

**THE EFFECTIVENESS OF JUVENILE DELINQUENTS REHABILITATION
PROGRAMMES IN ZIMBABWE: A CASE STUDY OF HARARE CENTRAL PRISON**

By

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DECLARATION

I, Rumbidzai Nyakatawa declare that the dissertation hereby submitted for the degree of Master of Social Work at the University of Fort Hare is entirely my Work and that all reference materials contained in this dissertation have been duly acknowledged. This dissertation has not been previously submitted to another university for any other degree.

Signed at Alice this.....day of.....2018

.....

Rumbidzai Nyakatawa

Dedication

I dedicate my dissertation to my Late Parents Michael Joseph Nyakatawa and Thuklin Pezo; my daughter Rutendo Claire Mushohwe and all my friends and Family members.

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My greatest appreciation goes to my supervisor Professor P. T. Tanga for his support, patience and guidance during the course of my studies and the preparation of my dissertation. I would also like to extend my gratitude to my Dad (M.J Nyakatawa) for being there for me, my one and only sister Beauty Masenda, her husband Chatanga Badza, and my grandmother Nancy Rukweza, Bianca, Uncle Brian, Tecla Nyakatawa for their support and prayers. I would not forget my friends Priscilla, Mavis, Tanyaradzwa, Kudakwashe, Gildah, Gillian, Cindy, Pamela, Kudzanai, Tinashe, Mimmie, Christina, and Cuthbert who gave me moral support. Above all, I would want to give great appreciation to God for the gift of life and strength to overcome all obstacles I came upon during the preparation of my dissertation.

Abstract

The Zimbabwe Prison and Correctional Services records show that there are around 300 children incarcerated every year. Most of these children commit crimes such as rape, murder, theft, possession of drugs due to issues like poverty, substance abuse, peer pressure and neglect. A number of these children face many forms of abuse in their homes, including physical, emotional, mental abuse as well as rape.

The major aim of the study was to investigate the effectiveness of juvenile delinquents' rehabilitation programmes at Harare Central Prison. The qualitative methodology was appropriate for this study because it gives in depth information through conducting interviews and focus groups with participants.

The sampling procedure involved deliberate choice of an informant due to the qualities the informant possessed. A sample size of thirty-seven participants comprising sixteen juvenile delinquents, four social workers, five prison guards, five probation officers and seven community members, were selected for this study. Their perceptions provided baseline data that helped in gaining a deeper understanding of the juvenile rehabilitation programmes.

Despite the findings, gaps remain in the current system, for instance children continue to spend prolonged periods of time in adult prisons while they await repatriation to institutions due to resource constraints, and the rehabilitation programmes have proved to be partially effective, yet at the same time the post rehabilitation programmes are not being provided to juveniles after their release from prison. Key recommendations include expanding the Pre-trial Diversion Programme to all the provinces as it has yielded results that benefit the child as well introduction of alternatives of institutionalisation.

Key Words: juvenile delinquents, rehabilitation programmes, re-integration, reoffend.

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ACRONYMS

ACRWC- African Charter on the Rights and Welfare of the Child

CBT- Cognitive behavioural therapy

CRC- Convention on the Rights of the Child

CM- Community Member

FFT- Functional Family Therapy

EM- Electric Monitoring

MTFC- Multidimensional Treatment Foster Care

MST- Multi-Systemic Therapy

PG- Prison Guard

PB- Probation Officer

SWK- Social Worker

ZPCS- Zimbabwe Prisons and Correctional Services

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 Introduction

A juvenile delinquency is negative behaviour of children and teens that may result in crime or legal action, frequently causing widespread problems in communities (Njungwe, 2008). Juvenile delinquency is also known as teenage crime. According to the Zimbabwean Children's Act (5.06), the terms 'juvenile offenders' and 'children in conflict with the law' refer to persons between the ages of 7-18 years. International law, however, particularly with respect to the African Charter on the Rights and Welfare of the Child, hereinafter referred to as the ACRWC and the Convention on the Rights of the Child, hereinafter referred to as the CRC, and defines a child as every human being below the age of 18 years. The CRC leaves discretion for state parties to lower the bar and let the legal age of majority to be attained earlier. The Zimbabwean definition of a child is anyone below the age of 18 years, and is therefore very strict and allows for the legal age of majority to be attained earlier than what is generally accepted in international law.

Historically, children in criminal justice proceedings were treated much the same as adults and subject to the same criminal justice processes as adults. This was until the early twentieth century, where children were now being separated from adult court room (Carrington & Pereira, 2009). There is a legal scholarly consensus that the first separate juvenile justice system was established in the United States in 1899 by the setting up of the first juvenile court in Chicago 12. More so until the mid-nineteenth century, there

was no separate category of 'juvenile offender' in Western legal systems and children as young as six years of age were incarcerated in Australian prisons (Cunneen & White, 2007). It is widely acknowledged today, however, both in Australia and internationally, juveniles should be subject to a system of criminal justice that is separate from the adult system and that recognises their inexperience and immaturity. The Zimbabwe Prisons and Correctional Services is a department that aims to protect the society from criminal elements and also to ensure that rehabilitation of offenders is being implemented as well as ensuring that offenders, just like anyone else, they deserve to have a second chance to do things right. The Harare Central Prison was established just next to Harare Central Police station and Amato building in 1899. It was moved to a new site in 1909. The Harare Central Prison inhabits both adults and juveniles.

In Zimbabwe, generally, there is a dearth of statistics on juvenile crime. However, anecdotal data available gives a snapshot of the ratio of juvenile crime. Statistical evidence reflects that juvenile crime is a problem that is escalating in the country. In 2013 an average of 263 children were arrested monthly in the three main cities of Harare, Bulawayo and Mutare (UNICEF, 2013). The number of juveniles incarcerated is also increasing. In 2002, UNICEF Zimbabwe reported that there was a total of 234 children incarcerated. This number did not include children in remand homes and correctional centres (UNICEF, 2002). In Zimbabwe children are incarcerated for crimes such as theft, rape, malicious damage to property, assault and murder. The Zimbabwe Prison and Correctional Services 2010/2011 report, as noted in the National Legal Strategy for Children, states that there are around 300 children in prison at any given

time. A considerable portion of these children were not represented by a lawyer or supported by a probation officer during their trial. Moreover, their cases have yet to be reviewed since the time of detention (National Legal Strategy for Children, 2012). The National Legal Assistance Strategy for Children notes that 62% of children who were placed in institutions as a result of getting in conflict with the law did not have a valid court order. A court order to commit a child is a legal document that formalises the placement a child into an institution. It is illegal for a child to stay or to continue to stay in an institution without a valid court order.

1.2 Research Problem

Juvenile delinquents are coming into the juvenile justice system with a range of problems that have caused them to commit criminal acts (Mincey, Maldonado, Lacey & Thompson, 2008). Many juvenile delinquents, male and female, are faced with issues such as poverty, substance abuse, and being victims of child abuse and rape (Mincey et al., 2008). Any of these issues can elicit the juvenile to lash out and commit delinquent acts. The question is what happens next? The juvenile delinquent commits the offending act, is found guilty, and they serve time in a correctional facility. They go through the juvenile justice system and they get the opportunity to have a second chance. Juvenile criminal offenses are a significant societal problem with great financial and social costs (Bradshaw & Roseborough, 2005). What is the next step for these juvenile delinquents once they get out of the system and try to reintegrate back into society? Once juvenile delinquents finish their sentence, they must re-enter society and the problem is they tend to reoffend.

1.3 Research questions

The research problem can be captured by the following research questions:

- ❖ What are the rehabilitation programmes or interventions provided to juvenile delinquents at Harare Central Prison?
- ❖ How effective are these programmes in reforming the juvenile delinquents?
- ❖ What measures are taken to prepare juvenile delinquents for reintegration into society and ensuring that they do not reoffend?

1.4 Research Aim of the study

The major aim of the study was to investigate the effectiveness of juvenile delinquents' rehabilitation programmes at Harare Central Prison.

1.5 Objectives of the study

The study was guided by the following objectives:

- ❖ To investigate the programmes and interventions available to rehabilitate juvenile delinquents at Harare Central Prison
- ❖ To explore the effectiveness of juvenile rehabilitation programmes at Harare Central prison
- ❖ To investigate the post –rehabilitation services provided to juvenile delinquents

1.6 Significance of the study

This study sought to unpack the effectiveness of rehabilitation of juvenile delinquents in correctional institutes. The study potentially contributes to the existing body of

knowledge and research concerning juveniles and the importance of rehabilitation. It is hoped that this study will provide objective academic research for further policy planning and how the government can implement and effectively intervene in enhancing the conditions of the prisons and how best to rehabilitate juvenile delinquents. Lastly, the study was also meant to demystify the viewpoint towards children in conflict with the law. Professionals such as community educators, probation officers, social workers, policy makers, health workers and the judiciary system are poised to benefit immensely from the findings of this research and this can be done through launching awareness campaigns that emphasize the safety and protection of children in conflict with the law.

This study therefore adds on to the ongoing discussion about the effectiveness of rehabilitating children in conflict with the law in Zimbabwe. The general public benefits from this research in the sense that they will know in detail the consequences one faces if they go against the law and why it is important for them to be rehabilitated. This study is of importance to the government of Zimbabwe in making policy recommendations on juvenile delinquency, taking into account the outcomes of this study. This research may also be used as reference for further researches in this topic. This study acts as a source of information for teaching purposes and for other research citations.

1.7 Definition of terms

1.7.1 Rehabilitation

Rehabilitation “basically means the path to restore a criminal to a useful existence in society. This path is often paved with hundreds of hours of therapy, pertinent education

and more” (Criminal law information, 2012:1). The researcher adopted the above definition for purposes of this study.

1.7.2 Juvenile delinquency

Juvenile delinquency is negative behaviour of children and teens that may result in crimes or legal action, frequently causing widespread problems in communities (Njungwe. 2008). The researcher defines juvenile delinquents as children who go against the law, not intentionally but because of lack of knowledge.

1.7.3 Reintegration

In the criminal justice system, reintegration refers to the process of re-entry into society by persons that have been in prison, or incarcerated. Reintegration includes the reinstatement of freedoms not previously enjoyed by individuals as a result of being in prison (Andrews,2005). In this study the researcher employed the meaning of reintegration that speaks to the re-entry into the society.

1.7.4 Recidivism

The English oxford Dictionary defines recidivism “as a tendency of convicted criminals to reoffend”. The researcher perceives of recidivism as a behaviour of recommitting crime by convicts after undergoing rehabilitation.

1.7.5 Offense

Offence means “an act or omission that renders the person doing the act or making the omission liable to punishment” (Criminal Law Information 2012:4). This dissertation adopts the above definition of offense.

1.8 Structure of the Thesis

CHAPTER 1: Introduction

Chapter one is the general introduction to the study and presents the background of the study, research problem, aim and objectives of the study, research questions and the significance of the study.

CHAPTER 2: Literature review and theoretical framework

Chapter two discusses the literature on the causes and effectiveness of rehabilitating juvenile delinquents with specific reference to Harare Central Prison in Zimbabwe. It also goes further to discussing the chosen and most appropriate theories concerning juvenile delinquents and how they relate to the study.

CHAPTER 3: Research methodology

Chapter three outlines and describes the research design and methodology, including the sampling method, data collection method and techniques of data analysis.

CHAPTER 4: Results and discussions

Chapter four presents data and discusses the findings in the light of the existing literature and theoretical framework.

CHAPTER 5: Summary of research findings, conclusions and recommendations.

Chapter five presents the summary of the main findings, conclusions and provides some recommendations as well as suggestions for future research on the effectiveness of rehabilitating juvenile delinquents and their coping strategies.

CHAPTER TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 Introduction

The previous chapter highlighted the background of the study, problem statement, aims and objectives of the study together with the research questions. In this chapter, the focus is on theoretical framework and a discussion of literature review. A literature review discusses published information in a particular subject area, and sometimes information in a particular subject area within a certain time period. This implies that literature review involves utilization of previous information on the subject written by other scholars. Equally, the literature review is the foundation that supports the development of new insights that might contribute to the better understanding of the subject matter. Different options for rehabilitation are examined to show how the use of different approaches of rehabilitative methods for juvenile delinquents reduces recidivism.

Overall, this section scrutinises scholarly research studies and articles that address juvenile delinquency and rehabilitation in reference to juvenile delinquents, as well as therapeutic methods that help with rehabilitating the juvenile delinquents, including group therapy, family therapy, vocational education, juvenile probation and justice programmes. Furthermore, this chapter also discusses the theory on which the study is premised and this is the resilience theory.

A theory, according to Cooper (2011), is a set of statements that explains the correlation between phenomena. Cooper (2011) further asserts that the key role of theories is to tell us why something occurred. Lastly, the chapter conclusion is drawn and a gap on why the study is being conducted is highlighted.

2.2 Theoretical Framework

2.2.1 Resilience Theory

This research is situated within recent theoretical frameworks concerned with children's geographies and the social construction of childhoods. The resilience theory underpins this study. According to Rutter (1999) resilience has been used throughout literature to describe the various life experiences within diverse populations. Luthar (2006:742) defines resilience as "a phenomenon or process reflecting relatively positive adaption despite experiences of significant adversity or trauma".

Resilience is positive adaptation to the stressful situations and challenges of being in prison; this positive adaptation is acquired over time from determined efforts to cope amidst many challenges in usually stressful situations of rehabilitation. Cherry (2011) concurs and defines resilience as the ability to successfully adapt to stressors, maintaining psychological well-being in the face of adversity. The vulnerability of juvenile delinquents in correctional facilities has been veiled by the fact that most have developed coping strategies that have seen them living well despite harsh conditions. This study indicates how these children are coping in correctional facilities.

Resilience theory can also be said to be when one is able to utilize their skills and strengths to cope and recover from problems and challenges, which may include job loss, financial problems, incarceration, illness, natural disasters, medical emergencies, divorce or the death of a loved one. Luthar (2006) asserts that children who lack this resilience may instead become overwhelmed by such and may dwell on problems and use unhealthy coping mechanisms to deal with such challenges. Generally, such individuals are slower to recover from setbacks and may experience more psychological distress as a result. Furthermore, resilience does not eliminate stress or erase life's difficulties; instead, it gives people the strength to tackle problems head on, overcome adversity and move on with their lives.

Resilience also notes that the majority of children with identifiable risk factors do not engage in crime or antisocial behaviour. Despite challenging circumstances, children can develop resilience depending on the complex interplay between risk and protective factors. Children can display resilience in the following three primary ways:

- ❖ By achieving positive outcomes even though they are at high risk.
- ❖ By adapting successfully to stressful situations.
- ❖ By recovering quickly from a crisis.

Studies have explained the characteristics of resilient and non-resilient children. Children with a stronger sense of attachment to other people, a more positive outlook on life, more plans for the future and more control over their lives are more likely to demonstrate resilience.

Resilience is not only dependent on the characteristics of the juvenile delinquent, but is greatly influenced by processes and interactions arising from the family and the surrounding environment (Schoon, 2006). Children may be resilient to some kinds of environmental risk experiences or outcomes but not others. Resilience can also change overtime, according to the child's developmental stage and subsequent experiences. Therefore, resilience needs to be viewed as positive adaptation overtime, not a single point.

2.3 Legislative Framework

There are two main legal mechanisms that deal with young offenders in Zimbabwe, namely the Children's Protection and Adoption Act (Chapter 33) (CPAA) and the Criminal Procedure and Evidence Act (Chapter 57) (CPEA). Consequently, there are two main institutions that deal with juvenile offenders, the juvenile courts and the magistrate's courts, which administer the Children's Protection and Adoption Act and the Criminal Procedure and Evidence Act respectively. When a juvenile is alleged to have committed an offence the law requires that the matter be referred to a probation officer, who then prepares a social inquiry report highlighting the socio-economic circumstances of the juvenile. These special circumstances of the juvenile are supposed to be taken into consideration in the disposal process in an effort to achieve juvenile justice. In Zimbabwe, under 7 years, a child is not a matter to legal processes. Between the ages of 7-18 years, a 'juvenile' is subject to legal processes, but with the subdivision that from 7 to 14 years a child offender has situational factors taken into consideration, while the emphasis between 14 and 18 years is on punishment.

2.4 Empirical Literature Review

The review of literature covers topics such as juvenile delinquency, rehabilitation, juvenile probation and juvenile justice programmes, scared straight programmes, discussion on the effectiveness of therapeutic methods, such as group therapy and family therapy in rehabilitating juvenile delinquents. Furthermore, it discusses the effectiveness of programmes like vocational education, electronic monitoring and multi-systematic theory, cognitive behavioural theory and juvenile confinement. A conclusion is drawn and the researcher indicates the gap in the previous studies on effectiveness of juvenile rehabilitation programmes.

2.4.1 Juvenile Delinquency

Juvenile delinquency is a major problem that is affecting the youth worldwide. Child delinquents represent an important concern for both society and the juvenile justice system (Lober, Farrington & Petechuk, 2003). To understand how one can help rehabilitate juvenile delinquents, researchers must investigate why children resort to acts of delinquency at such a young age. Child delinquency is a continuing and troubling phenomenon that requires more research and the efforts of a broader community to be fully understood and addressed (Lober, Farrington & Petechuk, 2003).

Payne and Cornwell (2007) indicate that when focusing on why children commit criminal acts the issue of “peer pressure” must be addressed. Prior research suggests that peer relations are the most important adjacent cause of adolescent delinquency. As stated in a study conducted by Coie and Miller- Johnson (1995), youth who associate with deviant peers are likely to be arrested earlier than youth who do not associate with such

peers (Lober, Farrington & Petechuk, 2003). Going back to the Control theory by Hirschi (1969), if a juvenile delinquent has strong social bonds that are negative and perpetuate committing criminal acts the juvenile delinquent is more likely to be influenced to participate in deviant acts with peers who engage in the acts as well.

Lober, Farrington and Petechuk (2003) argue that the importance of having accomplices cannot be burdened on child delinquency. Lober et al. (2003) further proffers that juvenile delinquency is an issue of great importance that has to be addressed because it is becoming more noticeable and accepted in today's society. Juvenile delinquency is a complex inclination that must be critically dissected to begin to understand exclusively all the reasons why children turn to delinquency. Unlocking the answer to understanding juvenile delinquency is important because this deeply shapes ways in which juvenile delinquents who go through the juvenile justice system are rehabilitated. Also, this shapes and creates ways in which prevention and intervention programs can be tailored for at risk youth before becoming juvenile delinquents.

2.4.2 Rehabilitation

Bradshaw and Roseborough (2005) note that a rehabilitative model focuses on the treatment of the delinquent, with the theory that interventions such as probation supervision, work readiness, training, cognitive skills training, and behaviour therapy will change behaviour and reduce the rate of juvenile offences. Rehabilitation is vital to juvenile delinquents and their reintegration into mainstream society because being

rehabilitated sets the groundwork to lead a healthy lifestyle in the community once out of the juvenile justice system.

Juvenile delinquents' receiving of appropriate rehabilitative methods is important because this reduces the chances of juvenile delinquents reoffending and having to re-enter the juvenile justice system. Lober, Farrington and Petechuk (2003) present interesting yet very critical points to the discourse that child delinquents are expensive to taxpayers and society. Due to the fact that juvenile delinquents are rehabilitated through local, state, and federal funded programs and interventions, tax payers' money is used to support these interventions. Rehabilitative methods have to be practical to implement and teach juvenile delinquents how to make it in society after incarceration and or detention. Lober et al. (2003) further explains that rehabilitative methods have to be effective so that resources are not wasted on programs that do not properly rehabilitate juvenile delinquents.

Leschied (2007) asserts that it is imperative to note that rehabilitation is not the only relevant crime prevention strategy. Preventing crime can begin much earlier than when there needs to be a response to offending youth. On the front end, prevention of offending behaviour can be accomplished by addressing communities and ensuring that the welfare is provided in terms of adequate health care, education, employment opportunities, and equal treatment. On the other end, rehabilitation needs to address individual needs within the setting of real life or in the community. In both cases, there is need for the cooperation of service providers such as mental health, corrections, enforcement and education institutions. Effective coordination across service sectors is

vital. “Research into service delivery needs to advance our understanding regarding what the most effective means are to provide such cross-sectoral services” (Leschied, 2007: 44).

Rehabilitation efforts are an attempt, through treatment or programming, to stop offenders from reoffending. Loeber and Farrington (2012) explain rehabilitation as a crime prevention strategy rooted in the notion that offenders can change and lead crime-free lives in the community. While other preventative programs attempt to sway youth away from getting involved in violence and delinquency before they have done so, rehabilitation programs aim at youth who have already engaged in delinquent or violent behaviour. Farrington and Welsh (2007: 93) indicate that rehabilitation is also known as tertiary crime prevention. Lipsey and Cullen (2007: 9) argue that rehabilitative programs can be provided within or as part of another criminal justice sanction, such as incarceration or probation, but this is not a requirement of rehabilitative programming.

According to the Magistrates’ Handbook (2014), rehabilitation is a sentence imposed for purposes of aiding an offender to reform and not to re-offend. Prisons in Zimbabwe run rehabilitation programs that involve the training of prisoners in various skills and trades. In practice, it is not easy to identify a prison sentence as being solely for rehabilitation. With the problem of congestion and lack of food in prisons, it is very likely that rehabilitation and retribution will run concurrently. Actually, in my view, courts hope that by sending juvenile offenders to prison, the offenders will reform by virtue of having suffered serious adversity in prison and not because there are rehabilitation programs in the prisons.

The rehabilitation debate about whether or not rehabilitation works has been the focus of rehabilitation research for more than 30 years. Research has undoubtedly supported the notion that, yes, rehabilitation does work. Moreover, it works better than doing nothing when youth are incarcerated and it works better than deterrence-based strategies. In other words, rehabilitation works better than many of the programs and ideals that are rampant in corrections to date. While deterrence-based strategies may appease the public's get-tough sentiment, they do not satisfy the public's desire to rehabilitate offenders, especially their heightened desire to rehabilitate youth (Leschied, 2007).

Furthermore, rehabilitation is an important factor for juvenile delinquents' successful re-entry into mainstream society. Effective intervention plays a vital role in any strategy designed to reduce the rates of juvenile delinquency (Lipsey, Wilson & Cothorn, 2000). Rehabilitation is an essential resource that is provided to juvenile delinquents to help ease the re-entry process back into society. Effective rehabilitation is important because it helps to eliminate the vicious cycle of recidivism and proper rehabilitation can lead to juvenile delinquent population not resorting to adult criminal activity.

Rehabilitation is contrary to retribution. It is an optimistic and progressive method that addresses the offender's needs and seeks to intervene and modify risk factors. Hess (2013) notes that "more than 70 percent of the public agree that incarcerating youthful offenders without rehabilitation is the same as giving up on them". Furthermore, Farina-Henry and Vaughan (2009), as cited by McMasters (2015:13), indicate that "Juveniles, as a class, have a lesser capacity for reasoned, logical judgement, are more vulnerable

to negative external influences, and do not have fully-formed personal identities, thus rendering them more amenable to rehabilitation”.

2.4.3 Juvenile Probation and Juvenile Justice Programmes

According to Clear, Cole and Reisig (2013), probation is meant to maintain supervision of offenders while they undergo rehabilitation so that they become law abiding citizens. Conditions are imposed specifying how an offender will behave throughout the length of the sentence. Probationers may be ordered to undergo regular drug tests, abide by curfews, enrol in educational programs or remain employed, stay away from certain parts of town or certain people, or meet regularly with probation officers.

Schneider (1990:109) states that the inconsistency of juvenile probation is seen when considering how policy makers and the public view punishment of juvenile delinquency. When viewed from the perception of a rehabilitative approach, punishment is not effective for juvenile offenders. In a study evaluating OJJDP’s national restitution program and involving 876 convicted juvenile delinquents, it was found that juveniles actually committed more crimes when they believed they were more likely to be caught. It is important to recognize the differences between punishment and rehabilitation; in this same study, Schneider found that victim restitution lowered reoffending, while probation did not. However, this study also found that incarceration also lowered reoffending when compared to probation alone. Therefore, this study provides support for advocates of the rehabilitation approach, as well as advocates for the punitive approach. Campaigners for the punitive approach believe that if laws on juveniles get stiffer, most nations will in turn see a reduction in crime rates. There is plenty of

evidence to support this statement, and numerous initiatives and programs have been born out of this OJJDP study.

2.4.4 Scared Straight Programmes

The issue with Scared Straight is that while it emphasizes the severity of punishment, it neglects the other key components of prevention, which are certainty and swiftness of punishment (McMasters, 2015). For the deterrence part to work, punishment or negative stimuli must occur shortly after the negative behavior. The Scared Straight program, and others like it, does not offer the necessity of immediate sanctions. It offers the likelihood of future punishment, which does little to discourage youth from committing offenses.

A study by Anthony Petrosino and researchers from the Campbell Collaboration analyzed the results of nine Scared Straight programmes to look at the effectiveness of the program. Of the nine programmes that met the criteria of the 33 study, the researchers' results indicated that the Scared Straight intervention tended to be more unsafe than doing nothing. The programme effect, whether assuming a fixed or accidental effects model, was nearly the same and negative in direction, apart from the meta-analytic strategy (Hale, 2010). The results show that the Scared Straight programmes are, to some extent, ineffective and that they may actually be more harmful to the juvenile. Instead of reducing crime, it has been shown that these types of programmes produce a substantial increase in the rate of juvenile reoffending up to 30 percent (Hale, 2010).

Although results are mixed, Scared Straight programmes generally yield negative results. For instance, in a meta-analysis of several Scared Straight programmes, Lipsey found that youth who already had contact with law enforcement and were exposed to this program had an average increase in recidivism of about 12% (Lipsey, 1992).

Contradictory to Lipsey (1992), as many as 12,500 youth visited the Lifers each year. However, as Finckenauer and Gavin (1999:85–93) report, empirical evidence of the effectiveness of the Rahway State Prison Scared Straight program was lacking from the beginning. Evaluations of other Scared Straight-type programs were mixed but generally showed negative results (Petrosino et al., 2000).

2.4.5 Electric Monitoring (EM)

Another initiative endorsed by juvenile courts and monitored by juvenile probation is electric monitoring (EM). EM is designed primarily as a means of monitoring a juvenile's obedience to curfew laws and other juvenile court and/or probation requirements. At its extreme it can be used as a form of house arrest. EM has grown in popularity within the law enforcement community over the last decade; however, very little empirical research has been conducted to measure the effectiveness of EM on reducing reoffending. Additionally, research that has been conducted looks primarily at adult offenders, and yields contrary results, with the general consensus to be summarized as follows: "After more than 15 years of experience with electric monitoring programmes, their effectiveness as a true alternative to incarceration and reducing recidivism has yet to be demonstrated" (Bonta, Wallace-Capretta & Rooney, 2000:71).

However, the Juvenile Electric Monitoring project in New York does provide positive support for EM. In their study of EM with refereed youth, 58% of the youth successfully completed the terms of their programme, with an average time spent of three to four months in the EM programme. Evidence from this research also suggests that the effectiveness of the actual electronic device should be considered when looking at overall efficiency of youth choosing to remain in the programme, which is demonstrated by their findings that “64% of programme failures chose to cut off their ankle bracelet, generally thought by programme staff to be due to coping difficulties ... this occurred on average after approximately two months in the EM programme” (Harig 2002:1). Likewise, a study of an EM programme in Lake County, Indiana, involving lower-risk status offenders found participants in the EM programme had a higher programme completion rate (90% vs. 26%) and a lower recidivism rate (17% vs. 26%) compared to the group not monitored electronically (Roy & Brown, 1995).

2.4.6 Juvenile Confinement

More extreme efforts to correct juvenile delinquency are executed by means of juvenile confinement, by placing juveniles in juvenile detention or correctional centres, boot camps or any other custodial facilities. Juvenile detention centres are seen as a primary form of short term incarceration facilities and they are not supposed to be punitive but rather a holding facility for juveniles awaiting trial and other placements. Most of the occupants found in these types of facilities are being held for status offenses and violations of probation, some however have committed serious and or violent offenses

The Advisory Commission on Accreditation for Corrections has stated that placement of youth in juvenile detention facilities should not exceed 30 days. However, often times these facilities become a holding tank for arbitrated youth who, for whatever reasons, were unsuccessful at remaining in other holding facilities (Kratcoski & Kratcoski, 2004:364). For example, the OJJDP Census of Juveniles in Residential Placement found in 1997 that 28% of juveniles awaiting adjudication were detained for at least 30 days, 14% remained after 60 days, and 10% were still detained after 90 days. Likewise, 48% of adjudicated youth awaiting placement elsewhere were detained for at least 30 days, 25% for 60 days and 15% for 90 plus days (Kratcoski & Kratcoski, 2004:364).

In the years that crime became worse, policies were being established, and various new programmes were also attempted. One such programme, Juvenile Boot Camp, received high publicity but had little success. Youth at risk were placed into intense, structured, severe environments that were modelled after military boot camps. The Juvenile Boot Camps were intended to teach youth about structure and discipline but their success rates, which were measured based on their ability to prevent children from becoming habitual criminals, were very low.

For some youth, the programmes were actually counter-productive. Boot camps are a good example of a long-term incarceration facility. Boot camps were designed to duplicate the physically and emotionally challenging, armed service boot camps, and are generally held in reserve for older adolescents convicted of nonviolent crimes (Andrews et al,2005). Despite the popularity of these “tough love” programs, boot camps have been found to be unproductive in terms of reducing subsequent

reoffending, and have high tendencies to impart psychological, emotional, and physical abuse to youth who tackle them (Wilson et al., 2005; Mackenzie et al., 2001).

In 1991 the OJJDP conducted a longitudinal study examining three newly constructed boot camps, all of which ran a military like programme covering rehabilitative components such as counselling, academic instruction, and drug and alcohol treatment. The programme was three months in duration with a 6 to 9-month aftercare component for all three boot camps, and held mostly for non-violent, non-habitual offenders.

The initial evaluation found the following: “What appeared to be a promising prognosis at the conclusion of the boot camp disintegrated during after care (Wilson et al. 2005). All three programmes were plagued by high attrition rates for non compliance, absenteeism, and new arrests during the after care period. No other indicators of progress were observed during this phase that would help pinpoint where the problems lay” (Bourque et al. 1996: 111). A follow-up evaluation at the same three boot camps 2 ½ years later found that 38, none of them had appeared to reduce recidivism. One camp actually reported higher recidivism rates than those found in traditional correctional facilities (Bourque et al., 1996, Angen 2000).

In general, numerous studies have found incarceration not be effective in reducing reoffending, and in many instances can result in hostile effects; for instance, in 1992 Lipsey found punishment based programs resulted in up to a 25% increase in reoffending (Lipsey 1992; Lipsey & Cullen, 2007). Furthermore, some research has found incarceration in juvenile correction facilities to be as unsafe as adult facilities; in 1999 Gottfredson found youth incarcerated in juvenile facilities had a reoffending rate of

93%, compared to 81% for adults sent to jail, and 81% for adults sent to prison (Gottfredson, 1999).

Furthermore, it is widely understood that incarceration conveys an array of negative emotional and psychological effects onto youth, and can subject them to several forms of physical and sexual aggression and assault as well. A focus on punishment or control opposed to rehabilitation is often the most important deliberation when in determining the ineffectiveness of these facilities. A more appropriate solution would be to reserve incarceration for the most threatening perpetrators and spend more time, effort and capital on developing programmes which focus on rehabilitation for the majority of juvenile delinquents (Cullen, 2007; Gottfredson, 1999)

Moreover, research has not supported the effectiveness of large, congregate, custodial juvenile correction facilities for rehabilitating juvenile offenders. Studies have shown that in large, typically overcrowded correctional facilities both treatment opportunities and effectiveness of service delivery are diminished, and that larger facilities are more likely than smaller ones to be crowded (Snyder & Sickmund, 2006). Large facilities with little treatment programming in states such as California and Texas have been accompanied by very high recidivism rates (Blackburn et al., 2007; Ezelle, 2007; Lattimore et al., 2004; Trulson et al., 2007). Custodial concerns tend to override concerns about the delivery of treatment services in these settings, and programme quality suffers (Roush & McMillen, 2000).

While in a detention facility, a youth is being kept away from negative risk factors in their life. However, on the other side it also keeps them away from any positive influences.

Research shows that confinement of a large number of youth in one setting offers high recidivism rates. Of the youth who are kept in a confinement facility, 50-70 percent are rearrested within one to two years after release (Nielson, 2014). While these facilities often times offer necessary treatment and rehabilitative services for youth, there is a significant separation from the community to which they will return upon release. This creates a hindrance for youth when they return to their community and do not have the same services. Many of the youth face the issue of being stigmatized due to institutionalization.

2.5 Therapeutic Methods

2.5.1 Group Therapy

Yong (1971) looks at the explanations why group therapy is a better alternative that is more effective than individual therapy. Yong (1971) further gave reasons why group therapy is very beneficial to use especially with males. To begin with, the main reason group therapy works more than individual therapy is that it allows the therapist to take a diplomatic role and allow the juvenile delinquents to challenge themselves to figure out issues they deal with and overcome (Yong, 1971). This means that the therapist is at the therapy session, but juvenile delinquents take an energetic role over the therapist. In addition, group therapy creates a foundation for cohesions amongst the juvenile delinquents; which allows the juvenile delinquents to lure upon common experiences as opposed to being singled out (Yong, 1971).

In comparison to individual therapy, sometimes juvenile delinquents can be impassive, rendering individual sessions fruitless whereas in group therapy a massive shift takes

place because of all the non-verbal communication and active listening of the juvenile delinquents (Yong, 1971). This active listening creates a breakthrough in rehabilitation because the juvenile delinquents are seeking answers and support from each other. In addition, another reason individual therapy is unsuccessful is that the therapist is viewed as the authoritative figure and juvenile delinquents have a hard time listening and or respecting that person. Nevertheless, when it is a group setting the group mates have more respect for each other because all the juvenile delinquents are in similar situations it is easier for the juvenile delinquents to bond because they have related experiences (Yong, 1971).

According to Yong (1971), if group therapy has a better success rate it should be used more often than other methods to help rehabilitate the juvenile delinquents. Yong (1971) shows that the juvenile delinquents are more participatory, therefore this would be a better means of therapy to use. This in turn, can help reduce the juvenile delinquents from reoffending, because juvenile offenders are able to draw on each other experiences of the other group mates, which makes the therapy sessions more meaningful and this rehabilitation method is more effective. A limitation to this research is that it just fixated on how males were affected by group therapy in relation to individual therapy. Yong (1971) did not talk about female juvenile delinquents and the effect that group therapy may have on them. No knowledge on the female perspective is given. This could lead to future research in evaluating the effects of group therapy with females in relation to how group therapy affects males.

2.5.2 Family Therapy

Stanford Youth Solutions (2015) notes that Functional Family Therapy (FFT) is a family based prevention programme that works with dysfunctional youth of ages 11 to 18. This approach has been successfully applied in a variety of multi-ethnic and multicultural situations, treating a range of high risk youth. There are three phases of the FFT approach, which are engagement/motivation, behaviour change and generalization. These phases include precise goals, assessment foci, specific techniques of intervention, and therapist skills necessary for success.

The engagement or motivation phase focuses on reducing negativity within a family, which is usually a factor in high-risk families. Following that is the behavioural change phase which works at reducing and eliminating problem behaviours and training the youth and their families the important skills, like communications, efficient parenting, problem solving and conflict management. Lastly, the generalization phase aims to help the family enthusiastically avoid relapse and increase access to community resources that are helpful to them. Functional family therapy often includes 8-12 one hour sessions over a three-month period. Sessions can be more frequent or extended beyond 3 months for more challenging situations.

Family participation and therapy are important parts of the rehabilitation process for juvenile delinquents. Research has shown that many juvenile delinquents come from families where there are many siblings, so time is stretched and each child does not get satisfactory attention. Also, the parents are not involved because of other issues such as substance abuse, incarceration, and or poverty. Supportive families help the former offender overcome difficult programme experiences while going through the

rehabilitation process (Mincey et al., 2008). Family therapy also allows the whole family to be rehabilitated because the family gets the chance to process the situation of their former delinquent child. Family therapy helps to enlighten the control theory (1969) because the therapy process allows for strong social bonds to be created through therapy, so juvenile delinquents are less likely to re-offend because they are rebuilding a strong foundational relationship.

2.6 Vocational Education

Conlon, Harris, Nagel, Hillman & Hanson's (2008) study is stimulating because it centered on the use of vocational education for juvenile delinquents. It talked about how vocational programmes can be something that changes these offenders' lives once they come out the facilities. The study by Conlon et al. (2008) was carried out in Oregon at two of the largest correctional schools in Oregon, which include William Lord High School at MacLaren Youth Correctional Facility and Robert Farrell High School at Hillcrest Youth Correctional Facility. These are accredited and comprehensive high schools with strong Career and Technical Education (Conlon et al., 2008).

Furthermore, Conlon et al. (2008) show that educational attainment is a substantial factor in reducing recidivism. More so, the success of the juvenile delinquents once they come out of these facilities is dependent not only on having dedicated staff but also having all the necessary resources the juveniles need to become successful once they re-enter into mainstream society (Conlon et al., 2008). A major part of this is transition services because they provide career counselling, job placement, find living arrangements, and develop hard and soft employment skills (Conlon et al., 2008).

The type of treatment describe above is vital because if the juvenile delinquents have an easier time transitioning back into society, knowing that they can live successfully, they are less likely to commit a delinquent act or re-offend. The high schools offer an array of services that are important to juvenile delinquents' success. One programme that is extremely used and popular is the welding programme. Nearly every young man who has received multiple certificates in a variety of welding skills before being paroled is employed and successful in the community (Conlon et al., 2008). Juvenile delinquents are more confident when they have a skill or trade that they are trained, thus making it easier to transition back into society. Research has demonstrated that reduced recidivism rates are secondary outcomes of successful education programmes in youth corrections (Conlon et Al., 2008). Education is a critical component of an overall plan for rehabilitation of juvenile offenders (Conlon et al., 2008).

2.7 Programmes within the Community

2.7.1 Multi-systemic Therapy

Scott Henggeler's multi-systemic therapy (2001) (MST) has received a lot of attention for producing a model that not only works to reduce recidivism, but is also continuously evaluated and has been successfully replicated in other areas. The major goal of MST is to assist parents in dealing with their children's behaviour problems. Examples of these problems include poor school performance and hanging around deviant peers. The programme serves youth in both the social service and youth justice systems (Greenwood, 2006). MST is usually administered in natural settings, such as the home or school or in the community. The period of the treatment is four months, including 50

hours of time with a counsellor. In addition to the 50 contact hours, counsellors are on call for emergency services (Howell, 2003).

MST works with the family to help parents with effective parenting and building social support networks. This approach encourages the extended family, in addition to teachers, school administrators, “and other adults who interact with the youth”, to partake in MST (Greenwood, 2006: 72). Research done about the effects of MST is broad. Three meta-analyses on MST has indicated reductions in recidivism ranging from 16 per cent to 46 per cent when compared with control groups (Aos et al., 2001; Curtis et al., 2004; Littell et al., 2005 as cited in Lipsey and Cullen, 2007). Moreover, MST is considered as one of the best practice programmes as reported by the highly regarded Washington State Institute for Public Policy (WSIPP) and The Centre for the Study and Prevention of Violence at the University of Colorado (Leschied, 2007). It has also been named as a “model” therapy by the Surgeon General’s Report (Greenwood, 2006: 70) in the United States. MST has been shown as an effective treatment for delinquency (Howell, 2003), even for serious and violent youth. Clearly then, support has been escalating for MST as an effective treatment programme for delinquent youth, including violent youth. Evidence-based support has also been mounting for multidimensional treatment foster care, which is discussed next.

2.7.2 Cognitive behavioural therapy

Cognitive behavioural therapy (CBT) is an approach that goes hand in glove with Multi-systemic Therapy (MST). It has been shown to be one of the most effective strategies in reducing the rate of reoffending among juveniles, focusing on effectively changing the

behavior that drives delinquency. CBT is based on the theory that unreasonable and anti-social thinking errors lead to irrational and anti-social behaviors. CBT can help a youth to reorganize distorted thinking and misperceptions. In turn, this will help change negative behavior for the better. In addition, CBT's driving force in helping youth is that the judgement process can be influenced, and that a youth can change how they behave by changing the way they think.

In most cognitive behavioral therapy programmes, offenders improve their social skills, problem solving, critical reasoning, moral reasoning, cognitive style, self-control, impulse management and self-efficacy. During a study in 2005, it was determined that CBT had overall positive effects, representing an average of about 22 percent reductions in reoffending rates of juveniles (Loeber, 2012). This same meta-analysis showed that in the most effective cases of CBT programmes, reoffending was reduced by more than 50 percent. Mark Lipsey(2009) of Vanderbilt University also researched the effectiveness of various interventions with juvenile offenders. Lipsey(2009) analyzed the results of 548 different studies on intervention policies and categorized them into seven groups, those groups being: counselling, deterrence, discipline, multiple coordinated services, restorative programmes, skill building and surveillance (Clark, 2010).

2.7.3 Multidimensional Treatment Foster Care

Multidimensional Treatment Foster Care (MTFC) puts delinquent youth into a foster home, either by themselves or with one other adolescent. Foster parents are trained on the use of behavioural parenting techniques before taking a youth into the home (Eddy

et al., 2004). During the youth's stay, foster parents engage in daily phone calls with a case manager and, once a week, attend group meetings that are run by a case manager (Greenwood, 2006). Youth are treated by an individual therapist while another therapist works with the ordinary parents. There are no group sessions and youth are discouraged from associating with delinquent peers (Eddy et al., 2004). Programme delivery is coordinated and overseen by case managers.

The youths in the MTFC programme were deemed serious and chronic offenders who fell into "the top 1 per cent of local juvenile offenders in terms of total arrests in the past 3 years" (Eddy et al., 2004: 3). Ages ranged from 12 to 17, with an average age of 14.9 at the beginning of the programme (Eddy et al., 2004). There were no significant differences between the control and experimental groups in terms of demographics, offence type/history and a number of other factors (Eddy et al., 2004).

Classic meta-analytical studies have provided a basis for contemporary researchers to build on and fill in the knowledge gaps. Since the common questions about the effectiveness of rehabilitation have been answered, it is now time to turn to the particulars of rehabilitation to determine what the ideal circumstances are for effective treatment (Eddy et al. 2004). Policy-makers must be mindful that rehabilitation efforts do not appear inconsistent or unfair in any way. There is fine balance between addressing the needs of a youthful offender and imposing sanctions that can be seen as disproportionately punitive (Dowden & Andrews, 2000).

The Youth Criminal Justice Act prescribes that responses to youth crime must be proportionate in terms of the current offence; thus, youth may not be punished more severely for reoffending, making it a tough challenge. Collaboration between service providers may be able to help the youth justice system adhere to the principles of the Youth Criminal Justice Act by referring treatment decisions to other sectors (Eddy et al.2004).

2.8 Restoration and Community Service

There is also the issue of suspended sentences, for instance community service, which are also aimed at rehabilitating offenders. Courts, under suspended sentences, give a chance to juvenile offenders to reflect on their bad actions at home and mend their ways (Manyamba, 1997).

According to Muntingh (2008), the current development of alternatives to custodial sentences in Africa can be attributed to four major events: the introduction of community service in Zimbabwe in 1992; the Kampala Declaration on Prison Conditions in Africa in 1996; the Kadoma Declaration on Community Service Orders in Africa in 1997; and the Ouagadougou Declaration on Accelerating Penal and Prison Reform in 2002. In Zimbabwe, juvenile offenders with petty crimes that would require a sentence of less than 12 months are channelled to community service as a means to give them time to reflect on their actions and as well as a rehabilitative measure.

Restorative justice is a highly effective strategy in reducing the chances of re-offending among juveniles. Rehabilitation, rather than harsher punishment, will help reduce re-

offending more effectively. Restoration is a sentence that seeks to address the damage caused by the juvenile offender by reconciling the victim, the society and juvenile offender (Schmallenger, 2005). It is also highly beneficial that restorative justice involves the victim and the community in the process. It's important that the offender participates in restoring the wrong done to the victims of their offences. By accepting the responsibilities of their actions, the offender can make peace. This in turn creates a level of empowerment for the offender, aiding in their own rehabilitation, which reduces the chances of their re-offending. Restorative justice is an opportunity for offenders to admit the responsibility of their actions by working with the community, learning new skills and learning to overcome feelings of guilt (Schmallenger, 2005). This approach also helps the victim gain an understanding of the offender, feel safer and gain closure of the wrongs that have been done to them. With restorative justice, there are many different strategies to attain rehabilitation. There are different treatments and programmes such as family treatment, mediation, reimbursement and victim-offender conferences. The purpose of these programmes is to create direct contact with the offenders, the community and the victims. In regards to youth offending, a study that was conducted by the NSW Bureau of Crime Statistics reported that restorative justice reduced re-offending rates by 15-20% (Muntingh 2008).

Community service falls in the restorative justice category. When an offender performs community service, the offender is able to see the benefits of his work. The offender has to face his victim during the performance of community service as they live in the

same community. Schmallerger (2005) further argues that, however, since a criminal act is an act that offends the whole society an offender cannot be ordered to work on an individual's property. There are some instances where a court can order an offender to pay compensation to a victim of his crime in addition to, or instead of, a fine. This is a rare occurrence in criminal law as the argument is that criminal law is about the whole society, not an individual, being injured by an offender's criminal act, and, if any compensation is to be made then it must be made to the whole society. This compensation is in the form of fines which are payable to the national treasury. However, there is no way; however, of finding out whether or not an offender on a suspended sentence has been rehabilitated. If an offender finishes his suspended sentence without breaching any condition of this suspended sentence then it is assumed that the offender has reformed (Schmallerger, 2005).

2.9 Chapter Conclusion

A critical review of literature shows that the studies are very limited in both scope and design. The vast majority (67%) of studies were situation analysis or needs assessments, and there have been very few studies that follow children over time to measure various aspects of their wellbeing after they leave institutionalised homes, prison, even those doing community service and there have been no studies on the effectiveness and impact of various juvenile rehabilitation programmes, interventions and or challenges encountered whilst rehabilitation programmes are being run in Zimbabwe. The Zimbabwe National Youth Policy utters that despite the fact that correctional programmes are aimed at equipping juvenile offenders with survival life

skills to enable them to lead free life upon release, the majority of convicted offenders are re-offenders leading to the questioning of efficacy of correctional programmes. This has prompted the researcher to carry out a research to investigate the effectiveness of Juvenile rehabilitation programmes.

The concept and practice of rehabilitation continues to evolve and change in correctional institutions. While the state and the public have a vested interest in prisoners leaving prison as no more of a social burden than when they went in, if rehabilitative efforts are to have any real impact, they must take into account the lessons of the past. Furthermore, previously assessed programmes have been punctured with methodological problems, and tremendously found to be poorly implemented, leaving very few studies available to consider as empirically sound and valid. Thus, there stands a need for programmes of this nature to be evaluated with a rigorous method to determine whether such programmes are effective due to programme structure or implementation, or if programme success or failure is a methodological coincidence. Only then can state and national agencies know how to best allocate limited funds to intervention programmes that will be most beneficial at reducing delinquency and promoting successful futures. Finally, the most important lesson learned from the review of the vast literature on rehabilitation is that the key to providing adequate service is to base interventions on evidence-based practices and continuously evaluating the effects of these treatments. The study was carried out at Harare Central Prison. The next chapter is on the methodology of the study. The researcher highlights methods used for data collection.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In the previous chapter the literature review and theoretical framework were presented. Research has been described as a systematic investigation (Burns, 1997) or inquiry whereby data is collected, analysed and interpreted in some way in an effort to "understand, describe, predict or control an educational or psychological phenomenon or to empower individuals in such contexts" (Mertens, 2005:2). Cohen, Manion and Morrison (2007) state that methodology in research refers to a systematic way of gathering data from a given population so as to understand a phenomenon and to generalise facts obtained from a larger population. Methodology, therefore, helps the researcher and the reader to understand the process of the research, thus giving it scientific merit. Methodology embraces the research design, population, instruments used to collect data, ethical considerations, data analysis and its interpretation.

This chapter, however, discusses the research techniques used to carry out the study which is qualitative methods of data collection. With the qualitative approach, in depth interviews and focus groups discussions were administered based on a purposeful sample made up of the relevant and most appropriate participants as they were in a position to give in-depth information (Bineham, 2006).

3.2 Research Design

O'Leary (2010) defines research design as an overall plan for conducting research. Cooper (2011) notes that research designs constitute a blue print for collection, measurement and analysis of data. Research design is a blue print of how the researcher conducts the research. This study employed a qualitative research method to obtain the desired results. Qualitative research is a method of inquiry employed in many different academic disciplines, traditionally in the social sciences, but also in market research and further contexts. Qualitative researchers aim to gather an in-depth

understanding of human behaviour and the reasons that govern such behaviour. The qualitative method investigates the why and how of decision making, not just the what, where and when. Hence, smaller but focused samples are more often used than large samples.

The qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives, that is the multiple meanings of individual experiences, meanings socially and historically constructed with an intent of developing a theory or a pattern (Bernard 2006). The qualitative approach also enquires advocacy or participatory perspectives that are politically oriented, collaborative or change oriented or both. The data that emerges from a qualitative study is descriptive, meaning data is reported in words primarily the participants' words or pictures rather than in numbers (Creswell, 2013). A qualitative research design therefore gives the researcher an opportunity to interact with individuals or a group of people whose experience the researcher wants to understand. It attempts to tap deeper meanings of particular human experiences and it allows the researchers to gain insight into people's attitudes, value systems and concerns regarding the topic. "Qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meaning people bring to them" (Denzin & Lincoln, 2005:3).

The qualitative methodology was appropriate for this study because it is "typically used to answer questions about the complex nature of phenomena, often with the purpose of describing and understanding the phenomena from the participants' point of view" (Leedy & Ormrod, 2005:94, Bryman 2008). The purpose of qualitative researchers is to seek an improved understanding of complex circumstances, and their work is often investigative in nature. Qualitative research is also empirical, inductive and interpretative of a situation within a specific context. It involves scrutiny of particular cases from which general principles and rules are drawn while relying on the analysis of the social experience that reflects everyday experience. Lindlof and Taylor (2011) contend that qualitative research methods are sensitive to social construction of

meaning and rely on the interpretation and analysis of what people do and say, without making heavy use of measurement or numerical analysis.

Qualitative researchers have one great advantage over quantitative researchers, as new information can be added to the research puzzle or entire new puzzles raised while we gather data, and this can even occur late in the analysis. The flexibility of qualitative research permits one to follow leads that emerge (Charmaz, 2006, John, 2001). Despite the fact that qualitative approach tends to be in the situation of the subjects of study, the research is quite bulky. Yet, in some cases, qualitative research presents the preliminary steps to further investigation.

While quantitative research involves the standardization of data collection to allow statistical comparison, qualitative research requires flexibility, allowing a researcher to respond to user data as it emerges during a session. Thus, qualitative research usually takes the form of either some form of naturalistic observation such as ethnography or structured interviews. In this case, a researcher observes and documents behaviors, opinions, patterns, needs, pain points, and other types of information without yet fully understanding what data will be meaningful (Madrigal & McClain, 2012).

More so, data from qualitative studies describes the qualities or characteristics of something, so the researcher cannot easily reduce these descriptions to numbers as you can do with the findings from quantitative research, though you can achieve this through an encoding process. Qualitative research studies can provide the researcher with details about human behavior, emotion, and personality characteristics that quantitative studies cannot match. Qualitative data includes information about user behaviors, needs, desires, routines, use cases, and a variety of other information that is essential in designing the study (Madrigal & McClain, 2012).

Qualitative research is concerned with the quality or qualities of an experience or phenomenon. Qualitative research rejects the concept of there being a simple relationship between our perception of the world and the world itself, instead arguing

that each individual places different meanings on different events or experiences and that these are constantly changing. Qualitative research generally gathers text based data through exercises with a small number of participants, usually semi-structured or unstructured interviews. Qualitative research perceives participants as individuals, attempting to gather their subjective experience of an event. This can provide a unique insider view of the research questions, through the qualitative approach, which is less structured than a quantitative approach, unexpected results and insights can occur (Online source Quantitative vs Qualitative, 2013). The disadvantage of using quantitative data is that it does not recognise the individuality of human beings and can be guilty of grouping people into set categories because it is easier to analyse, it can also oversimplify human nature. This form of research does not recognise the subjective nature of all social research; if we set out to prove a hypothesis, we are not being entirely objective (Online source Quantitative vs Qualitative, 2013).

3.3 Research paradigm

A paradigm is best described as a whole system of thinking (Neuman, 2011:94). In this sense, a paradigm pertains to the established research traditions in a particular discipline. More so, a paradigm would include the accepted theories, traditions, approaches, models, frame of reference, body of research and methodologies, and it could be seen as a model or framework for observation and understanding (Creswell, 2007; Babbie, 2010; Rubin & Babbie, 2010; Babbie, 2011, Babbie & Mouton, 2004). Therefore, a paradigm is a basic set of beliefs that guide action. Thus, paradigms play a vital role in the social sciences. Nevertheless, different authors and researchers assign different meanings to the concept of paradigms (Creswell (2009) and Livesey (2011a). Creswell (2009:6) has chosen to use the term as a world view.

According to TerreBlanche and Durrheim (1999), the research process has three major dimensions which are ontology, epistemology and methodology. According to them a research paradigm is an inclusive system of interrelated practice and thinking that define the nature of enquiry along these three magnitudes. The term paradigm originated from the Greek word ,"*paradeigma*" which means pattern and was first used

by Thomas Kuhn (1962) to indicate a conceptual framework shared by a community of scientists which provided them with a convenient model for scrutinizing problems and finding solutions. According to Taylor, Kermode and Roberts (2007:5), a paradigm is “a broad view or perspective of something”. Additionally, Weaver and Olson (2006:460) state that “paradigms are patterns of beliefs and practices that regulate inquiry within a discipline by providing lenses, frames and processes through which investigation is accomplished”.

A paradigm, hence, implies a pattern, structure and framework or system of scientific and academic ideas, values and assumptions. Some authors prefer to discuss the interpretive framework in terms of 'knowledge claims' (Creswell, 2013); epistemology or ontology; or even research methodologies (Neuman, 2011) rather than referring to paradigms. A number of theoretical paradigms are discussed in the literature such as: positivist (and post-positivist), constructivist, interpretivist, transformative, emancipatory, critical, pragmatism and de-constructivist. The use of different terms in different texts and the varied claims regarding how many research paradigms there are, sometimes leads to confusion for the first time or early career researcher. This study adopted the interpretivist/constructivist paradigm, which is discussed in the next subsection.

3.3.1 Interpretivist/constructivist paradigm

This study makes use of the interpretivist/ constructivist research paradigm. The interpretivist/constructivist paradigm developed out of the philosophy of Edmund Husserl's phenomenology and Wilhelm Dilthey's and other German philosophers' study of interpretive understanding called hermeneutics (Mertens, 2005 cited in Eichelberger, 1989). Interpretivist/constructivist approaches to research have the target of understanding "the world of human experience" (Cohen and Manion, 1994:36), suggesting that "reality is socially constructed" (Mertens, 2005:12).

The interpretivist/constructivist researcher tends to rely upon the "participants' views of the situation being studied" (Creswell, 2003 as cited by Antwi & Hamza (2015) in and recognises the impact on the research of their own background and experiences.

Constructivists do not usually begin with a theory (as with post-positivists) rather they "generate or inductively develop a theory or pattern of meanings" (Creswell, 2003:9) throughout the research process. The constructivist researcher is most likely to rely on qualitative data collection methods and analysis or a combination of both qualitative and quantitative methods (mixed methods). The goal of this paradigm is to rely as much as possible on the participants' views of the situation being studied, that is, the effectiveness of juvenile rehabilitation programmes in Zimbabwe, with particular attention being paid to Harare Central Prison. According to Creswell (2009), the more open ended the questions, the better, as the researcher listens carefully to what people do or say in their social life setting. The social constructivist research paradigm uses in-depth interviewing in which participants can provide their views, of the topic under study.

Interpretive researchers believe that the reality consists of people's individual experiences of the external world thus; they may adopt an inter-subjective epistemology and the ontological belief that reality is socially constructed. According to Willis (1995), interpretivists are anti-foundationalists, who believe there is no single correct route or particular method to knowledge. Walsham (1993) argues that in the interpretive tradition there are no 'correct' or 'incorrect' theories. Instead, they should be judged according to how 'interesting' they are to the researcher as well as those involved in the same areas. They attempt to derive their constructs from the field by an in-depth examination of the phenomenon of interest. Interpretive paradigm is underpinned by observation and interpretation, thus to observe is to collect information about events, while to interpret is to make meaning of that information by drawing inferences or by judging the match between the information and some abstract pattern. The interpretive paradigm is concerned with understanding the world as it is from subjective experiences of individuals. They use meaning (versus measurement) oriented methodologies, such as interviewing or participant observation, that rely on a subjective relationship between the researcher and subjects. Interpretive research does not predefine dependent and independent variables, but focuses on the full complexity of human sense making as the

situation emerges (Kaplan & Maxwell, 1994). This is the interpretive approach, which aims to explain the subjective reasons and meanings that lie behind social action.

3.4 Research Site

The Zimbabwe Prisons and Correctional Services is a department that aims to protect the society from criminal elements and also to ensure that rehabilitation of offenders is being implemented and that offenders just like anyone else deserve to have a second chance to do things right. ZPCS manages its prisons with openness and integrity. The panel system was established in 1890 by the white settler Government. The first prison was established in Fort Tuli and it does not exist anymore for it was condemned. In 1894 the second prison was built in Bulawayo the city of Kings. The white settlers proceeded to Harare where the Harare Central Prison was established just next to Harare Central Police station and Amato building in 1899.

It was moved to a new site in 1909. Harare Central Prison, established in 1910, has been home to criminals, innocent people and even babies (The Zimbabwean, 2013). Harare Central Prison is divided into three major sections, which are, the remand holding cells, prison cells and a workshop. It accommodates both men and women, some together with their children. By design, it caters for 1,470 inmates. HCP boasts a two ward hospital that accommodates 13 beds. The Matron, Tandiwe Chaitezvi, told *The Zimbabwean* that one ward acts as a Tuberculosis Unit while the other is Multi-Disease Ward; “On the ground floor are an Opportunistic Infection Clinic, Outpatient Department and a Modern Dental Unit furnished with state of the art equipment and manned by a dental therapist (*The Zimbabwean*, 2013:1).

3.5 Population

Brynard and Hanekom (2005:43) explain that in research methodology, ‘population’ does not refer to the population of a country, but rather to the objects, subjects, phenomena, cases, events or activities specified for the purpose of sampling. McBurney and White (2009) define a population as a set of entities in which all the measurements

of interest to the researcher are presented. A research population is generally a large collection of individuals or objects that is the main focus of the scientific query. Furthermore, de Vos, Strydom, Fouche and Delport (2011) define a population as the totality of persons, events, organisation units, case records or other sampling units with which the research problem is concerned. Burns and Grove (2003: 234) define eligibility criteria as “a list of characteristics that are required for the membership in the target population”.

The population of this study includes:

- All prison officials at Harare Central prison
- All male and female juvenile delinquents at Harare Central prison
- All male and female juvenile delinquents who were formerly incarcerated at Harare Central Hospital.
- sample size

3.6 Sampling Technique

O’Leary (2010) defines sampling as the process of selecting elements of a population for inclusion in a research study. Creswell (2014) defines a sample as the actual group included in the study and from which data is collected. This is when the researcher chooses a sampling method that is appropriate to the research study. The entities selected for the study by the researcher comprise their sample. Bryman (2008) explains that a sample refers to the segment of a population that is selected for research and is a subset of the population. The correct sample in a study, according to Goddard and Melville (2004), is that it should be dependent on the nature of the population and on the significance of the study. The sample size therefore depends on the general population that is eligible for the study.

Strydom (2005) argues that non-probability sampling is used when randomization is not present and one cannot determine or calculate the probability of an individual being included in the sample as the researcher is unaware of the exact size of the population.

The sampling strategy used for this study is the purposeful sample through snowball technique type of sampling. A purposeful sample is made up of the relevant and most appropriate participants as they are in a position to give in-depth information (Bineham, 2006). Purposive sampling is a type of sampling that relies entirely on the judgment of the researcher on who will be included and what characteristics will be included in the study. One can, therefore, state that the sampling technique within this study was non-probability; purposive sampling as the researcher is unaware of the exact size of the population within the study and did not use randomization in this study. The researcher used non-probability sampling. Convenience and purposive were used as sampling techniques. For Welman and Kruger (1999:62), convenience sampling is the most convenient collection of the members of the population that are near and readily available for research purposes.

Participants were selected through purposive sampling, a technique through which people or other units are chosen for a particular purpose (Leedy & Ormrod, 2005: 206). The sampling procedure involved the deliberate choice of an informant due to the qualities the informant possessed. Therefore, the researcher decides what needs to be known and sets out to find people who are willing to provide the information by virtue of their knowledge or experience (Bernard, 2006; Tongco, 2007) so that sampling proceeds according to the relevance of cases instead of their representativeness (Flick, 2009).

The researcher went to the institution that they believed would maximize the possibilities of obtaining data and leads for more data on their questions. The starting point was to talk to the Officer in Charge at Harare Central Prison on relevancies and leads to track down more data. Purposive sampling was used to select participants who had knowledge about the juvenile delinquent rehabilitation programmes by virtue of their professional role, expertise or experience. There is little benefit in seeking a random sample when most of the random samples may be largely ignorant and unable to comment on matters of interest to the study, in which case, a purposive sample is appropriate (Cohen et al., 2007).

Stringer (2007) suggests that the number and type of individuals participating in the research should be explicitly identified. A sample size of thirty-seven participants comprising sixteen juvenile delinquents, four social workers, five prison guards, five probation officers and seven community members, were selected for this study. Their perceptions provided baseline data which helped in gaining a deeper understanding of the juvenile rehabilitation programmes and how effective they are in reforming the juvenile delinquents.

3.7 Instruments/Method of Data Collection

Data collection instruments refer to the methods researchers use to gather data for a study. Qualitative researchers often use multiple forms of data in any single study. They might use observations, interviews, written documents, audio-visual materials, electronic documents such as e-mail messages and websites, and anything else that can help them answer their research questions (Leedy & Ormrod, 2005:143).

Principal sources of data for this study included in-depth interviews and focus groups discussions. Most of the primary data used in this study were collected using in-depth interviews. A total of eighteen participants were interviewed comprising of six male juveniles, four female juveniles, four social workers and five ex-juvenile delinquents. In addition, one focus group of probations officers and a second one comprising prison guards and the third with community members were engaged in discussions. A research diary was also kept to record activities of the research process.

3.7.1 In-depth interviews

The researcher utilized individual interviews by using an interview guide with a set of questions based on the research topic. The interview questions were in the form of open-ended questions in order to allow detailed opinions and perceptions of the participants. A qualitative interview attempts to understand the world from the participants' point of view to unfold the meaning of people's experiences and to uncover

their lived world prior to scientific explanations (McBurney & White, 2009). Boyce and Neale (2006) identify in-depth interviewing as a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, programme, or situation.

McBurney and White (2009) state that an interview is an instrument that allows researchers an opportunity to interact with individuals or a group of people whose experience the researcher wants to understand, as an attempt is made to tap deeper into meanings of particular human experiences. The in-depth interview suited this qualitative study; it allowed the researchers to gain insight into people's attitudes, value systems and concerns regarding the topic under study.

In-depth interviews can be used for a variety of purposes, including needs assessment, programme refinement, issue identification and strategic planning. They are most appropriate for situations in which the researcher wants to ask open-ended questions that elicit depth of information (Guion et al., 2011). Questions used in in-depth interviews need to be worded so that participants expound on the topic, not just answer 'yes' or 'no' (Lisa et al., 2011). As opposed to closed questions, open questions do not present the participants with a list of possible answers to choose from (Bryman, 2008). This gives participants freedom to answer the questions using their own words and allows the interviewer to deeply explore the participants' feelings and perspectives on a subject. In-depth interviews involve not only asking questions, but systematically documenting the responses to probe for deeper meaning and understanding (Lisa et al., 2011).

In this study, in-depth interviews were the main method of data collection. Marshall and Rossman (2011) acknowledge that qualitative researchers rely quite extensively on in-depth interviewing. In-depth interviews are often conducted in conjunction with focus group discussions to obtain more detailed information than was obtained in focus group (Longfield, 2004). In addition to the focus group discussion, which was conducted in person, individual interviews were conducted with twenty participants to obtain details about the effectiveness of juvenile rehabilitation programmes. Those who were

interviewed one-on-one included six male juveniles, four female juveniles who were still in prison, four social workers and five formerly imprisoned juvenile delinquents.

Prior to the interviews, proposed questions for the interview were made available to the participants. All the participants were asked similar guiding questions. As the interview progressed, some modifications were made on some interview questions to address specific issues that arose during the interview process. Each participant was interviewed individually for approximately 10-30 minutes, using mostly open-ended questions and semi-structured format as suggested by Leedy and Ormrod (2005). These gave an opportunity for probing and follow-up questions to be raised and it enabled the participants to speak freely about the effectiveness of rehabilitation programmes, while affording them a chance to provide information that was not anticipated (Gonsalves, 2008). At the end of the predetermined interview questions, each interviewee was asked to add any comments regarding what was discussed to ensure that the responses reflected their viewpoints. Interviews were conducted at prearranged times and places.

Boyce and Neale (2006) identify advantages and disadvantages for using in-depth interviews. The primary advantage of in-depth interviews is that they provide much more detailed information than what is available through other data collection methods, such as surveys. In-depth interviews also provide a more relaxed atmosphere in which to collect information as people may feel more comfortable having a conversation with you about their programme as opposed to other methods such as filling out a survey.

3.7.2 Focus Group Discussion

Conradson 2005, as cited in Liamputteng (2011), notes that focus groups offer researchers with ways of obtaining an understanding or insight of a wide range of views that people have about a specific issue as well as how they interact and discuss the issue. It is generally composed of approximately six to twelve people who share similar characteristics or common interests, and are guided through a facilitated discussion on a clearly defined topic to gather information about the opinions of the group members

A focus groups is a combination of both interviewing and participation observation. More so, focus groups capitalize on group dynamics. The researcher conducted focus group discussions because they help generate new ideas. ETA (2008) identifies advantages of focus groups. Since a FG is composed of a homogenous group, it saves time and allows participants to communicate openly. In addition, FGs are relatively easy to set up, the group dynamic can provide useful information that individual data collection does not provide and they are useful in gaining insight into a topic that may be more difficult to gather through other data collection methods.

Open discussions with clients may lead to new perspectives on service delivery, as well as provide a means of evaluating customer satisfaction and/or complaints and also interpret previously obtained qualitative data (Krueger, 1994). FGs are useful for gathering subjective perspectives from key stakeholders (ETA, 2008). They are typically used to explore highly specific issues in order to get an initial sense of the dimensions that are of particular relevance to a topic and set of participants. Researcher conducted focus group discussion at Harare Central Prison because it was more convenient place to meet up with the key participants and lasted for about 90 minutes as suggested by Leedy and Ormrod (2005), Rennekamp and Nall (2006) and ETA (2008). In this environment, participants were engaged in a discussion by presenting broad open-ended questions. Prior to the FG discussion, proposed questions were made available to the participants. Since the FG was composed of a homogeneous group, it allowed participants to communicate openly about their experiences of the effectiveness of juvenile rehabilitation programmes.

The discussion is often audio-recorded for later playback as suggested by Krueger and Casey (2000) and Rennekamp and Nall (2006) but the researcher could not use any audio recording instrument because of the ethics that guide the Zimbabwe Prison and Correctional services. The researcher had to write notes accurately in during the discussion with the participants.

3.8 Administration of instruments

Okomus et al. (2007) highlights that a researcher should be confident and ready enough to spell answers to those with whom s/he wants to conduct a research with. This was common as the participants would inquire on the what, how and why questions in relation to the study, and avoided non-satisfactory answers especially of irrelevant information about the study as they would affect participants from availing themselves.

Data was collected during the month of April 2016. The procedure for collecting data included in-depth interviews with participants and focus group discussions with key informants. The interview was between 45 minutes to an hour long. The responses provided by participants were recorded in written form as participants had given consent for their responses to be recorded by the researcher. The researcher made use of journals for recording the responses of the participants to each question that was asked. However, some participants requested to write down their responses on the interview guide researcher had. A question was asked and the response to it was transcribed in a journal. In asking interview questions, a systematic interview approach was employed in which a key question was first asked followed by a probe question. Probe questions served as follow-up and they enabled individuals to explain their views in a more detailed manner whilst providing a platform to elaborate on what they had said. As the interview was conveyed, participants were given time to provide their answers in detail.

3.9 Methods of Data Analysis

Qualitative methods comprise a wide variety of ways of collecting data, with distinct implications for analysis. Are these data obtained through interviews and focus groups, or are they the result of participant observation? A distinction is usually made between “naturally occurring data”, which correspond to different forms of discourse, texts, and oral expressions that might be observed and registered, and “researcher-provoked data”, comprising different methodologies devised by the researcher to address particular issues (Silverman, 2006). Since the most common way of gathering data in

qualitative research comes from interviews and focus groups, the transcripts of such interviews (usually recorded) are the basis for textual analysis.

Data analysis means to organise, provide structure and elicit meaning. Analysis of qualitative data is an active and interactive process (Polit et al 2001:383). Data analysis occurs simultaneously with data collection (Holloway & Wheeler, 2002:235). Analyzing qualitative data is essentially a simple process. It consists of three parts: noticing, collecting, and thinking about interesting things (Seidel, 2010). In qualitative research, data analysis is carried out from the beginning of the study to make sense of what the researcher saw, heard and read. In this study bulk of data analysis was carried out after all data had been collected.

According to Pyett (2003) and Thomas and Magilvy (2011) qualitative analysis should include continuous reflection and self-criticism by the researcher from the beginning of the study. The information collected will be summarised in any procedure of content by manipulating numerous features of the content as there is certainly no usual method for qualitative analysis but it does not mean it is not systematic. In thematic content analysis, the task of the researcher will be to categorise a restricted number of themes which sufficiently replicate their written data. Because qualitative data analysis is iterative in nature (Holliday, 2007), the researcher separately read through the data from in-depth interviews combining the data and drawing out common themes. Then the researcher read through the focus group scripts and drew out themes from these and then compared them with those from in-depth interviews. There was constant review of and reflection on the original data to ensure that all data was used in the final themes was common to data from both interviews and focus groups.

3.10 Data trustworthiness

Trustworthiness has four important issues, which include conformability, credibility, transferability and dependability. Conformability is a measure of how well the inquiry's findings are supported by the data collected (Lincoln & Guba, 1985). Credibility is an evaluation of whether or not the research findings represent a credible conceptual

interpretation of the data drawn from the participants` original data (Lincoln &Guba, 1985). Transferability is the degree to which the findings of this enquiry can apply or transfer beyond the project (Lincoln &Guba, 1985). Dependability is an assessment of the quality of the integrated process of data collection, data analysis and theory generation (Lincoln &Guba, 1985).

In ensuring truthfulness and credibility of the research instrument, peer examination was employed. Peer examination, which is an examination of or review of one`s research information by another, can be conducted by a colleague either familiar with the research or one new to the topic (Creswell, 2009). There are advantages to both, but either way, thorough peer examination would involve asking a colleague to scan some of the raw data and assess whether the findings are plausible based on the data. The instrument of data collection, in this case interview questions were examined by a peer.

3.11 Ethical Considerations

Creswell (2014) submits that ethical considerations are a set of principles that researchers use to decide to what is right and what is wrong. The Ethical procedures are conventional so as to protect the physical and mental integrity of individuals. To respect their moral and cultural values, as well as their religious and realistic convictions, in addition to their basic rights including respect for privacy whereas maintaining the highest level of confidentiality. The following ethical considerations were adhered to during the conduct of the study:

3.11.1 Informed consent

According to Armiger (2011), informed consent means that a person gives his consent knowingly, voluntarily, intelligently, in a clear and manifest way. The researcher did not force anyone to participate in the research. Participation was voluntary. In other words, informed consent is a legal requirement before one can participate in a research. After a full explanation of the nature of the study, each of the participants was issued with a consent form and an information sheet concerning their consent and participation in the

study before data collection. The information sheet clearly informed the participants of the purpose of the study, potential benefits, confidentiality protection, and conditions of participation including voluntary participation and the right to refuse or withdraw their participation without any penalty.

3.11.2 Voluntary participation

Voluntary participation is the major principle, and it entails that no one was forced to contribute towards the research. Participation was communicated to people before giving them interview guides to see if they are willing to participate. This principle was linked with informed consent, which implies that the participants should be free to decide to participate or not. This is to avoid harm to the respondent either physical, psychologically, embarrassments, that cause anxiety and other disturbing factors. Honesty was central towards the relationship between researchers, participants and institutional representatives.

3.11.3 Confidentiality and Anonymity

Confidentiality and anonymity were strictly observed and no names were used to identify participants. Numbers were used as a form of identification. Actual names of participants were also not used in the research project to ensure anonymity of the participants. All the participants agreed to sign the informed consent form given to them as part of the ethics requirements. The informed consent form followed the informed consent principle, that is, it gives information about the project, purpose of the study, selection criteria, as well as the researcher's identity (Creswell, 2009). Informed consent is crucial as it ensures that people's freedom and rights are not infringed upon and participants are granted the liberty to choose to be involved in the research.

3.11.4 Avoiding harm

Avoiding harm is another basic human right to be considered when conducting research on human beings. According to Jones and Learning (2010), risks that may be encountered in research include physical, psychological and emotional harm. In this

study, psychological harm through periods of waiting and maintaining confidentiality and anonymity was the probable risk to the participants.

3.12 Chapter Conclusion

This chapter has successfully laid out the process that the researcher followed to investigate the effectiveness of juvenile rehabilitation programmes at Harare Central Prison. Moreover, issues of informed consent and confidentiality were taken into account to ensure the study can be relied on by other authors. Literature is considered to give the experiences of other authors when using a similar research tool. Thus, lessons are drawn from these to ensure the successful implementation of the chosen tool. The next Chapter (4) is the presentation and discussion of the findings.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1 Introduction

While the previous chapter dealt with the research methodology of the study, this chapter discusses the data analysis, presentation and discussion of findings after conducting in depth interviews and focus group discussion with juvenile delinquents, community members and prison officials. The aim of this study was to find out the effectiveness of juvenile delinquents rehabilitation programmes and post-rehabilitation programmes provided the juveniles after incarceration. A number of themes emerged and they were similar to most participants after the participants had unpacked their knowledge on rehabilitation programmes and their effectiveness in providing behavioural change to young offenders. The themes the researcher identified include rehabilitation programmes at Harare Central Prison, effectiveness of rehabilitation programmes and availability of post rehabilitation programmes. These themes also produced sub-themes as indicated in the tables below.

4.2 Demographic Profile of the Participants

This study employed the qualitative method of obtaining data. In-depth interviews were conducted with (19) participants on a one on one basis at the prison with social workers and incarcerated juvenile delinquents. As for ex-juvenile delinquents, interviews were conducted at venues that were convenient for each participant. The remaining seventeen (17) participants were part of the focus groups discussions to make it a total of 36 of the whole research sample. The research targeted both males and females. The majority of the participants were males. The age group of the juvenile delinquents was between fourteen and eighteen years (14-18). Most of the juvenile delinquents were still in secondary school. Theft is one of the major crimes most delinquents were arrested for is theft whilst the minority committed crimes like rape, murder, and drug possession.

Table 1: Demographic profile of Juvenile Delinquents still in prison

Participant's identification	Age	Gender	Race	Level of education	Province	Offence
Participant A	14	M	B	Form 2	Mashonaland east	Theft
Participant B	17	M	B	Form 4	Mashonaland east	Stock theft
Participant C	16	F	B	Form 4	Mashonaland central	Theft
Participant D	15	M	B	Form 3	Mashonaland central	Murder
Participant E	17	M	B	Form 5	Mashonaland central	Rape
Participant F	14	F	B	Form 2	Mashonaland central	Theft
Participant G	16	M	B	Form 4	Mashonaland east	Dagga possession
Participant F	18	F	B	Form 6	Mashonaland central	Theft
Participant H	15	M	B	Form 2	Mashonaland east	Dagga possession
Participant I	16	M	B	Form 4	Mashonaland central	Rape

Table 1 indicates the profile of juvenile delinquents currently in prison, the majority of whom are males. Their ages range from 14 to 18, and the majority of the juveniles are at secondary school level of education. All of the participants are from Mashonaland region and the crime committed by most of the juveniles is theft. A very few juveniles indulged in rape cases, murder and dagga possession. Some of the juveniles were not first time offenders.

Table 2: Demographics of ex-juvenile delinquents

Participant's identification	Age	Gender	Race	Level of education	Province	Offence	Sentence served
Participant J	16	F	B	Form 2	Mashonaland central	Theft	12 months
Participant K	17	M	B	Form 1	Mashonaland central	Public indecency	9months
Participant L	17	M	B	Grade 7	Mashonaland east	Child molestation	18 months
Participant M	15	M	B	Form 2	Mashonaland central	Theft	6months
Participant N	18	M	B	Form 1	Mashonaland central	Dagga Possession	24months

Table 2 above indicates the profiles ex-juvenile delinquents. Since Harare Central prison is in Mashonaland, all the ex-juveniles were from the Mashonaland region though majority of the juveniles were from Mashonaland central Province. Most of these

juveniles were in secondary school and their ages were between 15 and 18 years. The table also indicates that the majority of the juveniles were males which in a way portrays that males commit more crimes than women. These ex-juveniles had served different sentences depending on the crime committed. The table shows that no juvenile served a sentence above two years.

Table 3: Demographics of social workers, community members, probation officers and Prison guards

Participant's identification	Gender	Race	Occupation	Years of experience
SWK 1	F	B	Social worker	3 Years
SWK 2	F	B	Social worker	1 Year
SWK 3	F	B	Social worker	4 Years
SWK 4	M	B	Social worker	3 Years
PB 1	M	B	Probation officer	6 Years
PB 2	M	B	Probation officer	2 Years
PB 3	M	B	Probation officer	2 Years
PB 4	F	B	Probation officer	4 Years
PB 5	F	B	Probation officer	2 Years
PG 1	M	B	Prison guard	1 Year
PG 2	M	B	Prison guard	8 Years
PG 3	M	B	Prison guard	3 Years
PG 4	F	B	Prison guard	2 Years
PG 5	F	B	Prison guard	6 Years
CM 1	F	B	Vendor	15 Years
CM 2	F	B	House wife	_____
CM 3	F	B	Teacher	3 Years
CM 4	F	B	Vendor	2 Years
CM 5	M	B	Police officer	12 Years
CM 6	M	B	Businessman	18Years
CM 7	M	B	Vendor	5 Years

Table 3 above highlights the profiles of Social workers (SWK), Prison guards (PG), Probation workers (PB) and community members (CM). The table indicates that the majority of the social workers are females. These social workers have working experience that ranges between one to four years. More so, the table also shows the profiles of five (5) probation officers who are all blacks and a few of them are females. Most of these probation officers had two years working experience. Furthermore, table 3 indicates the profiles of five (5) prison guards, the majority of whom majority were males and their working experience ranged between one to eight years. A profile of seven (7) community members was also highlighted in table 3. The majority of these community members were female and were different professionals, including vendors, police officers, business people, teachers and housewives.

4.3 Programmes and interventions available to rehabilitate juvenile delinquents at Harare Central Prison

The themes and sub-themes derived from this objective enlightened the researcher on the types of rehabilitation programmes available at Harare central Prison. The main theme of this objective was on the types of rehabilitation programmes and sub-themes included counselling services, group therapy sessions, elementary educational opportunities and acquisition of gardening and farming skills.

Table 4: Themes and sub-themes regarding availability of juvenile delinquents rehabilitation programmes

Main Theme	Sub-theme	Issues Raised
Types of rehabilitation programmes	Counselling services	Most participants indicated that they were exposed to counselling by social workers once or twice a week.
	Group therapy sessions	Both prison officials and juveniles concurred that group sessions were offered every week to enable those juveniles who were anti-social to mingle with others.
	Some elementary education opportunities	Prison officials indicated that education was one of the rehabilitation programmes but only those juveniles who were interested took educational help because there was no proper school within the facility but there were some professional teachers among the prison officials.
	Sports,arts and cultural activities	The majority of the participants were involved in sport and culture; boys played soccer and the girls played netball but mostly the boys were into sport compared to girls.
	Acquisition of gardening and farming skills	The majority of participants indicated that gardening and farming were meant to equip them with skills and also to work in order to have food on the table

4.3.1 Theme 1: Types of rehabilitation programmes

The study findings indicate that the majority of the participants felt that the programmes they were and/or are exposed to during their rehabilitation were not complex. Participants indicated that the rehabilitation programmes at their disposal were mainly counselling, probation, group therapy, education, sports, arts and culture, gardening and farming. However, some prison officials believed that these few programmes were not good enough to rehabilitate these juveniles.

4.3.1.1 Sub-theme 1: Counselling services

When asked the types of rehabilitation programmes available at Harare central prison, most participants indicated that there were limited programmes available for these young offenders. The following are excerpts from some of the participants:

The young offenders are mainly exposed to one on one counselling sessions during their stay in the prison as means to assist them to deal with the stress caused by their separation from their families and loved ones (PG1).

Due to the economic situation we do not have adequate resources for further rehabilitation of juvenile delinquents hence we resort to counselling sessions as the core programme to rehabilitate juvenile delinquents. Rehabilitation programmes available are group sessions, sports, arts and culture, gardening and farming, knitting and sewing as well as education though it is by an individual's choice (SWK 3).

Ever since my conviction, we only engage in counselling sessions, mainly group sessions, sporting activities and gardening with the rehabilitation officers and other juveniles (Participant B).

Incarceration itself is a rehabilitation programme, but, with some juvenile delinquents incarceration on its own is not good

enough for their rehabilitation. Only if we had tougher programmes like boot camp I believe most juvenile delinquents would not re-offend (PB4).

Despite the number of the participants who indicated that there were inadequate rehabilitation programmes at Harare Central Prison, some juvenile delinquents managed to benefit from the limited programmes and their rehabilitation was a success. Even though these participants had a hard time in prison, they strived to become better people and never to go against the law again but become law abiding citizens. Two of the participants indicated as follows:

I was in prison for twelve months and those months were not easy. Life in prison is like a curse; we slept on the floor, and I do not even want to talk about the food. We engaged in counselling sessions once every week with the social workers as a way of checking how we were progressing and checking if behaviour had really changed. Well, as for me these counselling sessions did assist me to become a better person and to believe that I still have a second chance in life to be a law abiding citizen (Participant N).

When I asked my son after his rehabilitation what activities or help they got whilst in prison he told me they were exposed to group therapy and counselling sessions as a way to rehabilitate them (CM3).

4.3.1.2 Sub-theme 2: Group therapy sessions

The participants reported that group therapy was one of the rehabilitation programmes at Harare central prison and they indicated ways that made them manage without their families. Some of the participants' responses as shown below:

I have realised that most juveniles struggle during their first and second month but from third month onwards they adjust to the life within the four walls of prison hence it is vital to have group sessions so that they mingle and don't feel lonely (PG 3).

When I was in prison the first week I cried almost every day. I found it difficult to leave without my grandmother who is my guardian; the only family I have. As time went on I got used to it and I would sing her favourite church songs everyday so that I feel her presence and it really did kept me going till my release three months later (Participant M).

Other participants further noted as follows:

In order for one to cope well in prison they have to stick to the rules within the prison so that you avoid further punishment. Most juveniles find it difficult to abide by the prison's rules at first but eventually they realise that going against the prison rules will not make their lives better but actually make them worse (PG6).

When juvenile delinquents first come to prison, as social workers we have sessions with them advising them to make the prison their home so that the duration they stay will not be so difficult considering they will be out of their comfort zone (SWK 3).

Ever since I came to the prison the prison officials always advise us about the type of friends we make during our stay because some inmates are there to break us and not to motivate our rehabilitation. I have made two friends who give me hope of a better future after my release and we have helped

each other not to stress too much about how much we miss home and our parents (Participant D).

Some of the participants reported that while they did not totally understand the reason for their incarceration they also knew that somehow they had to face the consequences of going against the law and one of them being separated from their families. Most of the participants commented that they appreciated the effort and sacrifices being made by the prison officials in terms of making the prison a better living place for them during their stay.

4.3.1.3 Sub-theme 3: Some elementary education opportunities

When asked about educational opportunities available within the prison, the below perceptions were shared by the participants:

Educational opportunities are available and free to every inmate but they are not compulsory; it has to be a choice made by the juvenile (SWK 3).

When I was incarcerated I was in form 2 and was in prison 18 months and I did attend classes within the prison. There are teachers amongst the prison officials and they attended to us at all times (Participant L).

As social workers we also encourage young offenders to advance their studies whilst in prison but very few of them show interest in studying. I wish they could make education a compulsory programme for rehabilitation, it would help these young offenders in various ways (SWK 1).

The majority of the participants further indicated as follows:

I do not take part in educational activities because I cannot afford to get the stationary from home. My home is far from this

place and my grandmother cannot afford to buy or bring me books (Participant E).

Most of these delinquents are reluctant when it comes to studying and some it's because of their poor backgrounds; they cannot get study materials from home. The prison only offers the teachers but the stationary you get it from home. At times we get donations that we distribute to those who are already involved in educational activities (PB3).

Nevertheless, most juveniles seem not to advance in their studies because of various reasons and the officials cannot force them to advance if they choose not to. Therefore, most of these delinquents leave the prison with little or no educational advancement at all. Participants also indicated that maybe if there was a real school structure within the prison walls it would become interesting to attend classes but because those who were involved in educational activities were taught in the yard it hindered their interest in education.

4.3.1.4 Sub-theme 4: Sports, arts and cultural activities

The participants, when asked on sporting and cultural activities, showed excitement. Participants gave the following responses:

I enjoy playing soccer, especially when we play against the prison officials. It makes me feel as if I am back at home (Participant H).

Most juveniles enjoy outdoor activities; we encourage them to take part in sporting activities not just for the fun of it but also for exercise purposes and nurturing their talents (SWK2).

I enjoy playing netball, mostly when we are playing against the female prison officials. We always have a good time, but some

fellow juveniles do not want to participate so our team is always short but some of the prison guards will join our team (Participant C).

The majority of the participants indicated that they did enjoy sports, arts and culture as a rehabilitation programme because it gave them the opportunity to be free and be out of their cells. More so, they liked the fact that they had an opportunity to play against the prison officials and it had nothing to do with counselling sessions and group therapy discussions.

4.3.1.5 Sub-theme 5: Acquisition of gardening and farming skills

All participants seemed not to like gardening and farming that much. Below are their responses:

Gardening and farming were put in place as rehabilitation programmes so that juveniles will at least gain some knowledge in farming, equip themselves with skills that will even assist them after incarceration to make a decent living (PG 5).

As much as I do not like farming, we are bound to do farming here so that we have food to eat. We produce vegetables, maize, and sweet potatoes which at times when the harvest is big are even sold to the prison officials (Participant F).

Most participants indicated that farming and gardening did assist them a lot. Gaining gardening and farming skills are life sustaining abilities. This programme enabled most juveniles to be responsible and understand that for a person to have food on the table they had to work for it.

4.4 The effectiveness of juvenile rehabilitation programmes at Harare Central prison

Under this objective, the researcher discusses the effectiveness of the available rehabilitation programmes. The main themes of this objective look into both sides; into the programmes that prove to be effective and those that seem to be ineffective. The main theme is supported by the sub-themes behaviour change of juveniles, acquiring different skills, on the negative side the sub-theme is little or no advancement in education.

Table 5: Themes and sub-themes regarding the effectiveness of rehabilitation programmes for juvenile delinquents

Main theme	Sub-theme	Issues raised
Effectiveness of rehabilitation programmes	Behaviour change of juveniles	The majority of the participants concurred that programmes like counselling and group therapy contributed to the behaviour change of most delinquents.
	Acquiring different skills	Participants indicated that gardening and farming helped to acquire knowledge on farming and also helped juveniles learn that in life you have to work so as to excel. Sports, art and culture also helped juveniles to explore their talents and also to work as a team, hence helping them to do away with anti-social behaviour.
Ineffectiveness of Rehabilitation programmes	Little or no advancement in education of juveniles	The majority of the participants indicated that education was the least effective type of rehabilitation programmes because most juveniles, even after release from prison, had not advanced on their education.

4.4.1 Theme 2: Effectiveness of juvenile delinquents rehabilitation programmes

The study findings indicate that the majority of the participants agree that the rehabilitation programmes were effective in helping them change their behaviour and also by helping them acquire skills that they did not have knowledge of upon their

arrest. This theme will be explained further under the following sub-themes; behaviour change of juveniles and acquisition of different skills.

4.1.2 Sub-Theme 1: Behavioural change of juveniles

Participants were asked how effective the rehabilitation programmes were and most of the participants confirmed that the rehabilitation programmes at Harare central Prison were effective in changing their behaviour. The following are excerpts from some of the participants:

There is no variety of rehabilitation programmes available for juvenile delinquents, but most juveniles reform because of the counselling services and group therapy sessions that are at their disposal (PG2).

Our efforts as ZPCS are to ensure that the behaviour of the children changes to a positive one and that they develop a positive attitude towards life despite their current situation (PB2).

Other participants indicated thus:

As a social worker I observed that most juveniles' behaviour does change from the counselling sessions and group therapy we offer, which has led me to the conclusion that behaviour change is a process and also that it is a personal choice (SWK3).

My son went to prison and came back a far much better person, which means that the prison officials did a good job in rehabilitating my son (CM7).

Nevertheless, some participants indicated that there were some juveniles who actually became worse behaviour wise after incarceration and these were the children who

ended up becoming habitual criminals, mainly because of peer pressure and involvement with adult criminals who inject them with negative information.

4.4.1.3 Sub-theme 2: Acquiring different skills

A number of Participants acknowledged that they found the rehabilitation programmes at Harare central prison effective. The following responses from participants indicate how effective they thought the rehabilitation programmes are:

Being in prison helped me see the beauty of life. We had counselling sessions and group therapy once a week and we were also exposed to gardening and farming activities. It was beneficial to me because now I can plough and prepare land for farming, which I had no knowledge of before I went to prison (Participant N).

These juvenile delinquents are trained to be self-sufficient. By involving them in farming activities they are being taught that even if things are bad you still need to eat and no one will spoon feed them, they have to be bold and learn how to provide for themselves. This helps in equipping them with skills that will help them in the future (SWK4).

However, a few of the participants indicated that they never enjoyed gardening, arts, culture and sports sessions. The following is one of the responses when asked on which skills they acquired or are acquiring:

At times we, as prison officials, notice that some juveniles are not interested in any masculine activities but we have to encourage them because it will benefit them in the future and as it is a way of exercising (SWK4).

In a nutshell, the researcher observed that the majority of the participants did benefit from the limited rehabilitation programmes at Harare central prison. The programmes have proven to be effective in enhancing behaviour change and curbing re-offending to a large extent. The cases of those who re-offend after rehabilitation are rare.

4.4.1.4 Sub-theme 3: Little or no advancement in education of juveniles

When participants were asked on their educational level, most juveniles indicated that they did not advance their education while in prison. Below are the excerpts from some participants:

A very few juveniles opt for educational advancement. Most of them would rather play soccer than attend the educational programme. No matter how much we social workers try to convince them of the importance of education, they still will not advance and we cannot force them because it is a personal choice (SWK2).

Another participant echoed that:

I really wanted to advance with my education, but because of my background I could not manage to get all the required stationary from home and the prison does not provide us with learning materials. The teachers are the only available resources (Participant J).

The responses from participants indicate that educational advancement at Harare central prison is limited. Not every inmate is advancing in education because of various reasons. Since they are juveniles, as the researcher I believe that they should make education compulsory so that these juveniles advance their education.

4.5 Post –rehabilitation services provided to juvenile delinquents

Post-rehabilitation programmes are put in place in order to follow-up on inmates after their release from prison. Types of post-rehabilitation programmes at Harare central prison is the main theme and the sub-themes are; the post rehabilitation programmes provided to juvenile delinquents after their release from prison. The programmes include home visits, which are meant to monitor progress of rehabilitation after incarceration; family group therapy, which aims to investigate how the juvenile is getting along with their family members after imprisonment and; individual counselling sessions with juvenile delinquents, which are meant to investigate both the behaviour and emotional wellbeing of the delinquent.

Table 6: Themes and sub-themes of post-rehabilitation programmes provided to juvenile delinquents

Main theme	Sub-themes	Issues raised
Types of post-rehabilitation programmes	Home visits	Very few participants indicate that they received any post rehabilitation programmes after their release.
	Family group therapy	Participants who were exposed to family group therapy after their release indicated that it helped both juvenile and their families to put their past experiences behind and concentrate on making their lives better.
	Individual counselling with juvenile	A few juveniles indicated that they received individual counselling after their release from correctional centres and those who did receive counselling indicate that it was helpful in reminding them on living a clean life and not to go against the law.

4.5.1 Theme 3: Types of Post-Rehabilitation Programmes

A handful of the participants indicated that they had been exposed to post rehabilitation programmes. Zimbabwe Prisons and Correctional Service has put in place post rehabilitation programmes, which include home visits, family group therapy and Individual counselling with juveniles. These programmes are meant to further monitor and access the

juveniles' rehabilitation after incarceration. The question is, "are these programmes accessible by all the juveniles after they leave prison?"

4.5.1.2 Sub-theme 1: Home visits

When asked about home visits as a post rehabilitation programme provided to juvenile delinquents after their release from prison, very few participants indicated that they got that service. Below are the responses from some of the participants.

Honestly the ZPCS has one main post-rehabilitation programme, which is home visit of offenders after their release in an effort to ensure that they do not re-offend and that they reintegrate back into the community well. Further, we involve the whole family in a group family therapy to help them assist the juvenile so that they do not wait upon ZPCS to assist their child. It has to be more of a team work aspect (PB2).

As much as we as ZPCS would want to have a lot of programmes put in place for post rehabilitation, we are limited by resources and the economic situation even makes it worse because even the home visits are not being conducted as much as we would have wanted them to be (SWK1).

From the responses given by participants it is apparent that the ZPCS has put in place home visits as a post-rehabilitation service but at the same time they are struggling to monitor each and every juvenile who would have left prison mainly because of lack of resources due to the economic constraints the country is facing. Lack of monitoring of the juveniles is making the rehabilitation process incomplete because when they leave the prison they are getting exposed to things that might trigger them to re-offend but with close monitoring re-offending can be made impossible.

4.5.1.3 Sub-theme 2: Family group therapy

Upon being asked on family group therapy as a post rehabilitation programme, a few of the participants indicated that they had been engaged in family therapy and they went on to highlight that they found it very effective in that it allowed room for forgiveness and reconciliation with the juvenile delinquent. Below are the responses from some participants:

For the past 3 months the rehabilitation officer from Harare Central Prison has been visiting me twice every month and we had family therapy where by the officer enlightened my family members on what they should do to support me in my new endeavour and forget about the past (Participant M)

Reconciliation is also our major aim when these juveniles leave prison. We assist them in making peace with their victims (whenever possible) so that both parties, the offender and the offended, will learn to live in peace and harmony. We believe forgiveness is a big step for the offender as it enables them to move on with life without hesitation (SWK 3).

Both participants and social workers believed reconciliation was intergral to the process of rehabilitation.

4.5.1.4 Sub-theme 3: Individual counselling with juvenile

Apart from family group therapy participants were asked for their input pertaining the individual counselling sessions provided as a post-rehabilitation programme. The majority of the participants echoed that they received the counselling sessions once or twice after their release from prison. Samples of responses are detailed below:

ZPCS intends to monitor each and every inmate that leaves their prison but because of the economic situation in our country right now, it is not easy to follow up on each and every ex-convict (PG3).

I was released from prison in 2015 but not even a single day did the prison official visit me to check on my progress (Participant K).

Other participants highlighted the following views:

I have been receiving one on one counselling sessions once a month with the social workers ever since I left prison and have these helped me to stay aware of the consequences of going against the law (Participant L).

As social workers at the earliest opportunity we get to reach out to juvenile delinquents after their release we do visit them in their homes and have one on one counselling sessions with them with an effort to ensure that they keep in line with law and also to monitor their behaviour change process and mental wellbeing (SWK 3).

The majority of the participants echoed that they had not been exposed to post rehabilitation programmes ever since their release from prison. When asked on how beneficial the post rehabilitation programmes were to their reintegration into the community, most indicated lack of post rehabilitation programmes. This was confirmed a probation officer who said;

As probation officers we intend to do home visits and family group therapy on all released juveniles but because of the economic challenges the country is facing now it has become very difficult for us to follow up on each and every individual especially those who stay in remote areas (PO3).

This study presents evidence that once a juvenile is released from prison there are no further home visits or interventions to ensure that they do not re-offend and also to assist them in reintegrating back into the society. Where there are, they are very limited. These

children only receive counselling sessions while in prison and not much further rehabilitation programmes are available for them to help complete the rehabilitation and behavioural change process. Those who do receive this assistance showed that the frequency of support received has not been regular.

4.6 Discussion of the findings

The theoretical framework underpinning this study is resilience theory. The thematic analysis revealed several major themes that include the availability of rehabilitation programmes, effectiveness of rehabilitation programmes and availability of post-rehabilitation programmes. The study findings showed that once the juvenile delinquents had been admitted into the rehabilitation centre they were taken through various existing rehabilitative programmes such as skills empowerment, counselling, group therapy, education and sports and culture. The children were also taught how to live with one another peacefully, with respect and harmoniously. With all these programmes in place, the children found group therapy discussions more relevant in addressing their anti-social habits. The findings of the study are presented below and according to the research questions. Further, the discussion is aligned to the literature review and theoretical framework.

4.6.1 Rehabilitation programmes and interventions provided to juvenile delinquents at Harare Central Prison

Rehabilitation programmes and interventions are put in place as a means to assist juvenile delinquents with their rehabilitation process whilst still in prison or correctional services. Serving time in prison should never be a waste of time. The period of incarceration allows the ZPCS a chance to work at reforming lives of juvenile delinquents by showing them that crime does not pay but rather destroy their lives, equipping them with a marketable skill, providing them with education opportunities though it is not compulsory, all with one aim in mind which is to reduce the chances of these young offenders of re-offending after release. The availability of rehabilitation programmes, the types of rehabilitation programmes are discussed below.

4.6.2. Types of rehabilitation programmes

Individual and family counselling is an essential part of just about any rehabilitation programme. Individual counselling is used as a way to address the concerns and needs of a youth offender. Teens have different hormonal and physiological issues than do adults. Also, they might have haunting issues from childhood they may need to sort out. Family counselling adds another helpful element. Family members, as well as the juvenile, are shown ways they can motivate the youth in a positive way. Also, conflict resolution is explored (Damme, 2010). Juvenile delinquents in prison were also offered formal education, that is primary and secondary education syllabus in which teachers. The core subjects in primary and secondary schools were availed and these included English, Mathematics, Shona, Geography, Integrated science, History and Commerce. Educational programmes offer youth offenders with a feeling of hope, as well as a pathway to success. They can see that there are other choices out there rather than a life of crime. Education is a fundamental occupant of any juvenile rehabilitation program (Damme, 2010).

Behaviour and adolescents lessons were not seriously taught. There were individual sessions on behaviour change that gave the counsellors an opportunity to look into the juvenile's problem at an individual level. The rehabilitation programmes did not take into consideration the ages and interests of the juveniles because some of them who were ideally supposed to be in school where just left to sit and did not have an opportunity to progress in school since they indicated that they could not force juveniles to proceed with their education whilst in prison; it was a personal choice. And those who opted for education during their rehabilitation at times also felt ashamed of being in certain classes at their ages because they perceived themselves as the oldest in those classes.

Furthermore, literature notes that rehabilitation is a most important factor for juvenile delinquents' successful re-entry into mainstream society. Effective intervention plays a vital role in any strategy designed to reduce the rates of juvenile delinquency (Lipsey, Wilson & Cothorn, 2000). Rehabilitation is an essential resource that is provided to juvenile delinquents to help ease the re-entry process back into society. Effective rehabilitation is important because it helps to eliminate the vicious cycle of recidivism and proper

rehabilitation can lead to juvenile delinquent population not resorting to adult criminal activity.

While in a detention facility, a youth is being kept away from negative risk factors in their life. However, on the other hand it also keeps them away from any positive influences. Research shows that confinement of a large number of youth in one setting offers high recidivism rates. Of the youth who are kept in a confinement facility, 50-70 percent are rearrested within one to two years after release (Nielson, 2014). While these facilities often times offer necessary treatment and rehabilitative services for the youth, there is a significant separation from the community to which they will return upon release. This creates hindrance for youth when they return to their community and do not have the same services. Many of the youth face the issue of being stigmatized by institutionalization.

The researcher adopted Resilience theory for this study because it shows how humans can cope despite the situation, which is explained by those juvenile delinquents who completely reformed despite the terrible living conditions in prison. Furthermore, resilience does not eliminate stress or erase life's difficulties. Instead, it gives people the strength to tackle problems head on, overcome adversity and move on with their lives. Resilience also notes that the majority of children with identifiable risk factors do not engage in crime or antisocial behaviour. Despite challenging circumstances, children can develop resilience depending on the complex interplay between risk and protective factors.

4.7 The effectiveness of programmes in reforming juvenile delinquents

The effectiveness of rehabilitation programmes is measured by the number of juvenile delinquents who re-offend after their release from prison and by the behaviour change after incarceration. The first research question unveils the types of rehabilitation programmes available at Harare Central prison. The effectiveness of these programmes are discussed beneath.

4.7.1 Effectiveness of rehabilitation programmes

Effective intervention plays a vital role in any strategy premeditated to diminish the rates of juvenile delinquency. Individuals who are employed in the juvenile justice system use intervention as an important element of dispositional sanctions imposed in juvenile cases (Lipsey, Wilson&Cothorn, 2009)

The behaviour change programmes assisted juveniles in continuing with their education after incarceration and developed positive attitude towards it. Some of the juveniles were able to open up especially when they had individual counselling sessions with rehabilitation officers. Farming and gardening also made the juveniles to acquire some skills and knowledge that enabled them to earn a living after the rehabilitation and participated fully in nation building. However, the prison officials indicated that there was lack of funds to effectively meet the needs of the juveniles, it was hard to deal with juvenile delinquents and therefore more qualified and professionally trained counsellors needed to be employed in the institutions to help the juvenile delinquents with the rehabilitation process. The juveniles have also learnt that bad behaviour does not pay but destroys ones' life. These juvenile delinquents understood that habits like stealing and abusing others were not allowed. They have learned good morals through counselling, group therapy and farming activities. More so they have acquired knowledge on how to differentiate good from bad, being able to control themselves and avoiding bad company.

The policies took into consideration the orientation of the juveniles into the new environment as confirmed by Kikuvi (2011) that there was lack of understanding among the adolescents as to why they were in the rehabilitation centre. Lastly the findings on the benefits of the rehabilitation programmes to the juvenile delinquents included becoming responsible and law a biding citizen, acquiring of skills and knowledge in various fields especially vocational and life skills training. These juveniles learnt that it was possible to live a responsible life free of drugs, always made the right decisions and appreciated the importance of education.

The findings also showed that the environment where a child grows up in has influence(s) on his or her behaviour. The juveniles appreciated that humility and perseverance in life and hard work pays in life. They learnt about personal responsibility in life and self-

awareness, personal hygiene and to obey parents. Training in agriculture and personal hygiene were common for all the children in the institutions.

Rutter (2006), as cited in Shean (2015:5) defines resilience as, “An interactive concept that is concerned with the combination of serious risk experiences and a relatively positive psychological outcome despite those experiences”. He further explains that resilience is more than a social competence or positive mental health, competence must exist with risk to be resilience. Rutter’s (2013) definition has remained firm over time, which states that resilience is when, “Some individuals have a relatively good outcome despite having experienced serious stresses or adversities their outcome being better than that of other individuals who suffered the same experiences” (Rutter, 2013 as cited in Shean, 2015:5). This study relied on the Resilience Theory, which explains the circumstances of those juvenile delinquents who completely reformed despite the terrible living conditions in prison. The study findings indicate that some juvenile delinquents showed positive behaviour change after rehabilitation though at first they suffered being away from their family and loved ones.

4.7.2 Ineffectiveness of Rehabilitation programmes

For those who indicated that the programmes were not relevant, they said that there were few programmes available for them. A lot of time was spent on watching television or just loitering around their cells rather than on counselling sessions and group therapy. The study findings indicate that amongst the rehabilitation programmes at Harare Central Prison, education is the least effective mainly because it is not a compulsory programme; it is by will or choice of the offender. Participants indicated the main reason that they did not engage in education whilst in prison was because they did not have adequate resources like exercise books, textbooks and other stationary, since the prison did not offer such and they had to get stationary from their families, which was not easy.

4.8 Measures taken to prepare juvenile delinquents for reintegration into society

The Correctional Services Department aims to help young offenders develop socially acceptable behaviour and improve their interpersonal skills; strengthen their confidence and abilities to cope with stress and difficulties arising from their reintegration into society; and enhance their potential for productive and decent employment (Cheung, 2009).

4.8.1 Types of Post-Rehabilitation Programs

The main aim of juvenile justice systems should be to enable juveniles not to re-offend (Cantwell, 2013). Article 40 of the Convention on the Rights of the Child states that every child in conflict with the law has the right to be treated in a manner that takes into account “the desirability of promoting [his/her] reintegration and [his/her] assuming a constructive role in society. Customized support for each child and his/her family and family therapy should be provided throughout the process, including after release in the case of a custodial sentence, if the intervention of justice is to be meaningful. Obviously, justice systems are neither equipped nor mandated to fulfil this role alone, and need to work hand in hand with the social sector towards this end. In the absence of such inter-sectoral cooperation, juvenile justice interventions would miss the opportunity of supporting a sustainable change in the child’s behaviour (Cantwell, 2013).

Tang (2010) echoes that, “Offenders’ reintegration potential is maximized through the building of family and/or social ties and the delivery of programmes targeted at improving prisoners’ offending behaviours, attitudes and skill. Rehabilitation begins from the time an offender first enters the prison system and continues even after their release, hence underlining the importance of after care programmes and services for ex-offenders”.

Family participation and therapy are important parts of the rehabilitation process for juvenile delinquents. Research has shown that many juvenile delinquents come from families where there are many siblings so time is stretched and each child does not get satisfactory attention. Also, the parents are not involved because of other issues such as

substance abuse, incarceration, and or poverty. Supportive families help the former offender overcome difficult program experiences while going through the rehabilitation process (Mincey et al., 2008). Family therapy also allows the whole family to be rehabilitated because the family gets the chance to process the situation of their former delinquent child. Family therapy helps to enlighten the control theory (1969) because the therapy process allows for strong social bonds to be created through therapy so; juvenile delinquents are less likely to re-offend because they are rebuilding a strong foundational relationship.

Research findings indicate that there are limited types of post rehabilitation programmes and the existing ones include home visits, family therapy and individual counselling sessions with juveniles. The findings indicate that these programmes are put in place to assist juveniles with re-integration into the society and to further monitor their post rehabilitation. However, not all juveniles accessed these programmes due to various factors that include the economic constraints in Zimbabwe at the moment, prison officials do not have adequate resources to follow up on the released juveniles especially those who stay out of Harare. The young offender rehabilitation programmes of Zimbabwe Prisons and Correctional Service aim to help young offenders develop socially satisfactory behaviour and improve their interpersonal skills; strengthen and boost their confidence and abilities to cope with stress and difficulties arising from their reintegration into society; and enhance their potential for productive and decent lives after incarceration.

4.9 Chapter Conclusion

There is no one solution in respect to rehabilitation for anyone. Juvenile rehabilitation is an art and not a science. What works for one child may not work for another. So, whatever the correctional services try to do, the key seems to be to use as many rehabilitation programmes as possible, hoping that something works for each juvenile. Juvenile rehabilitation might be a lot like taking swings at a piñata. More so, the more swings you take, the better the chance there is that you will hit it right and something will come out. The following chapter dwells on summary findings and recommendations.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The previous chapter was based on the presentation and discussion of the findings. The focus of this chapter is summary of the findings, conclusions and recommendations as well as suggestions for further studies and implications of the findings for social work policy and practice. The aim of this study was to explore the effectiveness of juvenile delinquents' rehabilitation programmes at Harare central prison.

5.2 Summary of the findings

The ultimate objective of all rehabilitation and post-rehabilitation programmes is to assist juvenile delinquents to reintegrate into the community as law-abiding citizens. Should this mission not be achieved, the longer the interval between discharge and re-offence the more successful is the concerned rehabilitation and post rehabilitation programmes. Data was gathered from participants within Harare Central Prison and the surrounding community. Qualitative research methods were employed using in-depth interviews and focus group discussions. In addition, the non-probability sampling technique that was employed in this study was purposive sampling. The study consisted of 37 participants.

5.2.1 Juvenile delinquents Rehabilitation programmes and interventions available at Harare Central Prison

The study findings indicate that the Zimbabwe Prisons and correctional services has put in place very few rehabilitation programmes mainly because of the economic constraints in the country. The available programmes are counselling, group therapy, gardening and farming, Education, sports, arts and culture. Study findings indicate that juveniles were exposed to these programmes as means to rehabilitate them but programmes like education were not compulsory, which hindered educational advancement for most

delinquents. However, these rehabilitation programmes managed to reform some young offenders into becoming law abiding citizens.

5.2.2 Effectiveness of juvenile rehabilitation programmes at Harare Central prison

The overall purpose of this study was to explore the effectiveness of juvenile delinquents rehabilitation programmes at Harare Central Prison. This study largely focused on the types of rehabilitation programmes and the extent to which they were effective in rehabilitating the young offenders. The study findings indicate that even though ZPCS has limited resources, juvenile reoffending is at a very low rate, mostly not because of the rehabilitation programmes alone but also because of the living conditions within the four walls of the prison. The participants indicated that rehabilitation programmes did help them in behavioural change process but also the fact that they were deprived from their daily routines and have to abide to the prison rules it made them to become changed people.

5.2.3 Post-Rehabilitation programmes provided to juvenile delinquents

The ZPCS has post rehabilitation programmes that are meant to follow up on the after-incarceration progress of the young offenders. The study indicates that a limited number of juveniles had access to the post rehabilitation programmes because the prison officials could not follow up on all the released juveniles mainly because of the unavailability of resources. These post rehabilitation programmes are put in place so as to assist the young offender with their reintegration into the society and also to continue with monitoring so that they do not reoffend. Findings further indicate that upon release juveniles are to be prepared for re-entry into the society but it is rarely fulfilled especially with juveniles who stay out of Harare, there are no available resources to engage in family group therapy with the juvenile delinquents family members before and after the offender's release. Lack of monitoring of the juveniles is making the rehabilitation process incomplete because when they leave the prison they are getting exposed to things that might trigger them to re-offend but with close monitoring re-offending can be

made impossible. Those who do receive this assistance showed that the frequency of support received has not been regular.

5.3 Conclusions

The conclusions of this study are presented according to the objectives of the study.

5.3.1 The programmes and interventions available to rehabilitate juvenile delinquents at Harare Central Prison

The researcher explored the various rehabilitation programmes at Harare Central Prison and their impacts on rehabilitating juvenile delinquents. The types of rehabilitation programmes include counselling, group therapy, education, sports, art and culture, gardening and farming. Researcher noted that these rehabilitation programmes were administered to all juveniles, but education was not compulsory. The researcher also noted that incarceration of juveniles was meant to be punitive than rehabilitative, which in other ways will give the juveniles that feeling of being condemned by the outside society.

5.3.2 The effectiveness of juvenile rehabilitation programmes at Harare Central prison

The effectiveness of these rehabilitation programmes can only be measured when these rehabilitated juveniles recommit crimes of a similar nature and the behaviour change process of these young offenders. The study findings indicated that most juveniles who went through rehabilitation did not reoffend, making the programmes to be effective in reforming the juveniles. However, the researcher discovered that even though these juveniles did not reoffend, a few of them seemed to be still at risk of reoffending because they lack after care services. While in a detention facility, a youth is being kept away from negative risk factors in their life; however, on the other hand it also keeps them away from any positive influences. The researcher noted that ZPCS is more concerned about rehabilitation and they tend to overlook the aspect of reconciliation of offenders and their victims (where applicable). The researcher believes

that reconciliation should work hand in glove with rehabilitation so that offenders can have peace within themselves and their victims (where applicable) then we can conclude on the full effectiveness of rehabilitation programmes.

5.3.3 The post-rehabilitation services provided to juvenile delinquents

The study findings indicate that ZPCS has put in place post rehabilitation programmes to monitor offenders after their release. These post rehabilitation programmes are not being fully administered because of the lack of resources within the institution. The researcher concludes that for these post rehabilitation programmes to be more effective the ZPCS should seek funds from NGOs so that they can implement the post rehabilitation programmes fully. In a nutshell post-rehabilitation programmes are just there more on paper than in practise because not every offender is accessing them hence it becomes very difficult to access if they are effective in reducing the rate of reoffending and also in accessing juveniles' successful re-entry into the community without facing any discrimination.

5.4 Implications of the findings for social work policy and practice

In the case of juvenile delinquents, their social nature is the main circumstance leading to conflict with the law most of the times. Most children who offend often live in poverty stricken families, with substance abuse or separation, and some children may even be involved in risky behaviours such as drug use or prostitution. When these children enter into contact with law enforcement, the main purpose of the juvenile justice system should be to enable them not to reoffend. As stated in Article 40 of the Convention on the Rights of the Child, every child in conflict with the law has the right to be treated in a manner that takes into account the goodness of promoting reintegration and assuming a constructive role in society. Social work has a great role to play in juvenile justice. The study findings indicate that social work practise can help ensure appropriate social protection responses to the differential risks and vulnerabilities faced by juvenile delinquents. To improve service delivery, gender amongst prison officials needs to be mainstreamed into all aspects of policy and juvenile rehabilitation programme design for

social protection, including raising awareness in schools, communities, institutional arrangements and monitoring and evaluation of ex-juveniles. The design options may include a range of responses according to the spectrum of preventive and rehabilitative programme objectives, as appropriate which will ensure that rehabilitation of juveniles is done thoroughly. Social workers should build institutional coordination between stakeholders and accommodate NGOs like (CATCH) to assist them with education and awareness done in order to increase knowledge on juvenile justice and as a preventive measure. Such organisations (CATCH) can even assist in sourcing resources that will help in conducting home visits to juveniles to ensure that their reintegration back into the mainstream is a success.

However, according to Cantwell (2013), social work as a profession in Juvenile justice system plays a vital role in assisting juvenile delinquents in a positive direct and indirect impact on the juvenile justice system. The study findings relate to Cantwell (2013) in that the social workers were directly involved with the juveniles during their stay in prison and assisted in their rehabilitation so that the young offenders do not reoffend after serving.

5.5 Recommendations

Based on the study findings, the study recommends that a complete overhaul and a comprehensive review of the rehabilitative programmes be carried since all the current rehabilitation programmes are outdated and do not address the needs and concerns of the juvenile delinquents.

The conditions under which the rehabilitation programmes were offered were the greatest factor hindering successful reformation of the juvenile delinquents. The buildings were in a deplorable state and could not accommodate juvenile populations. Therefore stakeholders should make all the necessary efforts to make the living conditions more favourable by hostels (UN standard of 10 x10 for every child) for the juveniles.

Juveniles were given only one pair of uniform, which became very difficult to manage especially when washed and wet. Additional pairs of uniforms should be given to the children. There was a very serious food shortage and other core basic needs within Harare Central prison.

Despite reforms, gaps remain in the current system. For example, children continue to spend prolonged periods of time in adult prisons while they await repatriation to institutions due to resource constraints. Key recommendations include expanding the Pre-trial Diversion Programme to all the provinces as it has yielded results that benefit the child as well introduction of alternatives of institutionalisation

5.6 Suggestion for further studies

Based on the study findings, the researcher recommends further studies in the following areas:

1. Effectively dealing with the challenges facing juveniles in custody.
2. A study on recidivism among the juvenile delinquents within the juvenile rehabilitation.
3. A study on diversion as an intervention process for juvenile delinquents

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APPENDICES

APPENDIX A: LETTER OF INTRODUCTION

My name is Rumbidzai Nyakatawa. I am a student at the University of Fort Hare currently studying Masters in Social Work. My dissertation is entitled “*The effectiveness of Juvenile Delinquents Rehabilitation Programmes in Zimbabwe: A case study of Harare Central Prison.*” The study seeks to examine the programmes available for juvenile delinquents and the extent of effectiveness of these programmes. The participants of this study are juvenile delinquents, social workers, probation officers, prison guards and focus group with community members.

The researcher is kindly requesting for your time and cooperation to respond to the questions in the form of in depth interview guide and focus groups. It takes 20-30 minutes to complete the session. The researcher will uphold and guarantee confidentiality (use of pseudo names on subjects), informed consent (subjects will be informed about the nature of the study and its objectives), voluntary participation (subjects will not be forced to be part of the study) and avoidance of harm (if the study has a negative impact on the mental and emotional well-being of the participant he or she is free not to be part of it/ stop at any stage of the research).

The information gathered from the participants will be used for academic purpose only and the interview guide will be destroyed after the data has been analysed. This study will provide useful information to the Policy Makers (government), Development Practitioners, Department of Social Development and Child Welfare, Zimbabwe Prisons and Correctional Services.

Your participation will be greatly appreciated.

APPENDIX A: INFORMED CONSENT FOR

Title of the Dissertation: *“The effectiveness of Juvenile Delinquents Rehabilitation Programmes in Zimbabwe: A case study of Harare Central Prison*

SECTION A (Researcher)

Researcher’s name and surname:

Contact Details:

Email addresses..... **Signature**.....

SECTION B (Participant)

1. I have read and understand the above mentioned ☐ information YES ☐
NO

2. I have been informed about the aim and objectives of this study YES ☐
NO ☐

3. I understand that the researcher is interested in my opinion and honest facts about how effective juvenile delinquents rehabilitation programmes are? YES ☐
NO ☐

4. I have voluntarily agreed to taking part in this interview YES ☐ NO ☐

6. I have received a copy of this informed consent form YES ☐ NO ☐

I (participant’s name)agree to participate in the above mentioned study.

Date:

Signature.....

APPENDIX B: In-depth interviews with juvenile delinquents

- 1:** Age:
- 2:** Gender:
- 3:** Race:
- 4:** Level of Education:
- 5:** Offence:.....
- 6:** Province:.....
- 7:** What offence led to your imprisonment?
- 8:** Is it the first time that you have been arrested? If not, what offence did you commit the first time you were arrested?
- 9:** Do you get counselling sessions regularly and do you see them as beneficial to your behaviour change process?
- 10:** What activities do you engage yourself in?
- 11:** How has being in prison helped you in terms of behaviour change?
- 12:** What have you as an individual learnt about going against the law?
- 13:** How are you being affected by the absence of family members whilst you are here (prison)?
- 14:** If given a second chance what would you do differently?
- 15:** When you leave prison what do you intend to do, as in do you want to continue with your studies? What are your dreams and aspirations?

16: What programmes have you been exposed to as means of rehabilitating you?

Explain how the programmes have helped you reform as an individual.

APPENDIX C: In depth interviews with social workers

- 1:** Gender.....
- 2:** Years of Experience.....
- 3:** What types of programmes are available for juvenile delinquents here at Harare central Prison?
- 4:** Explain the programmes administered in line with the type of crime the child would have committed.
- 5:** After rehabilitation of these juvenile delinquents, are there any interventions or programmes for assisting them to reintegrate into the community? Please explain.
- 6:** As social workers do you embark on home visits to follow up on the juveniles after their rehabilitation or incarceration period? Please explain.
- 7:** To what extent you think the programmes you have mentioned above are effective in reducing recidivism or re offending? Please explain.
- 8:** You have mentioned some rehabilitation programmes available for juvenile delinquents, of these programmes which one(s) do you think is or are most effective in rehabilitation of juvenile delinquents and why?
- 9:** Are there any post-rehabilitation programmes for juvenile delinquents that have left prison? Please explain.
- 10:** How effective are these programmes in ensuring that they do not reoffend?

11: How are these programme(s) managed and how are they monitored and evaluated?

APPENDIX D: In-Depth interviews with ex-Juvenile Delinquents

- 1:** Age
- 2:** Gender.....
- 3:** Race
- 4:** Level of Education:.....
- 5:** Offence:.....
- 6:** Period Served in Prison.....
- 7:** Province:.....
- 8:** What offence led to your imprisonment?
- 9:** What programmes were you exposed to as means of rehabilitating you? Explain how the programmes have helped you reform as an individual.
- 10:** To what extent were the programme(s) you mentioned above effective in rehabilitating you? Please explain.
- 11:** Since the time you left prison, how do the community members perceive you? Please explain.
- 12:** After your rehabilitation period, are there any post-rehabilitation programme(s) that were or are being provided for you? Please explain.
- 13:** To what extent are the post-rehabilitation programme(s) beneficial to your behavioural change as an ex-juvenile delinquent? Please explain further.

APPENDIX E: Focus Group with Prison guards

- 1:** How often do you detain children in conflict with the law?
- 2:** What crimes are frequently committed by the young offenders?
- 3:** What do you have to say about the rehabilitation programmes juveniles go through during their incarceration?

- 4:** How effective do you think these rehabilitation programmes are in helping the child offender to get grip of their lives and divorce themselves from criminal activities?

Please explain.

- 5:** How do these juvenile delinquents integrate into the community after rehabilitation or incarceration? Do you have any type of measures that ensure that their reintegration is made easier? Please explain.

APPENDIX F: Focus Group with Probation officers.

- 1:** What crimes are frequently committed by the young offenders?
- 2:** What do you have to say about the rehabilitation programmes juveniles go through during their incarceration?
- 3:** Do you think these rehabilitation programmes are helping the child offender to get grip of their lives and divorce themselves from criminal activities? Please explain.
- 4:** How do these juvenile delinquents integrate into the community after rehabilitation or incarceration? Do you have any type of measures that ensure that their reintegration is made easier? Please explain.

APPENDIX G: Focus Group Discussion with Community Members

- 1:** Do you think imprisonment of young offenders is necessary? Please explain.
- 2:** From your own viewpoint, did some of the young offenders who were formerly in prison reform? Elaborate further.
- 3:** Do you think these rehabilitation programme(s) that are offered are helping the child offender to get grip of their lives and divorce themselves from criminal activities? Please explain.
- 4:** As community members what measures do you take in assisting the juvenile delinquents from being labelled as criminals by the society? Please explain.

ETHICAL CLEARANCE CERTIFICATE

REC-270710-028-RA Level 01

Certificate Reference Number: TAN171SNYA01

Project title: **The effectiveness of Juvenile Delinquents
Rehabilitation Programmes in Zimbabwe: A
case study of Harare Central Prison.**

Nature of Project: Masters

Principal Researcher: Rumbidzai Nyakatawa

Supervisor: Prof P.T Tanga

Co-supervisor: N/A

On behalf of the University of Fort Hare's Research Ethics Committee (UREC)! hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above. Please note that the UREC must be informed immediately of e Any material change in the conditions or undertakings mentioned in the document

The Principal Researcher must report to the UREC in the prescribed format, where

Special conditions: Research that includes children as per the official regulations of the act must take the following into account:

Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
 - o Any unethical principal or practices are revealed or suspected
 - o Relevant information has been withheld or misrepresented
 - o Regulatory changes of whatsoever nature so require
 - o The conditions contained in the Certificate have not been adhered to


9 In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office

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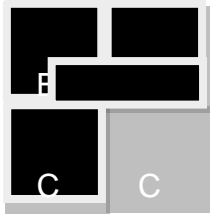
9 In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office

The Ethics Committee wished you well in your research.

Yours sincerely ANDRE


Professor Gideon de Wet
Dean of Research

15 June 2016



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CERTIFICATE OF EDITING

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This document certifies that a copy of the thesis whose title appears below was edited for proper English language usage, grammar, punctuation, spelling, and overall style by Dr Nhlanhla Landa whose academic qualifications appear in the footer of this document. The research content and the author's intentions were not altered during the editing process.

**TITLE: THE EFFECTIVENESS OF JUVENILE REHABILITATION PROGRAMMES IN
ZIMBABWE: A CASE STUDY OF HARARE CENTRAL PRISON**

AUTHORS: RUMBIDZAI NYAKATAWA (200909601)

DATE: 19 June 2018

EDITOR'S COMMENT

The author was advised to effect suggested corrections with regards to clarity of terms and expression.

Signature

PhD Applied Linguistics (UFH), MA Applied Linguistics (MSU), BA (Honours) English and Communication (MSU)

Professional Membership: A member of the Professional Editors Guild

