have focused on how rehabilitation affects young offenders' ability to return and adjust to society. Therefore, this study explores the educational experiences of children at the Lideta Remand Home and Don Bosco Center. It also provides helpful recommendations for government agencies, non-governmental organizations, communities, and future researchers to better support these children.

1.3 Objectives of the study

Focusing on the Remand Home and Bosco Children's Home in Addis Ababa, this study explores the educational experiences of juvenile delinquents, the challenges they face in accessing and benefiting from education, and how these experiences influence their rehabilitation and prospects. Specifically, the present study aims to:

1. Describe the educational experiences of juvenile delinquent children at the Remand Home and Bosco Children's Home in Addis Ababa.
2. Examine the educational provisions available for children in the remand homes and rehabilitation centers.
3. Understand how juvenile offenders view and interact with the educational opportunities offered in rehabilitation facilities and remand homes.

1.4. Research Questions

This study is guided by the following key research questions:

1. What are the educational experiences of juvenile delinquents at the Remand Home and Bosco Children's Home in Addis Ababa?
2. What types of educational programs and services are available to juveniles in remand homes and rehabilitation centers?
3. How do juvenile offenders perceive the relevance of the education they receive while they stay in those centers?
4. In what ways do juvenile delinquents engage with and participate in the educational activities provided within these institutions?

1.5. Scope of the Study

The main target of the research is to explore the educational experiences of juvenile delinquents at Addis Ababa's Don Bosco Children's Center and Lideta Sub-City Remand and Rehabilitation Center. The research was limited to these two centers because of their role in juvenile rehabilitation. The study examined the effects of both formal and informal educational services and how these provisions help them to grow. The children who participated were between 11 and 18 years old. In addition, important personnel like teachers, administrators, social workers, and counselors are also included in the research. The time the research was conducted was 2024 and 2025, from data collection to analysis. This study does not cover programs or educational services offered at other centers.

1.6. Significance of the Study

This study examined the educational experiences of juveniles within the rehabilitation center and analyzed the impact of educational services on their personal and academic development. The findings offer valuable insights for research institutions aiming to improve curricula that facilitate the reintegration of juvenile offenders into the formal education system. Furthermore, governmental bodies responsible for juvenile education, such as the Women, Children, and Youth Affairs Bureaus (WCAB) and the Addis Ababa Bureau of Education, may benefit from the study's findings by gaining a deeper understanding of both the positive outcomes of existing educational programs and the obstacles that hinder the effective delivery of their services.

The conclusions of this research may also inform the efforts of non-governmental organizations engaged in the education and rehabilitation of juvenile offenders. In light of these

findings, government agencies could enhance the effectiveness of juvenile education by implementing necessary structural reforms, building staff capacity, recruiting qualified special needs teachers and personnel, securing adequate funding, and improving access to essential facilities and resources.

1.7. Definition of Key Terms

Juvenile Delinquency: Criminal activity by people under 18 years old. In addition, the Bartol & Bartol (2011) textbook explains that the psychological definition of delinquency is a child's engagement in extreme antisocial behavior. Children are supposed to be a sign of innocence and loyalty, yet they are killing other children, and they are even killing their parents.

Rehabilitation Centers: These are places where juvenile delinquents are taken for psychotherapy, guidance, and positive social behavior can help remove their harmful behaviors.

Remand and Rehabilitation Center: a place where young offenders are confined and rehabilitated, which refers to an organized set of learning opportunities/activities delivered to juveniles, to help them become changed men, better people who are free of crime. (Burfeind & Bartusch, 2015). The study used these terms as per the definition.

Educational experience- An educational experience is a continuous and meaningful process that unfolds over time, rather than being composed of isolated tasks with easily measurable outcomes. It involves sustained engagement, reflection, and the opportunity to learn through repetition and gradual understanding. (Hinchliffe,2011)

CHAPTER TWO

REVIEW OF LITERATURE

This chapter presents a review of relevant literature related to juvenile delinquency and education. It begins by explaining the basic concepts and major theories that help us understand juvenile delinquency. It then discusses the types of educational provisions available for juvenile delinquents, including both formal and non-formal approaches. Then it reviews recent and relevant empirical studies, both local and international, on how the quality of educational services affects the behavior and rehabilitation outcomes of juvenile offenders. Finally, summarizes key findings from the reviewed literature and outlines their implications for future research and practice.

2.1. Basic Concepts, Assessment, and Theories of Juvenile Delinquency

2.1.1. Basic Concepts of Juvenile Delinquency

According to the Merriam-Webster Dictionary, juvenile delinquency means illegal or antisocial actions by people under the age of 18 that their parents are no longer able to manage or control. This includes minor offenses like skipping school and underage drinking, as well as serious crimes like stealing and drug use. The key factor is their age, which determines whether they are tried in juvenile or adult court. The juvenile justice system mainly aims to help and educate young offenders instead of punishing them, because it believes that young people are more likely to change and improve their behavior (Office of Juvenile Justice and Delinquency Prevention [OJJDP], 2021).

Laws and definitions about juvenile delinquency are different in each country. In the United States, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) says a juvenile

delinquent is a young person, under the age limit for juvenile court, who has done something that would be a crime if an adult did it. This age limit is usually 17 or 18, but it can change depending on the state. For example, in Texas, anyone under 17 is treated as a juvenile in the justice system.

In India, the Juvenile Justice Act of 2015 says that a juvenile is anyone under 18 years old and calls them "children in conflict with the law." This law focuses more on helping and caring for these children rather than punishing them. In the United Kingdom, young people who break the law are called "young offenders," and children as young as 10 can be held responsible for crimes, the youngest age among many countries. Those between 10 and 17 can go to Youth Court and may receive help to change their behavior or, in serious cases, be sent to a youth detention center.

Ethiopia's Juvenile Justice Proclamation No. 209/2011 follows a child-focused approach and defines a "child in conflict with the law" as anyone under 18 who is believed to have broken the law. The law agrees with international rules like the UN Convention on the Rights of the Child and supports the use of child-friendly courts, programs that offer alternatives to jail, and trained staff to handle cases involving children (Federal Democratic Republic of Ethiopia, 2011).

2.1.1.1. Education for the Juvenile Delinquents

Education that focuses only on teaching academic subjects or job skills fails to meet people's deeper needs. True education should help individuals learn what matters in life and how to achieve lasting happiness and fulfillment. As Walter (2004) explains, everyone needs to be taught essential life skills, such as how to choose good friends, raise children, work well with others, and stay focused to succeed in life. These important lessons are often missing in traditional education, which usually overlooks the skills needed to prepare a child for adult life.

Real education should guide children toward personal balance and help them face life's challenges. It is not just for children; it supports people of all ages in becoming responsible, capable adults.

Duncan (2023) builds on this idea by highlighting how education shapes a person's future. Horace Mann, cited in Duncan (2023), a pioneer of public schooling in 19th-century America, famously called education "the great equalizer of the conditions of men." Yet, when education is lacking, the opposite can happen. Students who do not receive quality education or drop out early often face lifelong disadvantages in income, job opportunities, and even health.

The true purpose of education is not just to teach reading and writing but to support a person's overall development—physically, mentally, and emotionally. M. K. Gandhi described education as a process that brings out the best in body, mind, and spirit. It is a path to holistic growth, not just academic achievement. According to Defense for Children International (2003), education is also a basic human right that is essential for a child's development and self-worth. Every child deserves this right, including those in juvenile detention or correctional facilities. For young offenders, education plays a critical role in helping them grow in healthy ways and successfully return to society.

2.1.1.2. The role of Educational Experience for Juvenile Delinquents in Centers

Educational institutions play a vital role in shaping the lives of young people, especially in countries where nearly every child attends school. According to Yadav (2016), schools serve as effective platforms for initiating preventive programs and promoting moral education. Teachers are encouraged to treat all students equally, providing them with the ethical guidance necessary to help them make sound decisions and become self-reliant individuals. Moral

education significantly influences students' ability to distinguish between right and wrong, helping them avoid harmful behaviors.

For youth involved with the law, access to targeted support programs is crucial in helping them redirect their lives and make better choices. Quality education is foundational to successful life outcomes. Research shows that children who receive comprehensive educational services, meet developmental milestones, and graduate from secondary and higher education are more likely to experience better health, employment opportunities, and income levels in adulthood (Leone & Weinberg, 2012, citing Bureau of Labor Statistics, 2009; Crissey, 2009; National Poverty Center, 2007). Education is widely recognized as a gateway to personal and professional development.

In line with the United Nations Guidelines for the Prevention of Juvenile Delinquency (Riyadh Guidelines, 1990), the education system should collaborate with parents, local authorities, and youth-focused organizations to prevent delinquent behavior. Young people who face neglect or marginalization require additional attention and support from the education system. Developing specialized prevention programs, educational resources, and teaching methods is critical in addressing these challenges. Educators and professionals play a key role in implementing these interventions effectively.

According to Singh and Vandana (2018), education significantly contributes to reducing juvenile delinquency. Through participation in extracurricular activities, such as dance, theater, martial arts, sports, and art, students can develop social skills and self-discipline in a safe environment. Community-based programs offer youth positive alternatives to delinquent behavior and foster a sense of belonging. Singh and Vandana (2016) further emphasize that

special education and academic achievement are key factors in deterring youth from criminal activity. Students who perform well academically are less likely to engage in crime, whereas those struggling academically may be more vulnerable. The integration of community programs, quality education, and extracurricular engagement forms a holistic approach to crime prevention among juveniles.

UNESCO (2021) also highlights the critical role of education in achieving Sustainable Development Goals (SDGs). These include ensuring universal access to basic education, increasing opportunities for technical and vocational training, eliminating gender disparities, supporting children with disabilities and those affected by conflict, improving school infrastructure, and training qualified teachers. Promoting education for sustainable development is also a core goal.

According to the World Bank (2024), education is a vital tool for reducing poverty and inequality and is essential for promoting long-term economic growth. In response to the evolving needs of society and the economy, UNICEF(2024) has advocated for reforms in outdated education systems. Many countries are now considering the implementation of life skills-based education to better prepare youth for the challenges of modern life.

2.1.1.3. The role of Educational experience in Rehabilitation

Every child is born innocent, and with the proper nurturing, love, care, and guidance, they can develop into remarkable individuals equipped with a range of personal, mental, moral, and spiritual skills that enable them to lead fulfilling lives. Conversely, an unfavorable environment, neglect of basic needs, poor treatment, or other forms of mistreatment can lead a young child down a path of delinquency. Rehabilitation, however, aims to help children involved

with the legal system break away from negative behaviors and empower them to choose a positive direction for their future. This idea is strengthened by Banja, cited in Riggan and Maki (2004), as follows:

Rehabilitation is defined as “a holistic and integrated program of medical, physical, psychosocial, and vocational interventions that empower a person with a disability to achieve a personally fulfilling, socially meaningful, and functionally effective interaction with the world.”

This means that children staying in Remand homes or those who are released are considered at risk. These children require special attention to help them become productive citizens, and rehabilitation programs play a crucial role in their daily interactions.

Intervention services help children build self-confidence, distinguish right from wrong, and develop strategies to avoid trouble and cope with psychological challenges. Educational enrichment programs, especially for at-risk youth lacking consistent support, have been shown to promote healthy development, self-discipline, and emotional well-being. Such programs, including those in juvenile correctional facilities, reduce risky behaviors like substance abuse (Allen & Philliber, 2001).

2.1.1.4. Challenges of Juvenile Education

Education is crucial for helping young people envision a better future. However, those living in remand homes or rehabilitation centers often encounter numerous challenges that hinder their learning. Researchers have identified several key issues contributing to these problems.

One major issue is resources and funding. Most juvenile centers are under-resourced with inadequate numbers of teachers, school supplies, and up-to-date learning materials. In addition, many teachers are not adequately trained to work with the problem youth population, and high staff turnover results in disruptions in consistency and effectiveness of education (Office of Juvenile Justice and Delinquency Prevention, n.d., 2019).

Motivating such children to study is also difficult. Most of them are subjected to trauma or have poor academic records, thus diminishing their inclination to engage in the learning process. To ensure the interventions are effective, collaboration among the courts, schools, and community organizations is essential. However, the stakeholders fail to collaborate efficiently in sharing information or establishing shared objectives to assist the children in remand homes (Javdani, 2019).

Another vital challenge is reintegration into regular schools upon leaving the juvenile system. Most children are not adequately prepared for life in regular schools, thus resulting in school dropout or further offending. To address this issue, additional funds, trained staff, and coordination among various organizations are required to assist such individuals.

Studies indicate that most youth offenders have educational issues and reap little benefit from education while in detention. Foley (2001) affirms that such youths will struggle as they receive no special education intervention, thus finding it hard to excel at school upon release. But studies have shown that when they perform well academically during their detention, they tend to remain law-abiding and thrive when released back into society (Blomberg et al., 2011; Cavendish, 2014).

Kimberly (2011) identifies that most juvenile centers do not have enough learning opportunities; others lack proper classrooms, books, and trained teachers, which greatly

influences the quality of education. In addition, based on a 1985 report, there were not many good educational programs for young offenders. Schools lacked the willingness to initiate special programs; there were not enough trained teachers, and an active system to engage such children actively in education (Kauffman & Nelson, 1976).

2.1.1.5. Specific Educational Programs to Help Juvenile Delinquents

Educational programs in juvenile justice facilities generally align with national academic standards but are often modified to focus on foundational skills such as reading, writing, and mathematics. Many juvenile offenders have experienced educational disruptions, and thus, individualized instruction is frequently used to address learning gaps. Additionally, a significant proportion of incarcerated youth qualify for special education services due to learning disabilities, emotional disorders, or behavioral challenges. Consequently, many facilities also integrate mental health services, behavioral therapy, and social-emotional learning into their educational programs (Leone, 2010).

Another key aspect of juvenile rehabilitation is vocational education. Many facilities offer job training and certification in areas such as culinary arts, automotive repair, construction, and information technology. For those who have fallen behind academically, preparation for the General Educational Development (GED) test serves as an alternative to earning a traditional high school diploma (Florida Department of Juvenile Justice). In addition to technical skills, programs frequently teach essential life skills, such as conflict resolution, anger management, and restorative justice principles. Mentorship is another core component, often contributing to improved mental health, reduced rates of reoffending, and increased engagement in education (Office of Juvenile Justice and Delinquency Prevention [OJJDP], n.d.).

Blkhoyan (2018) emphasizes that rehabilitation programs are essential for successful reintegration, but the outcomes depend heavily on the juvenile's willingness to change. Unfortunately, some detention centers continue to prioritize punishment over individualized support. According to Sanchez and Khanmalek (2019), systemic reforms are needed in areas such as education, vocational training, and mental health services. They stress that both staff and youth must collaborate to build a rehabilitative and supportive environment.

Research by Haviv and Hasisi (2019) indicates that detained juveniles face higher levels of psychological distress compared to their non-incarcerated peers. To address this, reentry programs often provide immediate post-release support that includes risk assessments, cognitive behavioral therapy, and mentorship. These tools are designed to reduce reoffending to support successful community reintegration.

Evidence-based programs have been proven effective in facilitating rehabilitation among juveniles. The Office of Juvenile Justice and Delinquency Prevention (OJJDP) recognizes programs with a focus on rehabilitation, skill acquisition, and reintegration. One example is the Positive Youth Development (PYD) approach, in which positive environments are created to facilitate self-esteem and engagement. Education programs in juvenile detention facilities, such as structured classes, vocational training, and life skills training, equip youth for life after detention. Mentoring programs also play a basic function by connecting the juveniles with positive adult role models, promoting academic achievement and social growth. Community-based after-school programs offer safe havens and academic support, while transitional education programs help juveniles transition back to conventional schools through counseling, academic support, and family involvement (Leone & Weinberg, 2011; OJJDP, n.d.).

2.1.2. Assessment of Juvenile Delinquents

Assessing juvenile delinquents means understanding their life, school, and behavioral challenges(United Nations,1990). Many children in conflict with the law have gone through difficult experiences like poverty, broken families, trauma, and dropping out of school. Eccles & Gootman (2002) stress that to help these youth, we must look at both their emotional and educational needs. According to Eccles & Gootman (2002), this includes checking their level of learning, being socialized, and their well-being. Galabba (2018) adds that many of these children carry deep pain and need not just school but also care and support to heal and grow.

It is very important to look at how well the environment supports the child(Twomey 2008). Meltzer et al. (2022) explain that when schools or centers lack resources like trained teachers, books, or activities, juvenile delinquents are not fully able to succeed. Hirschi (1969, as cited in Chriss & J.J., 2007) highlights that strong bonds with school, family, and community reduce delinquency. Christian (2022) points out that giving children meaningful learning and emotional support helps them change their path. Therefore, assessments must go beyond just behavior; they should include the whole person and their surroundings to support true rehabilitation(Meltzer et al.,2022).

2.1.3 Theories of Juvenile Delinquency

2.1.3.1 Social Learning Theory

Bandura views learning as a result of conditioning, reinforcement, and punishment. According to Bandura (as cited in Carvalho & Ossorio, 2021), children often imitate behaviors they observe in others through modeling, imitation, and observation. This means that children

can easily learn new behaviors based on their environment. Social learning suggests that behaviors, whether good or bad, are shaped by the context in which they are learned, such as in a remand home.

In this setting, positive reinforcement can prevent or reduce criminal and disruptive behavior (Hansman, as cited in Carvalho & Ossorio, 2021). Essentially, if juveniles in remand homes receive the right attention and appropriate interventions, their behavior can improve or worsen depending on the program they are part of. By applying these theories, prevention programs can be adjusted to lower juvenile recidivism rates and decrease the chances of juveniles turning to crime after leaving the remand home.

2.1.3.2. Social Bond Theory

According to Hirschi's Social Bond Theory (as cited in Chriss & J.J., 2007), a person's connection to society is known as socialization, which consists of four key elements: attachment, commitment, involvement, and belief. The stronger these social bonds are, the less likely a person is to engage in criminal behavior. Attachment refers to the relationships that young people form with important figures in their lives, such as teachers and school staff. Chriss & J.J. (2007) explain that in a remand home or rehabilitation center, if a child receives positive attention from their teachers, they are more likely to develop a positive attitude and behave well. This educational bond can serve as a protective factor, helping them behave well and making it less likely they commit crimes again.

The school environment is important for helping children feel connected. Teachers, counselors, and social workers can show students how to behave in positive ways and serve as good role models. When students build strong relationships with these adults, they start to see

school as a place where they can grow socially and learn good behavior. According to Hirschi (as cited in Chriss & J.J., 2007), youth who stay out of trouble tend to have better friendships than those who get involved in delinquency. Chriss & J.J. (2007) also explain that strong teacher or mentor relationships help students choose friends who are not involved in bad behavior and are supported by caring adults.

2.1.3.3. Social-Control Theory

Social-control theory, developed by Travis Hirschi in 1969, focuses on how a person's behavior is influenced by societal norms and the control exerted by foundational groups like education. Hirschi emphasized that individual behavior is shaped through socialization, particularly within primary group relationships, and how broader institutions help maintain order in society. He argued that strong bonds between juveniles and society during childhood can prevent delinquency. When these bonds are weak or absent, however, juveniles are more likely to engage in criminal behavior. According to Hirschi (1969), the theory suggests that law-breaking is often a result of weak social bonds and ineffective socialization processes that should encourage lawful behavior (Wiatrowski, 1978). Institutions like the family and education play a crucial role in shaping individuals' behavior.

Social-control theorists argue that delinquent behavior arises when a person's attachment to conventional goals, values, and institutions is weak. Hirschi's model (1969, as cited in Siegel, Welsh, and Senna et al., 2003) suggests that children with strong bonds to school, particularly with their teachers, are less likely to engage in delinquency. However, factors such as poor academic performance and associations with deviant peers can weaken these bonds, increasing the likelihood of delinquent behavior. According to Godinet and Vakalahi (2009), when children

get a strong attachment with their teachers, have a commitment to change themselves, and are involved in life-changing tasks, they will be respectful individuals.

According to Hirschi's Social Control Theory (1969, as cited in Siegel, Welsh, & Senna et al., 2003), delinquents start to have good manners and develop trust in others when they have positive relationships with teachers, counselors, and social workers. When they are dedicated to their studies, they are aware of constructive objectives and strive to meet them, which lowers misbehavior. In addition, moral education in schools can support teaching discipline, and formal activities like sports or after-school activities keep children busy and reduce misbehavior. These components work together to show how education can play a key role in the rehabilitation of juvenile offenders (Siegel, Welsh, & Senna et al., 2003).

2.1.3.4. Social Constructivist Theory

Vygotsky (1978) explains that his theory, called the constructivist theory of learning, is centered on knowledge first learned through environmental interaction before children realize it. This is important in the case of delinquent juveniles, most of whom had not been encouraged and guided in a formal school setting. Zaretskii (2009) draws emphasis to a teacher, social worker, or counselor the one creating and maintains interactive, supportive learning situations to make learners active participants in their activities. Zaretskii (2009) highlights that for juvenile delinquents, are on remand or in rehabilitation centers, learning from social interaction with peers, teachers, or counselors may help restore trust, and this encouragement brings positive attitudes towards education.

Nnachi (2009) shares key ideas from constructivist learning that can help struggling or juvenile delinquents succeed in school. These include learning by doing, linking lessons to real-life situations, building on what students already know, giving them time to think and reflect, and learning through interaction with others. Juvenile delinquents often learn better when their experience is practical and connected to what they have already known. Kolb (1984) also supports this with his idea of experiential learning, which means students learn best through hands-on activities like job training, life skills programs, or group work. These methods help them to connect and apply what they learn in real-life situations to solve problems.

2.1.3.5. Rehabilitation Theory

Rehabilitation theory highlights the personal growth of individuals who have committed offenses, concentrating on their reintegration into their families, social circles, and educational settings (Sherman, 2002). It seeks to empower juvenile offenders to make positive contributions to society through various means, such as psychotherapy, counseling, vocational training, education, and drug rehabilitation programs (Elrod & Ryder, 2005). The theory posits that time spent in remand facilities assists juveniles in coping with their situations, regardless of whether their stay is brief or prolonged. Each juvenile faces distinct challenges, which call for customized treatment programs.

The objectives of implementing rehabilitation theory for child offenders are complex and varied. Levinson (2002) indicates that rehabilitation can steer a young offender toward becoming a law-abiding citizen. Hoge, Guerra, and Boxer (2008) contend that the goal is to shift a child's behavior from criminality to productivity. Roberts (2004) points out that rehabilitation decreases criminal behavior and improves the overall quality of life for young offenders. Applying this theory during sentencing is crucial to prevent the negative impacts associated with deterrence

theory. Osgood et al. (2005) emphasize that deterrence can foster feelings of resentment, inferiority, and desires for revenge, which can obstruct a child's development into adulthood and restrict their opportunities for education, employment, and relationships.

Rehabilitation can yield significant long-term social advantages by lowering recidivism rates and encouraging successful reintegration into the community (Levinson,2002). Customized programs are especially crucial for juveniles, who encounter unique developmental challenges that necessitate a more personalized approach than what is typically applied to adult offenders (Hoge, Guerra & Boxer, 2008).

Levinson (2002) identified key elements that make rehabilitation programs effective for juvenile delinquents at remand homes. These are make family to strengthen support and help children to stay on track, and provide educational opportunities, formal education, and vocational training to prepare them for their future. Levinson (2002) further explains offering programs like mentorship, such as introducing positive role models that empower children, while community involvement builds belongingness and responsibility for their actions. Levinson (2002) adds that emotional support is also important to help juveniles cope with behavioral challenges.

2.1.3.6. Behaviorist Theory

Behaviorist theory focuses on how rewards and environmental factors influence behavior. It is based on the work of B.F. Skinner and John Watson (Encyclopedia). According to Hunter (2018), behaviorist principles can be used to modify behavior through structured teaching approaches and consistent reinforcement. These principles can be especially useful in educating juvenile offenders. Watson and Skinner suggested several strategies for educators to apply behaviorist concepts in the classroom to improve student behavior and learning.

Behaviorist theories can significantly enhance the learning process of young offenders, Skinner and Watson (as cited in Hunter, 2018) explain. Positive reinforcement, such as praising for completing tasks or attending classes regularly, promotes learning. Negative reinforcement, such as the lesson workloads when students begin obeying classroom rules, can also promote improved conduct. Punishments such as loss of privileges help in reducing disruptive behavior. Teachers, counselors, or social workers can be role models, such as the way they communicate, support others, and work in teams, so that children can imitate them. Hunter (2018) explains that behavior contracts, token economies, and predictable learning environments clarify expectations and consequences, as well as encourage students by reinforcing good behavior with small rewards. In addition, he explains that schools with consistent rules and routines make students feel safe and attentive, which allows them to develop positive habits.

Hunter (2018) suggests that by consistently applying behaviorist strategies, educators can help juvenile offenders develop better habits and improve their academic performance. These strategies create an environment that encourages good behavior and supports academic success. In conclusion, behaviorist theory offers a solid foundation for understanding and influencing behavior through reinforcement and environmental factors. When applied in educational settings for juvenile offenders, it can lead to positive progress and improved educational outcomes.

2.2. Educational Provisions for Juvenile Delinquents

UNICEF (2020) emphasizes that education is essential for rehabilitating young offenders and helping them reintegrate into society. Mohammed and Wan Mohamed (2015) explain that educational provision in juvenile centers includes basic instruction in reading, writing, and numeracy, along with vocational training. These programs aim to help vulnerable children

become better thinkers and build positive relationships through the rehabilitation process.

Leone and Weinberg (2012) highlight that remand homes often offer hands-on activities such as craft work, sewing, plumbing, and basic computer skills, which help juveniles gain employable skills upon release. They further note that effective educational programs in these centers require qualified teachers, individualized learning plans for students with disabilities, and support systems that help juveniles return to mainstream schools. Additionally, programs typically include life skills training, such as communication, anger management, and problem-solving, as well as counseling and emotional support to help youth address personal challenges.

Other case studies reinforce this integrated approach. For example, Haregewoin (2016) reports that the Bosco Children's Home in Addis Ababa offers a mix of formal education, vocational training, and counseling to support the diverse needs of the children. Meltzer et al. (2022) also confirm that such a combined method has led to better educational outcomes and reduced rates of reoffending.

At both national and international levels, laws and policies state that every child, including those in conflict with the law, has the right to educational provisions. The United Nations Convention on the Rights of the Child (1989) clearly states that education is a basic right and calls on all countries to provide fair and inclusive learning for all children. Similarly, Ethiopia's Criminal Code (Proclamation No. 414/2004) mandates that young offenders must receive proper educational provisions to ensure access to education protects their rights and gives them a better chance at rehabilitation and successful reintegration into society.

However, Juvenile centers need well-designed educational programs to support children

effectively (Twomey, 2008). According to Kimberly (2011), it's important to identify and address problems they face. Twomey (2008) explains that limited budget, trained teachers, or learning materials make it hard to offer the desired lessons. Not only insufficient provisions, but also, the strict rules and security in these places can limit the application of tech-aid learning. Kimberly (2011) adds that because the students come from different school backgrounds, teachers need to adjust their teaching based on the students' needs, which isn't always easy. Twomey (2008) points out that many juvenile delinquents have emotional problems, mental health challenges, past trauma, and low motivation, which makes it harder for them to learn. These youths need emotional support, but it's difficult to provide because there aren't enough trained counselors available. So, to help them learn well, schools in these centers need to offer strong support services that meet their special needs.

2.3. Empirical Review of Quality of Educational Provisions and Juvenile Delinquent Outcomes

Various nations may have had varying experiences with teaching and rehabilitating young people. According to Haregewoin (2016), most nations want to provide remand institutions with high-quality education because they understand its value as a tool for lowering recidivism and preparing juveniles for a better life after release. A well-structured education increases a person's chances in the job market and promotes their long-term social inclusion.

A recent study by Jensen, Shoemaker, and Donald (2024) looked at how the quality of education in juvenile detention centers affects the behavior of young people in five U.S. states. They found that when the teaching was good, teachers were involved with students, and learning was tailored to each student's needs, the young people were less likely to commit crimes again after being released. The study also showed that educational programs work best when they meet

both the learning and emotional needs of the students, helping them positively change their behavior.

Puzzanchera et al. (2022) found that fewer young people are entering the juvenile justice system, partly because of better programs that keep them out of detention. In 2018, most detention centers in the U.S. offered school education, 94% had high school classes, 89% had middle school, and 83% gave special education support. About 71% helped youth prepare for a high school diploma, but only 41% offered job training. This shows that while education is common, more focus is needed on practical skills.

Tai Soo Shong and Siti Hajar Abu Bakar (2017) studied the school experiences of young offenders in Malaysia. They found that many of these youths had problems at school, such as being treated badly by teachers, feeling ashamed, and losing interest in learning. But when they got emotional support and lessons that fit their needs, they were more likely to return to school. The study shows that caring support and flexible teaching can help young offenders learn better and change their behavior.

Galabba (2018) studied the right to education for juveniles at Kampiringisa National Rehabilitation Centre in Uganda. He found that many young offenders did not get proper access to education due to a lack of teachers, learning materials, and support. The study showed that poor education in the center made it harder for juveniles to change their behavior and reintegrate into society. Galabba stressed the need to improve education services in rehabilitation centers.

Nagamuthu et al. (2019) studied the learning experiences of juvenile offenders attending school inside prisons in Malaysia. They found that many young offenders faced challenges like a lack of motivation, limited resources, and negative attitudes from teachers. However, when teachers showed care and the lessons were interesting, the juveniles felt more motivated to learn.

The study highlights that good support and a positive school environment inside prisons can help young offenders improve and change their behavior.

Githui, Njoka, and Ndegwa (2023) studied how teaching methods used in rehabilitation schools in Kenya help juvenile offenders. They found that using practical, hands-on learning, guidance and counseling, and skills training helped the students improve both in behavior and academics. The study showed that when lessons are made to fit the needs of the students, they are more interested and perform better. The researchers suggested that more teacher training and better resources could improve these outcomes even more.

Tigabu (2016) studied the right to education for children in the Addis Ababa Rehabilitation Centre. He found that the children did not get equal and affordable access to education. Important resources like proper classrooms, media tools, labs, books, and student clubs were missing. These problems made it harder for the children to learn and enjoy school. In addition, Yilma (2018) studied the causes of juvenile delinquency and how to prevent it, using the Care and Rehabilitation Institution as a case. He found that the institution should work more closely with the courts and the juvenile justice system to improve the current juvenile law. He also said that the institution needs to hire enough staff and work with other social organizations and partners to better support the children.

Getachew (2019) studied how children in conflict with the law are rehabilitated in a center in Addis Ababa. He found that while the institution aimed to help the children, it faced many challenges. These included a lack of trained staff, limited resources, and poor coordination with other social and legal services. He also noted that the children did not always receive proper educational or emotional support, which made it harder for them to reintegrate into society. He suggested that better training, more resources, and stronger partnerships could improve the

rehabilitation process.

Bekele (2022) explored the causes of juvenile delinquency and how rehabilitation is handled at the Remand Home in Lideta Sub-City. The study found that factors like poverty, family problems, and peer pressure contributed to delinquent behavior. It also showed that while the remand home provided some support, it lacked enough resources and trained staff to offer effective rehabilitation.

2.4 Legal and Policy Frameworks for the Educational Experiences of Juvenile Delinquents in Ethiopia

Ethiopia's laws and policies strongly support using education as a tool for rehabilitating and reintegrating juvenile delinquents into society. The Criminal Code of the Federal Democratic Republic of Ethiopia (Proclamation No. 414/2004) highlights education as essential to helping children in conflict with the law develop personally. Specifically, Articles 157 to 168 focus more on rehabilitation than punishment. For example, Article 161 promotes supervised education and vocational training for juvenile offenders, while Article 164 recommends placing them in institutions that provide both education and counseling. These legal provisions reflect the government's recognition that education plays a vital role in addressing the root causes of juvenile delinquency and preventing repeat offenses (FDRE, 2004).

Building on this, the National Policy on Children (2012) emphasizes the importance of education for detained youth. It states that educational programs in juvenile centers must be accessible, inclusive, and tailored to the unique backgrounds and emotional needs of each child. The goal is to ensure that learning not only reaches these young people but also responds to their social and cultural contexts to support their reintegration into society (Ministry of Women,

Children and Youth Affairs, 2012).

Similarly, the National Criminal Justice Policy (2011/2012) supports educational efforts by promoting non-custodial measures such as diversion and community-based rehabilitation. This policy encourages the use of restorative justice approaches, which focus on personal development, education, and skills training as pathways to reintegration. It also calls for the establishment of specialized juvenile courts and training for justice personnel to better meet the developmental and educational needs of young offenders (Ministry of Justice, 2011).

Ethiopia's commitment extends to the international level through its ratification of the United Nations Convention on the Rights of the Child (CRC) in 1991. Article 28 affirms every child's right to education, and Article 40 promotes rehabilitation and reintegration over punishment for young offenders. These articles mandate the government to provide quality education and opportunities for development to juveniles in detention (United Nations, 1989). Additionally, Article 29(a) of the CRC stresses that education should help fully develop a child's personality, talents, and abilities.

In line with international goals, Sustainable Development Goal (SDG) 4 also promotes inclusive, equitable, and quality education for all (United Nations, 2015). United Nations. (2015) highlights the importance of early childhood development and safe, child-friendly learning environments, especially for vulnerable children such as those in remand homes. Both the CRC and SDG 4 focus on ensuring educational access, promoting gender equality, accommodating children with disabilities, and supporting holistic development.

Furthermore, the CRC includes key principles such as non-discrimination (Article 2), the best interests of the child (Article 3), the right to survival and development (Article 6), and the

right to be heard (Article 12). Articles 37 and 40 specifically protect the rights of children in conflict with the law, advocating for their rehabilitation and reintegration through education (United Nations, 1989).

2.5. Summary and Implications of the Revised Literature

Literature identifies that educational experience among young offenders is important to their development, behavioral change, and rehabilitation into society. Quality education in rehabilitation facilities helps in empowering them with knowledge, vocational skills, and social abilities that counteract recidivism (Leone & Weinberg, 2012; Githui et al., 2023). But studies in Ethiopia document issues such as poor-quality teachers, substandard learning materials, and emotional support shortages that hinder these learning interactions (Tigabu, 2016; Getachew, 2019; Bekele, 2022).

The theoretical framework of this study connects these learning interactions to major theories of youth delinquency. Social bond theory holds that most juveniles offend due to social and economic pressures, and education can teach better ways to handle stress and act positively. Social learning theory emphasizes that juveniles learn behavior in their context, and thus, good school experiences can help young people behave well and stay out of trouble.. This review confirms the need to delve into juveniles' learning experience at Remand Home and Bosco Children's Home, so that there is improvement in education programs for rehabilitation and recidivism reduction.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter explained the methods that were used to carry out the study. It described the research design, the location where the study took place, and the tools that were used to collect data. It also discussed how the data were collected and analyzed, as well as the ethical guidelines that were followed. Each part was explained step by step to help understand how the research was done.

3.1. Study Area

3.1.1. Lideta Juvenile Offenders' Rehabilitation Centre (LJORC)

According to the center's manager, the Lideta Juvenile Offenders Rehabilitation Center (LJORC) was originally established by the Ministry of Interior in 1936. Its primary goal at the time was to provide care for abandoned and orphaned children in the aftermath of the war and Italian colonial occupation. Later, in 1957, a primary school and vocational training center were added under the supervision of the Ministry of Labor and Social Affairs.

In 2009, the Addis Ababa City Government introduced a reform initiative known as the Basic Business Process Re-engineering (BPR). As a result, the management of the center was transferred to the Women and Children's Affairs Bureau (WCAB). The center is now managed by an appointed director who reports directly to the WCAB. It remains the only institution in Ethiopia that is specifically dedicated to the rehabilitation of juvenile offenders (Fana Broadcasting, 2022).

In addition to LJORC, the Addis Ababa City Administration constructed a new juvenile rehabilitation and correctional facility in Lideta Sub-City. This facility, which costs

approximately 450 million Birr, is designed to accommodate and rehabilitate over 700 juveniles between the ages of 9 and 15 who have committed various offenses (Fana Broadcasting, 2022). Beyond addressing criminal behavior, the center also focuses on supporting young people in recovering from trauma and mental health issues, especially those who were previously detained alongside adult offenders.

At the time of data collection, the center housed 102 juvenile offenders, including 15 females. Most of the juveniles had already been convicted, while a smaller number were awaiting trial. According to a social worker at the center, the educational program only provides elementary-level instruction. The school consists of eight classrooms and sixteen staff members, including the principal. Seven of the classrooms, which serve grades two through eight, are relatively small, measuring about three to four meters in width. The grade one classroom is slightly larger to accommodate more students.

According to the center manager, the Center opened under the mandate of offering services to juvenile detainees with a range of services that address reintegration and rehabilitation. It seeks to address the basic needs and essential services of the juveniles, including medical attention, counseling, and recreation. To guarantee the juveniles' continuous education, the Center also provides first and second-cycle elementary education. Vocational training is also a part of the mix, including metalwork, carpentry, tailoring, weaving, and other vocational classes that prepare juveniles for eventual employment. The Center has one of its key objectives, which is to ensure the reintegration of juveniles with their families upon termination of their rehabilitation period. The Center also supervises changes in behavior and the development of those released on bail or serving detention. In a bid to broaden their knowledge and spur career aspirations, the Center arranges school visits. Finally, but not least, the Center aims to empower

youths with competencies and opportunities that are needed to generate incomes and be independent as members of society.

The researcher learned from the school director that one of the key objectives of the center, specifically the goal to provide vocational training in areas such as metalwork, carpentry, tailoring, weaving, and other relevant skills, is not being fully implemented. The main reasons for this include a lack of qualified trainers and a shortage of necessary training materials and equipment.

3.1.2. Don Bosco Children's Home of Addis Ababa

According to the center manager, Don Bosco Children's Home in Addis Ababa focuses on providing holistic care for vulnerable and disadvantaged young people (Don Bosco Children, n.d.). During an interview with the center's director, Ato Endalkachew, and social worker, Ato Yohannes, the researcher was informed about the center's various programs, particularly the "Come and See" initiative.

The center, under the leadership of Yohannes Menghistu, an Ethiopian Salesian, runs rehabilitation and prevention programs for street children as well as for those who have completed their sentences at remand homes. On average, about 100 children receive daily support, including food, shelter, clothing, and other essential services provided by the Salesians.

The initial phase of the center's intervention is called the "Come and See" program. This phase is designed to help children who often arrive at the center with a strong sense of mistrust due to their past experiences. The program is divided into two main components: one part focuses on academic support and life coaching to help children develop basic educational skills,

and the other aims to address and prevent behavioral problems. In addition to these, the children are taught personal hygiene, fundamental life skills, and social interaction techniques.

According to the information available on the center's official website, agricultural training is also included in the program. These sessions provide children with practical experience in farming and animal care. This approach not only keeps the children actively engaged but also contributes to their emotional well-being and sense of self-worth.

After completing the "Come and See" phase, children who show interest in continuing with Salesian education are enrolled in the center's long-term care program. Following a structured orientation period and with support from professional staff and social workers, these children receive tailored services including formal or informal education, housing, rehabilitation, medical and psychological care, and efforts toward family reunification. The support system also extends beyond their stay at the center to assist them in reintegrating with their families or communities. (InfoANS, 2022)

3.2. Study Design

The main purpose of this study was to describe what juvenile offenders go through in terms of education and to identify the most important parts of their time spent at the facility for detention and rehabilitation. To achieve these aims, the study adopted a qualitative approach, drawing inspiration from social constructivism, as its principles are well-suited for capturing the nuances of the participants' educational journeys. As Yin (2016) explains, qualitative research is all about interpretation and adopting a holistic approach to gain a thorough understanding of the subject matter.

This research was a cross-sectional study in terms of time, meaning that it was conducted at one time point, with a brief period of October-April in varying periods. According to Creswell (2006), data gathered from various participants can be used to determine the experiences of a phenomenon and programs by sampling the population, which is appropriate for getting a general picture of the situation at the time of the research.. Naturally, during the data collection process, the researcher made several visits to the remand home and the Don Bosco time and again to complete missing details in parallel with the data analysis process. This study, in line with the purpose, is descriptive.

According to Yin (2016), descriptive research aims to characterize each person's experience. A descriptive research design is suitable for the present study since its overall goals are to describe experiences that lead to juvenile delinquency education and how these experiences affected the participants' day-to-day lives at the remand and rehabilitation center. In the same way, Loeb et al. (2017) put forward that descriptive research is utilized to find the prevailing state required to comprehend, describe, and explain the nature of human experiences. The study used a case study with qualitative methods to gather an in-depth understanding of the learning experience of the participants.

The case study is consistent with the objectives of this study and the research question. Yin (2003) stated that a case study allows researchers to retain the holistic and meaningful characteristics of real-life events. Thus, the researcher selected a case study for this particular study to get an in-depth and holistic understanding of the educational experiences of female juvenile delinquents. Similarly, Berg (2001) defined a case study as an exploration of a bounded system over time through detailed, in-depth data collection involving multiple sources of information rich in context. Therefore, the case study is selected for its predominant advantage to

describe the existing situation from a different perspective to provide an in-depth understanding of juvenile delinquency.

Yin (2003) stated that the first step in bounding the case study is to decide on the case. Once the case is defined, the unit of analysis needs to be determined. The unit of analysis is defined as the place where the researcher obtains the data for the case study. Therefore, the unit of analysis in this study is “juvenile delinquents” who received educational services from the remand home and The Don Bosco. In line with this, Berg (2001) discusses an intrinsic case study, which is consistent with the objective of this study since the researcher studied one case, which is “Educational experience of juvenile delinquents,” and described the programs of Lideta Remand and Rehabilitation Center and Don Bosco. Furthermore, Creswell (2006) states that case studies are preferred to better understand and describe the experiences of study participants.

3.3 Study Participants

The study involved a total of 31 participants drawn from two institutions: Don Bosco Children’s Center and Lideta Remand and Rehabilitation Center, both located in Addis Ababa. The participants comprised 20 juvenile offenders and 11 key informants selected based on their relevance to the study objectives.

From the Lideta Remand and Rehabilitation Center, eight juvenile participants were included. These participants were between the ages of 11 and 14 and originated from various neighborhoods across Addis Ababa. Their educational attainment ranged from Grade 1 to Grade 7, with all educational experiences acquired while residing at the remand home. Among the eight participants, three were female, reflecting a gender-diverse subset of the juvenile population.

In contrast, twelve juvenile boys from the Don Bosco Children's Center participated in the study. These individuals represented diverse regions of Ethiopia and were aged between 11 and 18 years. Their educational levels ranged from Grade 2 to Grade 9, with Grade 9 being the highest level of education reported among them. At the time of data collection, the majority of these juveniles were actively engaged in the center's "Come and See" program, a transitional initiative designed to facilitate rehabilitation and reintegration.

Eleven important informants, social workers, counselors, teachers, school principals, and center managers, also contributed their insights to the study. Three of these were from Don Bosco Children's Center, while eight were connected to Lideta Remand and Rehabilitation Center. Three counselors and two social workers participated in a focus group discussion at Lideta. A teacher, the principal of the school, and the center manager were also interviewed one-on-one. To gain more information about the educational and rehabilitative services provided to the young people in Don Bosco's care, three important informants, the center manager, a social worker, and a caretaker, were interviewed.

3.4. Sample and Sampling Technique

31 students were chosen from the Don Bosco Children's Center and Lideta Remand and Rehabilitation Center in Addis Ababa to be involved in this study. Social workers, counselors, teachers, school principals, and 11 key informants, eight from Lideta and three from Don Bosco, comprised the 20 juvenile offenders, aged between 11 and 18 years. They were selected by criterion purposive sampling, a method where individuals fulfilling certain specifications appropriate for study purposes, in this case, being actively enrolled in education programs at juvenile rehabilitation centers, were sampled.

The first step in the sampling process was for the researcher to identify the children who had enrolled in formal school or vocational training programs at the facilities. The researcher recruited participants with varying educational backgrounds, ages, and program types by inquiring with caregivers and teachers and through examination of internal documentation with the assistance of institutional staff. To ensure that the key informants would be able to provide sufficient, relevant information, they were selected from those with regular daily interactions with the juveniles, especially those assigned to carry out education, counseling, and rehabilitation.

This is a research strategy, Creswell and Poth (2018) claim, that is very useful in qualitative research when all the participants have been exposed to the phenomenon under study. The juveniles involved were under various education and vocational training programs, such as formal education, the "Come and See" program, and vocational training in gardening, tailoring, woodwork, and metalwork. The use of key informants provided expert knowledge and contextual understanding of the learning processes and rehabilitation practices at the facilities. Creswell and Poth (2018) highlight that qualitative research is effective when it aims to deeply grasp complex social issues by hearing directly from those involved. In this particular study, the researcher deliberately chose participants who could offer valuable, pertinent, and varied perspectives on the educational journeys of those who had run into trouble with the law. A specific method was used, which was criterion purposive sampling, which means individuals were picked who fit certain predetermined criteria linked to what was studied.

The participants were chosen based on their immediate involvement in the educational activities of Lideta Remand Home and Don Bosco Children's Center in Addis Ababa. The choice

included juvenile offenders who were actively involved in education, administrators, teachers, and social workers with frequent and close exposure to these juveniles. This sampling technique was appropriate to the research in that it offered inclusion of individuals with first-hand experience of juvenile education and rehabilitation to enable a comprehensive examination of how educational experiences influence juveniles' development and re-introduction into correctional institutions. Criterion sampling, according to Creswell and Poth (2018), is very appropriate when all participants must have experienced the main issue being studied.

3.5. Data Collection Instruments

To be able to get insight into the school lives of delinquent youths, the study employed a range of qualitative data collection methods to obtain thick and context-specific accounts of the realities and perceptions of the participants. These were participant and non-participant observation, focus group discussions, and semi-structured interviews. Each method was selected for their unique capacity to grasp complex human experience in context.

3.5.1. Semi-structured Interviews

The study employed semi-structured interviews to gather detailed information about the educational experiences of the young participants and key informants, including the school director, teacher, caretaker, and manager social worker. In addition to allowing participants to voice their opinions in their own words, this approach allowed the researcher to probe further for more details and clarification.

As Creswell and Poth (2018) illustrate, semi-structured interviews are particularly beneficial for qualitative research in that they are structured yet flexible, in that the interviewer can guide the interview as well as remain receptive to emergent findings. Through the present

research, a method was required to comprehend the individual's accounts and self-description of the juveniles' school life.

3.5.2. Focus Group Discussions

The focus group discussions (FGDs) were conducted by social workers and counselors from the remand home with the researcher. This approach, which was based on the educational experiences of young offenders, allowed participants to explain their daily schedule, exchange opinions, and examine issues they had encountered when interacting with the kids regularly. In addition, it allowed having a cozy atmosphere, which is especially crucial for participants who might find it simple to explain in a group context. According to Morgan (1997), focus groups are especially useful for examining how participants all work together to create meaning around a theme, particularly in situations where people's viewpoints are influenced by the organizational procedures or objectives, their knowledge, or common experiences. Participants were able to elaborate on each other's responses during focus group conversations, which made it possible to strengthen the data for this research.

3.5.3. Participant and Non-participant Observation

To directly understand the juveniles' daily routines, interactions, and involvement in educational activities, both participant and non-participant observation were used. While non-participant observation allowed the researcher to document events without intervention, participant observation allowed the researcher to immerse themselves in specific activities to observe behaviors and dynamics from within.

Observation, as stated by Denzin and Lincoln (2011), is one of the qualitative research tools that could be used to record specific concerns and unveil meaning that might not be

articulated by participants during interviews. This participatory or non-participatory observation helped the researcher identify how education was provided in the centers and how the children reacted to it.

For triangulation, these data gathering tools, such as focus group discussion, semi-structured interviews, and observations, helped to provide a clear view on the educational experiences of these children. As Stoblein (2009) points out, collecting stories in a variety of ways enables the creation of a common understanding and can assist in questioning the policies regarding educational support in correctional environments.

3.6. Data Gathering Procedures

All participants who consented to participate in the study were introduced by the center's social worker and counselor. They described the goal of the study, the data collection process, and the participants' rights, which included the freedom to choose whether or not to participate and the confidentiality of their information. Interviews were then scheduled at times (not on their school time or sports day) and locations chosen by the participants to ensure comfort and privacy, typically in a social worker's or counselor's office within the two centers. To accurately capture participants' responses, interviews were audio-recorded with their informed assent for those who didn't want to be recorded, and scribbled notes. This allowed the researcher to focus fully on the dialogue while also ensuring a reliable record for transcription and analysis. To protect the children's identity, codes like LA, LB, and LC were used for those from Lideta Remand Home, and D1, D2, and D3 for those from Don Bosco instead of their real names. Each interview lasted between 20 and 30 minutes, depending on how much the child was willing to share and how deep the conversation went.

Semi-structured interview guides were used to explore participants' educational histories, challenges, and views on the support systems available in the centers. Questions such as “What does educational support for juveniles in this center look like?” were used to prompt open-ended discussion and encourage participants to share their daily experiences.

The participants on FDG were those who work closely with the juveniles at Lideta Remand Children's Center, such as social workers, counselors, and a teacher. The information shared from the participants helped the researcher understand the daily routines related to formal learning, the challenges staff encountered, and how juveniles reacted to the education and training they received. The participants were 6 and met in the social workers' office at the center for about 1 hour (convenient times were set by the participants). With the participants' permission, the researcher recorded the discussion and took notes to make sure all the information was properly captured. Such discussions allowed the researcher to collect different ideas and experiences from the participants daily, which gave a better idea of the educational setting in the centers. According to Krueger and Casey (2015), focus group discussions are helpful in research to gather different points of view and to share these related to the educational experience of the juvenile delinquents.

Observations were another key component of the data collection process. The researcher employed both participant and non-participant observation techniques to better understand the daily educational experiences and behaviors of the juveniles. These observations were documented through detailed note-taking immediately after each session, as suggested by Patton (2002), to preserve the richness and immediacy of the observations. Activities observed included participation in academic classes, vocational training (such as gardening, leather work, and tailoring), recreational sessions, and routines like cleaning and caring for animals. These

observations helped contextualize the data obtained from interviews and provided a deeper understanding of how educational practices were implemented and received.

Information was collected by interviewing the social worker and caretaker at the Don Bosco and the school director from the Remand Home. The social worker who was well-experienced in working with children who had been given a chance to join a “come and see” program and with juveniles who were sent for rehabilitation to the center, shared information about the training programs. The caretaker at the center also shared information about the aims, challenges, and achievements of the education and rehabilitation services. At the Remand Home, an interview was also arranged with the school director to learn how formal education is handled within the center. All the interviews were scheduled at the participants' convenience so that they would feel comfortable and willing to speak freely.

Before formally conducting the interviews, focus group discussions, and key informant interviews, all data collection tools were reviewed by the managers of both centers, senior graduate students, and the researcher's academic advisor to ensure the clarity and relevance of each question to the research objectives.

3.7. Data Analysis Techniques

The study employed qualitative data analysis techniques to explore the educational experiences of juvenile delinquents. Because the study aimed to understand the participants' experiences, the main method used to analyze the information was to look for common patterns in what they said. (Braun & Clarke, 2006). All interviews were audio-recorded and transcribed verbatim, and detailed field notes from observations and document reviews were compiled.

These data sources were carefully reviewed multiple times to gain a comprehensive understanding of the information (Creswell & Poth, 2018).

This research also used an inductive approach, which means it did not start with a fixed idea or theory. Instead, it lets ideas and patterns appear naturally from the real-life experiences which shared by the juvenile delinquents (Saldaña, 2016). These codes were then grouped into categories reflecting meaningful patterns, from which broader themes emerged, capturing core aspects of the educational experiences of juvenile delinquents. Some common patterns found in the study were being ignored in school, losing interest in learning, being influenced by friends, problems at school, how the institutions supported learning, and the children's interests and progress in education. Ethical considerations were maintained throughout the process by protecting participants' anonymity through pseudonyms and securely storing data to ensure confidentiality (Fleming and Zegwaard, 2018)

3.8. Ethical consideration

This study was conducted with careful attention to ethical principles aimed at protecting the rights and well-being of all participants. The researcher adhered to guidelines that uphold participants' rights to self-determination, privacy, autonomy, confidentiality, fair treatment, and protection from harm or discomfort (Creswell & Poth, 2018). These principles guided every stage of the research process. The researcher made sure to protect participants' privacy so they would feel comfortable sharing their experiences. As Fleming and Zegwaard (2018) explain, keeping information private means more than just using anonymous names and not sharing any personal details that could reveal who someone is.

Before the data collection, the researcher obtained consent from all participants and

approval from the study sites after the purpose of the study and the nature of the questions, focused on exploring the educational experiences of juvenile delinquents, were communicated. Participants were informed about the purpose of the study, how it would be conducted, and what their rights were. According to Patton's ideas on qualitative research (as cited in Sharp, 2003), it is important to respect participants' voices and experiences. This also meant they had the right to stop participating at any time without any consequences. These measures helped ensure that everyone took part voluntarily and understood what the study was about.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

This chapter presents the findings of the study on the educational experiences of juvenile delinquents at Lideta Remand Home and Don Bosco Children's Center in Addis Ababa. The study aimed to describe the educational experiences of juvenile delinquent children, examine the educational provisions available in the remand and rehabilitation centers, and understand how the juveniles perceive and engage with the educational opportunities offered to them.

The participants included 20 juvenile delinquents for the interview. Key informants, including 3 social workers and 2 counselors from Lideta Remand Home, participated in focused group discussions, providing professional insights on the educational environment. Additionally, interviews were conducted with a teacher and the school principal from the remand home, as well as the Don Bosco center manager, a social worker, and a caregiver. The combined perspectives of juvenile participants and staff offer a detailed understanding of the current educational practices, available provisions, and the juveniles' views and interactions with education within these rehabilitation settings.

4.1. Results

4.1.1. Educational Experiences of Juvenile Delinquents

During the interviews, participants were asked to talk about their education before coming to the center. Their school's elementary division is inside the compound. The participants shared their educational experiences before entering the centers, revealing many challenges related to family disruptions such as death, separation, or frequent relocations. After entering Don Bosco and Lideta Remand Center, the children explained that timetables, which were well

organized, involving education, vocational training, and leisure time, were helpful. All appreciated being able to return to school, though struggling with math and English. Specific vocational activities such as gardening, cobblestone making, and leatherwork were most highly appreciated for acquiring skills and habits. While others found such difficulties as limited access to the computers and no individual academic support, most described the environment as helpful and promoting discipline, social connection, and conducive to individual growth.

The hardships affected their ability to perform well in school, often resulting in missed classes, unfinished assignments, and difficulty adjusting to new schools. Respondent LA explained:

After I lost my parents, I moved to Addis to live with my relatives. I was very sad and missed my family a lot. It was hard to focus in class. When the teachers explained, I was thinking about my parents and the hardship waiting for me at home.

Similarly, LB shared about how hardship in life affected his ability to do his best, as follows:

I often went to school without finishing my homework. I couldn't hand in assignments on time because I didn't feel like doing anything. The friends I had back then didn't help me with school; they weren't serious about learning either.

Some juveniles noted positive relationships with teachers who supported their learning, while others felt their educational needs were neglected. Peer influence also played a significant role; some found encouragement through friendships with hardworking classmates, while others struggled due to negative peer groups. For example, some respondents recounted moving to Addis Ababa after losing their parents and feeling emotionally burdened, which made

concentrating in school difficult. Others mentioned the necessity of household chores or new school environments as obstacles to academic success. These early experiences reveal how unstable family situations and limited support hindered their educational progress before admission to the centers. Respondent LG noted that she tried to be friendly with her teachers as follows:

I tried to have a good relationship with my teachers, but I couldn't understand the lessons. That made me start to dislike school.

Respondent LC, who moved from a rural area to live with relatives due to parents' death, shared how they made him stay at home as follows:

"I missed school a lot because I had to help with chores at home. It was hard to catch up."

Similarly, D2 said how moving to a new place impacted his learning as follows:

"When I joined the new school, everything was different — the teachers, the students, even the subjects. I hadn't learned some of the topics before, so it was confusing."

At Don Bosco, many children gave positive feedback about their educational experiences. Six participants highlighted the "Come and See" program, which helped them adjust after living on the streets and spending time in remand homes. This program kept them engaged through activities like personal hygiene, gardening, leatherwork training, and lessons in reading, writing, and math, along with scheduled entertainment. Caretakers explained that these activities helped prevent relapse into negative habits, and most children agreed.

After the juvenile delinquents entered the centers, they explained what their experience looked like in both centers. Several juveniles, such as D6 and D4, shared that they could continue their formal education while at Don Bosco. D6, who had been a good student before losing his parents and living on the streets, appreciated the chance to return to school alongside other students. He said that:

Before I lost my parents, I was a good student. After everything that happened, I didn't think I'd get back to school. But Don Bosco gave me that chance. I am busy here. Start our morning by cleaning ourselves and preparing our breakfast. Most of us have been here for several days. We know what our day looks like. I have helped those who are new. We have a reading and writing class right after breakfast fast The Amharic is ok for me. But my English reading is not good. The teacher tells me to practice every day.

D4 added about his day of training as follows:

I can't wait for the sport activity time after math. My math is very poor. I don't know how to add and subtract. The teacher put me with students who know the basics. They show me. Still I am struggling. I was in grade 2. For more than a year . I forgot what I learned before. I love the cobblestone making . I think I am good .

Others, including LA, LG, and LH, described structured daily schedules similar to regular schools, balancing classes with activities like gardening and cleaning. LA explained that.

"We had a schedule like in regular school, classes in the morning, and activities like gardening later. It made me feel like I was getting my life back on track. I love helping in the garden. I learn how to plant vegetables from the gardener. Sometimes we help with

fixing things. In addition, twice a week we play volleyball or basketball, even if the field is not wide. ”

While interested in learning computer skills, they mentioned limited access due to broken equipment and not having a teacher to teach us the basic skills as well as. LA revealed his frustration as follows:

“I wanted to learn computers, but most of the machines were broken. We didn’t have enough materials, and the teachers were always too busy to show on one computer one-on-one.”

Some students also participated in vocational training such as gardening, woodwork, metalwork, and leatherwork, starting with basic lessons in the “Come and See” program that prepared them for more advanced training. Most of the students expressed satisfaction with the school environment and facilities at both centers. For example, D9 said that Don Bosco had sufficient resources and that participating in different activities improved his discipline and personal growth. He said as follows:

Joining the group activities like leatherwork and football helped me make friends. During class time the instructor encourage us to help each other, and this helps me to talk with others. It also makes me calmer and more focused than before when I engage on it.

D7 enjoyed making friends and taking part in group activities like sports and leatherwork, which made his time at the center more enjoyable. D7 shared his idea as follows:

When I joined the ‘Come and See’ program, I felt like I finally had something to do every day. It kept me busy and stopped me from going back to bad habits. During story time, the

teacher relates with moral lesson. He encourages us to reflect on the story. Sometimes I feel sleepy when the teacher reads the story. This is because I sniff glue. It affects me. The busy schedule, i think will help me to get over it.

D1 noted that adapting to the daily schedule was important, though he sometimes struggled to follow it, leading to consequences from caregivers. D11 and D12 described busy but helpful daily routines that combined academic lessons, group activities, and discussions to reinforce learning and behavior. At the Remand Home, many students felt the school environment was better than their past experiences. However, some, like LC, reported challenges with reading and writing and a need for more individual help, though teachers were often too busy to provide this. He said that,

I have trouble reading and writing, but the teachers don't have time to help me much. I need someone to explain slowly, in addition, it is hard for me to identify all the letters. This is my first time to start schooling when I joined the center.

Others, such as LD, faced behavioral issues and suspensions but were encouraged to join activities that improved their behavior. He said that Physical education was popular for promoting social interaction, despite limited materials. For his behavior, he was not allowed to join the sports activities. He added that as follows:

I used to get suspended a lot when I didn't follow instructions, but when I started to follow the routines accordingly they let me join the activities, I started calming down and focusing more. I love the volleyball game that we have twice a week . The teachers with the “come and see” participants. Our care giver is good player. We always have fun .

4.1.2. Educational Provisions Available in Remand Homes and Rehabilitation Centers

The respondents gave their ideas from the children at the remand home highlighted two major themes: the condition of the facilities and the learning environment. While many students said they were happy with the school's facilities and the activities available, others pointed out serious problems. For instance, LG mentioned that students did not have enough textbooks to review lessons after class, which made learning harder. She shared her view as follows:

We don't have enough textbooks to read after class. It makes it hard to remember what we learned. When I want to finish notes, I can't find the textbooks. Since these textbooks are not available in the remand home. Our coordinator told us the textbooks will arrive soon. For now, it is hard to complete tasks without the books.

Similarly, LC, a first-grade student, said that important materials like an alphabet chart were missing, making it difficult for him to learn. He highlighted his concern as follows:

I grew up on the street. This remand home is my first school. I have never been to school before. Now the teacher shows me and I practice. But I need more help. I can't find the alphabet chart in class. It's hard to learn without it.

Most of the participants also reported a lack of resources for physical education and art classes. This limited their chances to explore and express their talents. In addition, they noted that some teachers were often absent or not interested in their well-being, which lowered the overall quality of education. These findings suggest that better resources and more committed teachers are needed to help these children develop academically, physically, and creatively. Others, like LA, LG, and LH, said they had class schedules had half-day regular classes. Their

day was split between school and activities like gardening or cleaning. LH explained how their day looked for their activities as follows:

Our day looks like a normal school day, but not a whole day schedule; we learn in the morning. Then, in the afternoon, we do gardening, cleaning, and group learning on how to manage our problems with our counselors.

They expressed interest in learning computer skills but mentioned that many of the available computers were not working. LA, who was in grade 6, said he was preparing for the national exam, and volunteers came twice a week to help him with his studying. He highlighted his interest to learn computers as follows:

I want to learn to write on the computer, I don't know how. There are some computers in the library but most of the computers here are not working. I am a grade 6 student and I will take the national exam. Sometimes volunteers come to help me study.

Some informants took part in vocational training programs such as gardening, woodwork, metalwork, and leatherwork. They began by learning basic skills through the “Come and See” program. These foundational lessons helped them understand each trade better and prepare for more advanced training. This also allowed them to choose a specific skill area to focus on in the future. D5 explained how his training was a bit challenging as follows:

Our teacher shows us how to draw a straight line on paper. He always tells us it is basic to learn to draw, drawing the lines first. For me, it is difficult to draw a straight line. My friend show me how to do it. He is good at it. I try many times. I think I am tring my best now. Both my teachers and my friend are helpfull.

LD and LE described their library and computer class as follows:

We have a computer class. It is in the library. Only two of them are working. We wait our turns to learn. The library doesn't have that many books. We read what is available there.

4.1.3. Juvenile Delinquents' Views and Interaction with Educational Opportunities

Informants highlighted several key points regarding the benefits students gained from participating in the educational program and their aspirations post-release from detention. Many emphasised that the centre significantly tried to improve their academic performance by fostering self-discipline, though they believed they needed effort and support. They credited the "Come and See" program for providing clarity about their future paths. Participants appreciated the structured schedule and diverse activities, believing it would facilitate their transition to vocational training or formal education. For instance, D4, despite struggling with reading and writing in grade two, noted significant progress since joining the school and expressed confidence in achieving more. He said as follows:

The 'Come and See' program helped me know what I want to do in the future. I feel like I can finally achieve something. Before, I didn't know how to study properly. Now, I follow a routine, and I'm improving step by step.

D11 and D12 described their daily routine during the "Come and See" program as busy but helpful. Their day started with personal hygiene and breakfast, followed by classes in reading, writing, and math. After class, they did group activities and then had lunch, during which a teacher read a moral story and led a discussion. They also had some TV time before the

caregiver gathered them to talk about their day. D11 added how his interaction with the routine had changed as follows:

Every day, the routine is the same, and it is hard for me to remember what to do next. The caregiver reminds me always. He always told me to remember. Now I am getting better. I liked the story time. The volunteer read to us that it is a moral story. After that, we discussed it. I am taking this program seriously. If I finish this two-month trial without any problem, I want to use this opportunity to join the formal school.

LE mentioned that his stay was short, so he wasn't sure about continuing his education from where he left off. He explained his concern about his schooling after release as follows:

I was only here for a short time, so I'm not sure if I can continue school from where I stopped. I am in grade four and attend daily. But I want to learn more if I get the chance when I am out.

Despite these difficulties, many juveniles appreciated the educational programs and recognized their role in building self-discipline, clarifying future goals, and preparing them for reintegration. For example, some who had initial difficulties with reading and writing, since his mother tongue was different.

4.1.4. Educational Challenges Faced by Juvenile Delinquents

Students reported several challenges impacting their educational experiences. Many struggled emotionally with separation from family and friends, which lowered motivation and affected behavior. LH, for example, noted that the lack of family visits led to feelings of loneliness and occasional disobedience. The restricted, prison-like environment of the remand homes further

limited social interaction, creating discomfort and isolation. She explained how it was challenging as follows:

My family hasn't visited me since I came here. Sometimes I feel lonely, I don't want to talk to anyone, and I go to class as well. If I go, it is hard for me to focus. That makes me not want to listen to the teachers.

Physical conditions were often inadequate compared to regular schools, with shortages of textbooks, library books, sports equipment, and technology. The absence of lab materials and other learning aids made grasping key concepts difficult. Behavioral issues sometimes disrupted the learning environment, with schools focusing more on behavior management than academic support. Some students, including LA and LD, found it hard to concentrate due to previous substance use, and others were actively working to overcome addictions. LD that about his previous behaviour in his academics as follows:

“Sometimes I can't concentrate in class because of what I used before. It still affects Me.” He added, "They care more about improving our manners than learning.

When I have problems, no one helps with school stuff.”

Some juveniles in the “Come and See” program struggled to find stable housing, which affected their ability to focus on rehabilitation and education. Fear of re-arrest caused stress and anxiety, hindering their full engagement with available support. D11 explained his problem as follows:

Some of us live on the street. We come here to be enrolled in the center. The center gives us a trial time If we are committed to change ourselves. I want to go to school. I want to change myself. I am afraid if I get arrested again because i live on the street . I always

come in the morning. Our caregiver encourage us to show our best behavior and comitment.

Despite these difficulties, many juveniles appreciated the educational programs and recognized their role in building self-discipline, clarifying future goals, and preparing them for reintegration. For example, some who had initial difficulties with reading and writing, since their mother tongue was different.

4.1.5. Perspectives of School Director and Teacher on Educational Support and Challenges

The interview with the school principal and teacher showed that the remand home is trying to help children through education and rehabilitation. Many students come with little or no schooling, so the center teaches them basic reading and writing. However, there are many problems, like not enough teaching materials, trained staff, or vocational tools. Volunteers help by tutoring students and preparing them for exams. The center also gives life skills training and counseling to help students grow emotionally and behave better. But, there is little support from parents and the community. The principal said more should be done to prevent youth crime before it happens. He recommended better training for staff, more support from the community, and more learning materials, like a library.

The school director explained that within the compound, there is a primary school accommodating grades 1 through 8, where the student distribution across grades is uneven. They typically combine lower grade levels and tailor teaching methods accordingly. In the juvenile remand home, special attention is given to grade 6 and 8 students preparing for national exams, who receive tutoring support. Teacher recruitment is overseen by the Addis Ababa Women's and Children's Bureau. High school students attend a nearby school, with parents required to sign

agreements ensuring their return to the remand home after school hours, since they are there to correct themselves.

The principal explained that the remand home works to support young people by collaborating with various stakeholders. He emphasized that social institutions—especially religious organizations—should play a greater role in preventing delinquent behavior. These institutions, he said, are widely accepted by society and should develop programs that match children's developmental needs to prevent youth crime. The teacher who was a language instructor said that, upon arrival at the remand home, many of the children have difficulty reading and writing. To address this, the center provides primary education on-site. She explained that;

We have tried our best with the resources we have to teach how to read and write. Most of our students come from the street, and they have never gone to school before. I believed those kids need small group or one-to-one instruction.

According to the school director explanation, for those continuing in high school, parents were required to sign an agreement that allowed students to attend a nearby school and returned to the remand home afterward.

The school director added that, although the center encourages parental involvement, it has not been very successful. Instead, the home focuses on correctional and rehabilitation efforts, especially for youth who are not interested in continuing formal education. The remand home aims to create a structured environment to help students build discipline and social skills. It also offers vocational training and life skills workshops to prepare the youth for future employment.

However, these training programs are not fully functional due to a lack of materials and qualified trainers.

The school director highlighted that the center also provides counseling and psychological support to help children adjust to their situations and grow personally. This support is part of a broader strategy to address both educational and emotional needs during rehabilitation. The teacher explained that volunteers visited the center to offer training, tutoring, and help students prepare for national exams. She explained as follows:

We often receive volunteers who come to give training, tutoring, and help the students prepare for national exams. Their support makes a difference. We have no enough time to help them. Their support gives our student a time to prepare themselves for the national exam.

The school director explained that counselors also work with the youth to promote behavioral change through structured educational programs. The center emphasizes not only academic development but also emotional strength, personal growth, and social responsibility. Life skills training in areas such as communication, teamwork, and problem-solving is also provided.

Several challenges were identified by the principal, including a lack of preventive measures and effective counseling, and inadequate attention to children's emotional and educational needs. He further explained as follows:

Our staffs need more training on how to handle these children and to help these children effectively. The center needs more educators who have skills in helping juvenile

delinquents. We have limited vocational resources, the laboratory, teaching materials, recreational activities, books, and a Lack of continuous training for teachers, social workers, and counselors.

To overcome these challenges, the principal proposed the following recommendations such as providing specialized training for counselors and social workers, restructuring the organization to make it more supportive in meeting children's needs, partnering with local businesses and community organizations to enhance resources, and establishing a library and supplying educational materials.

4.1.6. Perspectives of Don Bosco Center Staff on Educational Support and Challenges

This theme reflects how Don Bosco Children's Home addresses the complex needs of juveniles by offering structured routines, addiction recovery support, vocational and academic opportunities, and emotional care. The staff emphasized the importance of keeping the children engaged through daily activities to help them overcome addiction and develop new life skills. Furthermore, both the social worker and caregiver stressed the need for increased community involvement and more staff to enhance the effectiveness of their programs. They also highlighted the potential for expanded services such as financial literacy, arts, sports, and mentorship programs to further support the children's rehabilitation and reintegration into society. The information gathered provided valuable perspectives on the operations and challenges of the center.

The social worker described their weekly visits to the Lideta Remand Homes every Friday, where they introduce and highlight the training and education opportunities available to juveniles interested in joining their center. He mentioned that as follows:

During the “Come and See program,” both the juveniles and street children are welcomed and given a two-month trial period to see if they are willing to change themselves. Throughout this period, they receive training in personal hygiene, gardening, poultry farming, cobblestone production, and addiction avoidance.

The manager highlighted that if, within these two months, the participants demonstrate progress in improving themselves, the center offers counseling support. Additionally, based on their interests, they can enroll in vocational training programs. For the younger ones, the center facilitates their enrollment in formal education.

The manager explained that to further enhance this initiative, the program could include workshops on basic financial literacy, providing the children with essential skills in managing money and budgeting. Also, introducing creative arts and sports activities might help in building their confidence and teamwork skills. Collaborations with local businesses for internships and job placements after completing vocational training can also provide a clearer path toward stable employment. Finally, establishing a mentorship program where former participants who have successfully reintegrated into society can guide new entrants, create a strong support system, and motivate current participants.

The caregiver at the center described the significant challenges and problems faced by the children when they first arrived. Although the children were provided with basic reading and writing lessons, their attention quickly waned due to the lingering effects of their addictions. He mentioned that as follows:

When I notice the children aren't paying attention and keep yawning, I can tell they're still dealing with addiction. We keep them busy with a full schedule to help them slowly

overcome it. It doesn't always work, but the organization manages to support and save some of them. Staying busy helps them avoid thinking about their addiction too much.

The caregiver emphasized the center's dedicated efforts to help the children overcome their addictions, noting that once they succeeded in this, the children were able to concentrate better on their daily tasks. The caregiver also highlighted as following:

We need more staff to help us. It would make a big difference if the community got involved and volunteered. Support in teaching the children to read, write, and learn good values would help their recovery and make it easier for them to return to society.

The social worker explained that the center used different support methods to help the children heal, especially through the "Come and See" program. This included counseling, hands-on activities like gardening and leatherwork, and personal guidance. These activities helped the children feel safe, build confidence, and learn useful life skills. As the social worker shared,

In the 'Come and See' program, we keep them busy with things like gardening, sports, and group work. These activities help them feel responsible and part of something. It's not just about learning skills, it's about helping them feel like they matter.

4.1.7. Perspectives of Counselors and Social Workers at Remand Home

The discussion with counselors and social workers at the Remand Center revealed several key themes. Many juveniles arrive with serious challenges, including addiction, low literacy, behavioral issues, and a lack of interest in learning. Staff try to support them through small group counseling and weekly life skills training, but these efforts are limited by a lack of resources and

trained personnel. There is a strong need for more special needs teachers, regular follow-up, and professional development for staff. Participants emphasized that engaging children in meaningful daily activities and increasing life skills sessions could help prevent reoffending and support successful rehabilitation.

The discussion primarily centered on enhancing the educational journey of juveniles, evaluating the effectiveness of rehabilitation services offered, and identifying the key challenges encountered while supporting these children. The counselors observed that the majority of the young people brought to the center following their arrests were street children originating from various regions across the country. Many of these youths faced difficulties with literacy and numeracy, and some struggled with addiction, which hindered their academic engagement. One of the counselors stressed as follows:

We provide support to children facing various challenges. Some struggle with drug addiction, others have difficulty controlling their anger, and some experience learning difficulties. It's hard for us to address their problems fully, but the children themselves often express it simply by saying, 'If I had been a good student, I wouldn't have gotten into trouble. There are situations... sometimes, some children are arrested again and return to the center. I believe this shows that the support they receive here might not be enough.

Additionally, they noted that these children often displayed resistance to authority and had lost motivation for learning. Despite their efforts to encourage academic focus, the counselors emphasized that their approach involved assigning groups of children to each social worker or counselor to facilitate better understanding and support. They described weekly life

skills sessions aimed at educating the juveniles about the risks associated with addiction and theft. These lessons emphasized the significance of education and encouraged young individuals to make more informed decisions for their future paths. The social worker explained his experience with the kids as follows:

Many of the kids don't respect authority and are not interested in learning anymore. We try to support them by dividing them into small groups, each handled by one counselor. This way, we can understand them better. We also give life skills training every week, where we teach them about the dangers of drugs and stealing. We always remind them how important education is and encourage them to think about their future.

In addition to this, counselors and social workers underscored the necessity of receiving training to enhance their ability to support these children more proficiently. Another issue highlighted was the requirement for ongoing follow-up and specialized educational support for these children, prompting recommendations for additional special needs teachers. The counselor's coordinator emphasized that as follows:

We need proper training to better support these kids. Their challenges are complex, and without the right skills, it's hard to help them effectively. Also, many of them need special attention in their learning, so having more trained special needs teachers and regular follow-up would make a big difference.

The social worker explained as follows:

We see some of the children come back again; they reoffend after being released. One session of life skills a week isn't enough. These kids need constant guidance and support.

We believe more time should be set aside for life skills, not just once a week, so they can learn how to handle challenges and avoid falling back into the same problems.

The counselor built up as follows:

If we don't keep them busy with meaningful activities, they easily fall back into bad habits. That's why we try to involve them in different programs and encourage them to do their best, but due to limited staff, it's difficult to provide this support daily.

They recommended addressing the training requirements pinpointed by counselors and social workers. Moreover, they proposed establishing a systematic follow-up process to track the development of children needing special attention and fostering better cooperation between regular teachers and special needs educators to maximize support for all students, as well as these children released from the center.

4.1.8. Perspectives Gained Through Observations

This section presents an in-depth analysis of the educational environment and resource constraints observed at Lideta Remand and Rehabilitation Center and Don Bosco Children's Home. Limited Educational resource Constraints had been observed by the researcher. This theme reflects the observed challenges in educational quality at the remand home. While physical access to schooling is ensured by having a school within the compound, the lack of up-to-date materials, functional technology, science labs, and enriching extracurricular activities highlights significant gaps in educational infrastructure and resource availability. These limitations affect the depth and quality of learning experiences compared to regular schools.

Physical accessibility in education means that schools should be located in safe and easily reachable places for children. At the remand home, the primary school is located within the center's compound, making it easy for all juveniles to attend. However, the researcher noticed problems with the condition of the classrooms and the overall environment of the compound. Although the classrooms were recently improved and can now hold 30-40 students like regular schools, there are still issues. There were broken desks. There were not enough teaching aids on the walls.

Despite improvements in the school building, the educational resources were found to be outdated and insufficient. Compared to other primary schools, the remand home lacks enough textbooks, reference materials, and sports equipment. There is also limited access to computers, which affects basic IT learning. The existing IT room has old computers, many of which do not work, reducing the opportunity for technology-based education.

While the center does have areas for relaxation, juveniles are allowed to use them for only a short time each day. The researcher also observed that the students participate in educational activities for only half of the day. There are no science labs, multimedia tools, or extracurricular clubs, making the overall educational experience less enriching than in regular schools. During the observation, it was seen that the center had areas for play and sports, but the children didn't use them much. They could take part in non-school activities like games or sports, but only for a short time each day, and they were supervised as well. These activities helped them relax and make friends, but there weren't many choices. There were no regular programs like art, music, or clubs. When it came to support, there was counseling support. But some teachers and staff were kind and gave advice or helped the children when needed.

At the time of participatory observation at Don Bosco Children's Home, the researcher identified themes that reflect the learning environment's strengths and weaknesses. Well-designed daily schedule helped to ensure discipline and a stable situation, and activities such as gardening, leatherwork, and poultry care provided valuable opportunities to learn new things. Having such strengths in place, there were issues with basic academic skills of reading, writing, and math because of being out of school for a long time. There was also a strong component of peer support, with older students helping out younger ones, although communication was sometimes hindered by language difficulties, since not every child was able to speak Amharic. Being addicted to glu sniffing also affected some children's ability to focus and take part in class. Self-awareness and social health were promoted through moral storytelling, sport, and eating together, which promoted a sense of belongingness. But the center struggled with additional skilled teachers and care workers who could provide the special academic and emotional support needed by the juvenile delinquents.

The researcher spent time observing and taking part in different educational activities at the center. These included gardening, beekeeping, cobblestone making, sports, and leatherwork. The researcher also helped teach math and language classes. Each morning, when the children arrived, they followed a daily routine. The routine remained consistent each day, and the children were able to remember it easily after just four or five days.. They cleaned themselves, changed into clean clothes, and prepared their dirty clothes for washing. After that, they had breakfast. Then, they were divided into groups and given tasks to do for about 40 minutes before classes began. A caregiver, social worker, and trainer gave them instructions. During this time, the researcher joined the group learning basic line drawing, which is important for leatherwork. They used paper, rulers, and pencils. Many children found it hard to draw straight lines, but those

who knew how to do it helped others. The researcher also gave explanations and support to help the children draw correctly.

The researcher worked with the children for 6 non-consecutive days and observed notable deficiencies in foundational academic skills. Many of the children struggled with reading and writing, largely due to extended periods of school absence. These absences had caused them to forget essential academic skills. Only a few students showed proficiency in English reading, while numeracy skills across the group were generally average.

During the observation period, the researcher also documented the implementation of the “Come and See” Program, which targeted juvenile children from remand homes and those living on the streets. Participants actively engaged in daily routines and group activities such as washing clothes, feeding chickens, and cleaning. They also demonstrated mutual support during classroom sessions and expressed genuine interest in continuing their education and vocational training at the center beyond the trial period. The program offered practical skills training in gardening, basic leatherworking, and poultry farming. Children participated in hands-on workshops and developed important life skills. Leisure activities, including movie screenings and organized events, were integrated into the daily schedule to promote emotional well-being and social engagement.

Despite these enriching experiences, the lessons revealed several challenges. Some participants found it difficult to stay focused, often due to addiction. Language barriers also emerged as a significant issue, as children came from various regions of Ethiopia, and not all were fluent in Amharic. During class time, trainers and the researcher often had to rely on bilingual students to facilitate communication. During math class, the children were grouped

based on their grade level and ability to support them based on their needs. It was observed that some children had difficulty with basic addition and subtraction, while others were unfamiliar with numbers altogether. Meanwhile, three children appeared drowsy, frequently yawning, and were not paying attention, likely due to the effects of addiction. The researcher noticed a need for more teachers or caregivers who are trained to support at-risk children and can respond to their individual needs effectively.

Nonetheless, moments of engagement and reflection were observed. During moral storytelling sessions, students listened attentively and participated in meaningful discussions afterward. Additionally, sports activities were especially popular and provided a valuable outlet for energy and teamwork, fostering a sense of community among the participants.

During lunchtime time the researcher had lunch with them. They are all so happy, fed three times a day. The researcher and the children had their task during meal time. The tasks were serving water, food, setting the table, and cleaning up after eating. After meal time, there was 30 30-minute TV show. Mostly, they preferred to watch soccer highlights. The last session was completing tasks such as reading and writing, collecting the cleaned clothes and feeding the animals, and clearing their rooms(Cows and chickens) and collecting eggs. Everybody had a busy routine.

In summary, while both centers offer structured routines and some educational and vocational opportunities, significant gaps remain in resources, one-to-one support, and teaching capacity. The library, limited access to technology, and insufficient staffing create serious challenges to the quality of education. Nonetheless, programs like “Come and See” demonstrate promise by promoting discipline, skill-building, and a sense of belonging. The observations

suggest that for these interventions to be fully effective, they must be strengthened with better resources, more trained staff, and targeted academic and emotional support designed to meet the special needs of each child.

4.2. Discussion

The findings from interviews, focus group discussions, and participatory and non-participatory observation gave an important understanding about the schooling experiences of young offenders at Lideta Remand Home and Don Bosco Children's Home. These findings show how early life problems, support from the centers, and the juveniles' efforts all work together as they try to learn and grow while living in these places.

4.2.1. Disrupted Schooling and Emotional Distress

The information collected from interviews with juveniles showed that most of the participants had serious problems with their education before coming to the centers. Many of them had difficult family situations, such as the death of a parent, being forced to move, being neglected, or moving from place to place. These problems caused them to miss school often, do poorly in their studies, and lose interest in learning.

Observations further supported these findings, showing that many juveniles lacked foundational skills in literacy and numeracy. Their difficulties were not simply academic but rooted in trauma, economic hardship, and lack of consistent support factors widely

acknowledged in the literature as strong predictors of school dropout and delinquency (Hunter, 2016, Hirschi cited in Chriss and J.J., 2007).

4.2.2. Institutional Response and Support Systems

Both Lideta Remand Home and Don Bosco Children's Home provide structured educational programs that aim to rehabilitate youth through a combination of formal schooling and vocational training. Participatory observation revealed that Don Bosco's "Come and See" program is particularly effective in creating a balanced environment that nurtures academic growth, emotional well-being, and practical skill development.

Focus group participants repeatedly highlighted the value of this program in helping them learn the routine, discipline, and purpose. Activities such as gardening, hygiene routines, and leatherwork training helped students build responsibility and a sense of accomplishment. Eccles & Gootman (2002) explain that such experiences align with research that emphasizes the importance of structure and mentorship in promoting resilience among at-risk children. Galabba (2018) underscores that centers like Bosco aim to provide a nurturing environment for traumatized children, integrating therapeutic services and educational programs. However, the high demand for such services far exceeds the center's current capacity, reflecting a larger gap in the juvenile reintegration system.

4.2.3. Gaps in Instructional Materials and Teaching Support

Despite the promising structure of these programs, significant limitations were observed. Both interviews and classroom observations noted shortages of essential materials, including textbooks, alphabet charts, and functioning computers. Students with low literacy levels, particularly first-time learners or those from rural areas, struggled to catch up due to a lack of remedial support and overstretched teachers.

Focus group discussions revealed that the staff's lack of training and limited special needs teachers made it difficult to provide the individualized attention many students required.. According to Meltzer et al. (2022), improving educational structure and resources in juvenile centers is critical to bring the desired change to the children. They suggest that access to staff training and providing necessary materials enhance learning and personal growth for juvenile offenders and build the capacity of the centers.

4.2.4. Routines, Peer Interaction, and Behavioral Development

Participatory observation of daily routines showed that the implementation of structured schedules had a positive impact on students' behavior and academic engagement. Storytelling sessions, moral discussions, sports, and group activities were consistently reported as beneficial. Many juveniles mentioned in interviews and focus groups that these practices helped reduce behavioral issues, promote peer bonding, and improve self-discipline.

However, challenges remained. Some students continued to struggle with concentration, particularly those recovering from addiction or coping with family separation. Focus group members explained why the children's progress was slowed due to educational gaps and the burdens they faced. This highlights the need for integrated psychosocial support within educational programming.

4.4.5. Aspirations and the Role of Education in Reintegration

One of the most interesting things that came out of the interviews was how hopeful those children were, even with their difficult situations. Many of them said they wanted to keep learning, gain useful skills, and become good members of their community. The "Come and See" program and the daily routines helped them think more clearly about their future and believe in themselves.

This aspiration is a powerful reminder of the transformative capacity of education when supported by the right environment. Even in resource-limited settings, consistent mentorship, emotional care, and practical opportunities can help reframe a juvenile's self-perception and future path.

Hirschi (1969), as cited in Siegel et al. (2003), emphasizes the significance of community involvement and mentorship programs in preventing delinquent behavior. Engaging young people in constructive activities and providing strong role models can help counteract negative influences. Additionally, teaching effective communication and conflict resolution skills in both families and schools can empower youth to navigate challenges without turning to delinquency. Access to mental health resources and support services is also crucial for addressing underlying

issues that may lead to such behavior. Lastly, policies focused on reducing poverty and enhancing economic opportunities can tackle some of the fundamental causes of youth delinquency.

Collectively, these findings underscore the importance of well-resourced, community-integrated, and trauma-informed educational interventions that blend academic, vocational, and psychosocial support to promote sustainable rehabilitation and reintegration for at-risk youth (Christian, 2022; Galabba, 2018; Meltzer et al., 2022; National Forum on Education Statistics, 2009).

CHAPTER FIVE

CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS

5.1. CONCLUSIONS

This study aimed to explore the educational experiences of juvenile delinquents at Lideta Remand Home and Don Bosco Children's Home. The key objectives were to explore the learning experiences of juvenile delinquents at the Remand Home and Bosco Children's Home in

Addis Ababa, look into the types of education and training provided at these centers, and understand how the children perceive and engage with the educational opportunities during their rehabilitation.

The findings revealed that many of the children had difficult early lives, such as losing parents, being neglected, or living on the streets, which caused serious disruptions to their education. Most entered the centers with poor reading, writing, and math skills due to missing school for a long time.

The study also found out that both Lideta Remand Home and Don Bosco Children's Home provided formal and vocational education. The remand home had half day school time and afternoon other engagement programs like gardening, cleaning and helping fixing things. On the other hand at Don Bosco's "Come and See" program created a regular routine that supported learning, skill-building, and emotional healing. However, both centers faced challenges like a shortage of materials, a lack of trained teachers, and limited technology access.

These children had different challenges, but they showed strong interest in continuing their learning. Many of them understood school as a second chance to change their lives and become better members of their community.

In conclusion, the research shows that education, when combined with care, structure, and support, can play a powerful role in helping juvenile delinquents recover, learn, and reintegrate successfully into the community. This is because of educational Experiences of Juvenile Delinquents are something that needs attention. If these children have positive educational experiences , they can minimize delinquent behavior. So it can support the

rehabilitation and reintegration of these children into the community. Investing in the education of at-risk children promotes social wellbeing.

5.2. Recommendations

Based on the findings of this study, the following recommendations are made to improve the educational experiences of juvenile delinquents:

- Basic Literacy and Numeracy Programs should be strengthened since some juveniles showed poor reading, writing, and math skills due to long absences from school. It is important to provide remedial education focused on basic literacy and numeracy. Lessons should be adapted to each student's level so that no one is left behind.
- Training teachers and caregivers in Special Education and Child Psychology is important. Since many of the juveniles have experienced family-related issues or addiction, staff working with them should be trained in how to support students with emotional and learning difficulties. This will help make the learning environment more supportive and responsive.
- Language support should be available because some children come from different regions and struggle with the instructional language; language support programs should be offered. Bilingual staff or peer helpers can assist in translating lessons and helping students follow along.
- There needs to be more practical and vocational training at remand home. Students were highly engaged in hands-on activities like leatherwork, gardening, and beekeeping. Expanding these programs will help juveniles learn useful life skills and build self-confidence, increasing their chances of success after leaving the centers.

- Classroom resources and instructional materials should be available. This is because of, classrooms should be equipped with enough textbooks, writing tools, and visual aids. Well-organized learning spaces and materials make lessons easier to understand and help children stay focused.
- Emotional and moral education should be included daily. Moral storytelling and group discussions had a strong positive effect. Such activities should be done regularly to help children reflect on their actions, learn from others, and grow emotionally and socially.
- Community and government support is highly encouraged. The government and community organizations should work together to provide ongoing support for educational programs in remand and rehabilitation centers. This includes funding, staff training, and job opportunities after the juveniles leave.
- The concerned body should design a follow-up after reintegration. After the juveniles leave the centers, there should be a follow-up program to help them continue their education or vocational training. This can reduce the risk of committing mistakes again and help them get into society.

5.3. Implications

This research has suggestions for schools, government offices, rehabilitation centers, and future researchers. It shows how education can help change the lives of children who have been involved in delinquent behavior.

First, the study has implications for education policy. Many children in remand homes and rehabilitation centers have missed a lot of school days. Because of this, they need special educational support. The government should treat remand homes and similar centers as real

learning places. They should fund enough money and resources to these places so children can learn both formal education and practical skills. There should also be flexible learning programs that allow students to learn at their own pace and level.

Second, there are implications for how institutions work. The researcher saw that when children have a clear daily routine, caring teachers, and practical training like leatherwork or gardening, they become more active and interested in learning. Institutions that care for juvenile delinquents should hire trained teachers who understand how to work with children who have been through trauma. They should also support teamwork and peer learning, so children can help each other. Also, since children come from different regions and speak different languages, there should be help for students who don't speak Amharic well.

Third, this study shows how education can help with rehabilitation. Besides reading and math, children need to learn life skills, such as solving problems, expressing their feelings, and working in teams. Programs that use stories, sports, art, and group work can help children heal and feel part of a community. Centers should also help children prepare for life after they leave, either by going back to school or learning a job skill that helps them earn a living.

Fourth, teacher training also needs to change. Many of the children observed could not read or write properly, and some struggled with simple math. Teachers need special training to teach students who are behind. They should learn how to be patient, use fun and practical teaching methods, and support students who may feel ashamed or frustrated. Teachers should also learn how to work with children who have been affected by trauma, addiction, or violence.

Lastly, this study encourages more research. It focused on one remand home and one children's center in Addis Ababa, mostly with boys. Future research could look at what happens

to these children after they leave the centers—do they go back to school, find work, or return to crime? It's also important to study girls in similar situations and to learn more about how families and communities can support these young people.

5.4. Limitations and Future Research Directions

This study has limitations that should be considered. First, it was conducted in only two centers: Lideta Remand Home and Don Bosco Children's Home in Addis Ababa. Because of this, the findings may not represent the experiences of all juvenile delinquents in Ethiopia, especially those living in rural areas or other cities. Second, most of the participants in the study were boys, so the experiences of girls involved in the juvenile justice system may not be fully understood.

Another problem was the short time for the study. The researcher only had a short time to observe and talk to the children. If the study lasted longer, it would have been easier to see changes in their behavior, learning, and personal growth. Also, some children found it hard to talk about their feelings because they were scared, or shy, or might not be fully trust the researcher. This may have made the information collected less complete.

Future research should include more remand homes and rehabilitation centers across different regions of Ethiopia. This would help provide a broader view of the educational experiences of juvenile delinquents. It is also important to include the voices of female juveniles, whose challenges and experiences may be different from those of boys.

Long-term studies are also recommended to follow juveniles after they leave these institutions. This would help researchers understand whether the education and training they received helped them get into society, return to school, or find employment. It would also show whether such programs reduce the chances of making mistakes again.

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**ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES COLLEGE OF
EDUCATION AND LANGUAGE STUDIES DEPARTMENT OF SPECIAL NEEDS AND
INCLUSIVE EDUCATION**

**Educational Experiences of Juvenile Delinquents: A Case Study of Lideta Remand
Rehabilitation Center and Bosco Children's Home in Addis Ababa**

APPENDICES

Appendix A- Consent Forms

Consent Form (English Version)

My name is Melkamnesh Bayu, and I am doing a study to learn about the educational experiences of children living in Lideta Remand Home and Don Bosco Children's Home in Addis Ababa.

If you agree to take part in this study, I will ask you some questions in an interview. The interview will take about 30 minutes. You do not have to answer any question you don't want to, and you can stop at any time.

Your answers will be kept private. Your name will not be written in the report. The information you give will only be used for this research. Your ideas may help improve education for children in the future.

If you agree to take part, please sign below.

Participant's Name: _____
 Signature: _____
 Date: _____

Researcher's Name: _____
 Signature: _____
 Date: _____

የስምምነት ቅፅ (Consent Form – አማርኛ)

ስሜ መልካምነሽ ባዩ ነው። በልደታ እና ዶን ቦስኮ ህፃናት ማዕከል ያሉ ልጆች የትምህርት ልምዶቻቸውን ለመረዳት ጥናት እያካሄድኩ እገኛለሁ።

እርስዎ በዚህ ጥናት ላይ በፈቃድዎ መሳተፍ ፈቃደኛ ከሆኑ፣ ጥያቄዎችን ለመመልስ በቃለ መጠይቅ ተሳታፊ ይሆናሉ። ቃለ መጠይቁ እስከ 30 ደቂቃ ያህል ይወስዳል። ማንኛውንም ያልገባዎት ጥያቄ መመለስ አይጠበቅብዎትም፣ በማንኛውም ጊዜ ማቆም ይችላሉ።

የምላሽዎ መረጃ ሚስጥራዊነቱ የተጠበቀ ነው። ስምዎ በሪፖርቱ አይገለጥም። ይህ መረጃ ለዚህ ጥናት ብቻ ይውላል ሃሳብዎ እና ልምድዎ ለወደፊት ለልጆች ትምህርትን ለማሻሻል ሊያገዝ ይችላል።

በዚህ ጥናት ሊይ ስሳተፍም በፈቃደኝነት ሲሆን ፤ በቃለ መጠይቁ ጊዜም ያልገቡኝን ነገሮች በመጠየቅ ትክክኛ መረጃ ለመስጠት ፈቃደኝነቱ በፌርማዬ አረጋግጣለሁ።

የተሳታፊ ስም: _____
 ፊርማ: _____
 ቀን: _____

የአጥኚው ስም: _____
 ፊርማ: _____
 ቀን: _____

Appendix B: Interview Guideline for Juvenile Offenders of Both Centers

- How old are you?
- What grade were you in before coming here?

- Did you go to school regularly before coming to this center?
- What was your school life like before coming here?
- Did you face any problems that made it hard for you to attend school? (Examples: family problems, moving a lot, lack of money)
- How did you feel about school before you came here?
- What do you have in this center?
- Do you learn things like reading, writing, or math here?
- Are there any skills training classes like sewing, carpentry, or computer lessons?
- Do you enjoy the lessons you get here? Why or why not?
- Do you think the education here will help you in the future? How?
- How do the teachers or instructors treat you?
- What problems do you face with learning or going to class in this center?
- What would you like to change or improve about the education you get here?
- Do you want to go back to school or continue learning after you leave this place? Why or why not?

Appendix C: Appendix B: Interview Guide for the School Director and Teacher at Lideta

Remand Home and the social worker, caregiver, and manager of Don Bosco

- Can you please describe your role at the remand home?
- How long have you been working in this institution?
- What types of educational and vocational programs are offered to the juveniles in this center?
- Are the educational programs designed to match the age, ability, and previous schooling of the juveniles?
- What kind of teaching materials and resources are available for students and teachers?
- How would you describe the students' interest and participation in the educational programs?
- What differences have you observed in the students' attitudes towards learning before and after participating in the programs?
- What are the main challenges you face when delivering education in this remand home?

- Are there any challenges specific to working with juvenile offenders in an educational setting?
- Do you receive any support (training, resources, guidance) to handle students with behavioral or learning difficulties?
- In your view, how does the education provided here affect the juveniles' behavior and outlook?
- Do you believe the current educational programs help prepare these children to reintegrate into society or continue their education?
- What improvements would you recommend to enhance the quality and impact of education in this center?

Appendix D: Focus Group Discussion Guide for Counselors and Social Workers of Don Bosco

- How would you describe the educational background of most juveniles when they first arrive at the center?
- What common educational problems or gaps do you observe among the children here?
- In your opinion, how do family issues (e.g., neglect, displacement, poverty) affect the children's education before they come here?
- What types of educational or vocational support are available for the juveniles in this center?
- How well do the educational programs meet the individual needs of the juveniles?
- How do the juveniles respond to the learning activities provided in the center?
- What role do you, as counselors or social workers, play in supporting the juveniles' education?
- What are the biggest challenges in helping these children access and benefit from education while in the center?
- How do emotional and behavioral issues influence their participation in education?
- Have you seen any changes in the behavior or attitude of juveniles as a result of participating in education or training programs?
- What are your suggestions for improving the educational services provided in the remand home?

Appendix E: Non-Participatory Observation Guide Checklist

To observe and record the general environment, educational settings, and participant engagement

in the rehabilitation and remand centers without active involvement.

Observation Areas:

- Condition of classrooms and buildings
- Availability and state of desks, chairs, and boards
- Cleanliness and organization of the compound
- Safety and accessibility of the learning environment
- Availability of textbooks and learning materials
- Use and condition of teaching aids (charts, posters)
- Access to technology (computers, multimedia tools)
- Presence of science labs, libraries, or IT rooms
- Daily class schedule and structure
- Student attendance and punctuality
- Teacher engagement and preparedness
- Peer interaction and cooperation
- Availability and use of play areas or sports equipment
- Participation in non-academic activities
- Supervision and guidance during free time
- Presence of counseling or psychosocial support
- Visible signs of mentorship or teacher-student relationships
- Supportive behavior from staff or caregivers

Appendix F: Participatory Observation Guidelines

The following guidelines were used to conduct participatory observation with children in the “Come and See” program at Don Bosco Children’s Home and Lideta Remand Home. The goal was to understand the daily educational experiences and interactions of juvenile delinquents

naturally and respectfully. The purposes of the observation were to observe the educational experiences, daily routines, and personal interactions of juveniles in the rehabilitation centers and to understand how they engage with formal and informal learning activities.

2. Role of the Researcher

- The researcher took an active role in the daily lives of the children by:
- Assisting in classroom activities (e.g., teaching lessons like math, language, and reading stories).
- Helping with practical tasks (e.g., setting up tables for meals).
- Participating in recreational activities (e.g., playing sports).
- Joining group activities like gardening or drawing.
- Sharing meals and informal conversations to build trust.

3. Observation Focus Areas

- How juveniles respond to structured learning activities.
- Interaction between juveniles and teachers/staff.
- Peer relationships and group dynamics.
- Signs of motivation, challenges, or emotional expressions.
- The impact of routine and mentorship on behavior and learning.
- Observations were done with the knowledge and permission of the centers and participants.
- No identifying personal information was recorded.

- Participation was voluntary, and juveniles could choose not to engage at any time.
- The researcher ensured respect, empathy, and confidentiality throughout the observation.