



A Study on the Effectiveness of Child Rehabilitation Programmes in Rehabilitating Children in Conflict with the Law in Malawi: The case of Mwai Wosinthika Rehabilitation Programme

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Abstract

This study was aimed at assessing the effectiveness of Child Rehabilitation Programmes in Rehabilitating Child Offenders with Mwai Wosinthika rehabilitation programme as a case study. Descriptive research design was used in this study with a sample size of 40 participants. The participants were divided into four categories: program participants, facilitators, parents/ guardians and community leaders. The project participants were sampled from the list of graduates of Mwai Wosinthika rehabilitation programme. The study was qualitative in nature and the data was analysed by use of descriptive statistics by frequencies and percentages. The analysed data have been displayed in the form of graphs, tables and pie charts. The study has found out that the rehabilitation programme under study is very effective in rehabilitating child offenders. It is, therefore, recommended that there should be a complete adoption of the child rehabilitation programme being championed by Irish Rule of Law International called Mwai Wosinthika. This is because this rehabilitation programme is able to address the ever emerging rehabilitation needs of the juvenile delinquents

Key word: *Mwai Wosinthika, Descriptive Research, Child Offender, Rehabilitation*

CHAPTER ONE

1.0. INTRODUCTION

The notion of having a specific juvenile criminal policy begun in the 1960s. This is the time period when scholars started to consider the importance of balancing the state's intervention against young offenders by taking into account the principles of subsidiarity and proportionality (Dunkel, 2009). It was at a later stage when the supporting instruments were established in 1985 through the enactment of the Beijing Rules where the general concept of diversion got introduced. This concept involves the removal of juvenile offenders from the criminal trial and redirects them to formal or informal community support services to avoid negative effects of juvenile justice proceedings. Hinshaw (1993) argues that by maintaining the young offender's ties with his family and the community, diversion avoids the potential effect of a formal delinquent label which could adversely affect his self-image and contribute to subsequent delinquent behaviour.

It is imperative to mention that the best approach is to make sure that children are not coming into conflict with the law and this is the work for the entire society. However, where prevention fails, it is important to reduce the rate of incarceration by promoting rehabilitation that involves families, communities as a safer and more appropriate and effective approach than punitive measures (Raharjo, 2018; Chotib. and Safira, 2022; Abdurrachman, 2016; Harefa, 2016). This simply means that diversion, restorative justice and alternatives to custodial sentences should be promoted. This is based on the fact that there are times when the intervention of the formal court system is not necessary in rehabilitating a child offender. This means that there is a need of channeling children into appropriate re-integrative programmes and services (Steyn, 2010; Odongo, 2005; Mbambo, 2005; Mbambo, 2002). This is why a child protection system is needed that can guarantee the growth and development of children who are in conflict with the law. The purpose of diversion is that the child who is the perpetrator of a crime is able to take responsibility and be held accountable for his actions both for himself, the victim, his family and society, so as to provide a deterrent effect and not repeat the same or do different crimes (Steyn, 2010).

A child in conflict with the law, hereinafter referred to as a child, is a child who is 10 (ten) years old but not yet 18 (eighteen) years old and is suspected of committing a crime. Ten years old is set in the definition because the Constitution of Malawi does not recognize a child of less than ten years old to be criminally responsible.

1.0.1. INTERNATIONAL LEGAL FRAMEWORKS ON CHILD DIVERSION

1.0.1.1. Convention on the Rights of the Child (CRC)

In 1989, world leaders made a historic commitment to the world's children by adopting the United Nations Convention on the Rights of the Child – an international agreement on childhood. This has become the most widely ratified human rights treaty in history and has helped transform children's lives around the world. Although the Convention on the Rights of the Child (CRC) itself does not explicitly mention specific articles as its general

principles in the convention, it recognizes four core principles in its reporting guidelines. These guidelines are: the general principles consisting of the right to equality and non-discrimination (Art. 2 CRC), the best interests of the child (Art. 3 CRC), the right to life, survival and development (Art. 6 CRC) and the right to participation (Art. 12 CRC). According to Verhellen (2015) these general principles need to be read as horizontal implementation and interpretation principles throughout all the provisions of the CRC. Hanson & Lundy (2016) also gives an insight that when implementing other articles in the CRC, state parties should provide relevant information on the application of these principles. This in the end help to guide the state parties to ably interpret the convention as a whole and thus guide national programs of implementation.

In the CRC, Article 40 (3) (b) embeds the idea of diversion. It establishes a concept of dealing with children in conflict without resorting to judicial proceedings. Slightly different from the wording in the Beijing Rules, the CRC emphasises that diversion should not lead to negligence of the child's human rights and legal safeguards. When implementing diversion, Article 40 (3) (b) cannot stand alone. It relates to other provisions in the CRC, particularly those concerning children's rights in juvenile justice. For instance, Article 37 (b) concerns children who are deprived of their liberty. A central message from this provision is that the deprivation of liberty should be used only as a measure of last resort and for the shortest period of time.

1.0.1.2. The Committee on the Rights of the Child Committee

The Committee on the Rights of the Child (CRC) is the body of independent experts that monitors implementation of the Convention on the Rights of the Child by its State parties. The CRC Committee (hereinafter often also referred to as "the Committee") strongly prohibits any treatment that leads to stigmatisation, social isolation, or negative publicity of the child. The Committee's general comment can be a valuable source for being, at least, a guideline for states' implementation of rights, and a tool in interpreting the Convention (Weissbrodt, 2011). In other words, the Committee provides the interpretation of the content of human right provisions and focuses on thematic issues or methods of work. Although not binding, general comments have a considerable legal weight and are soft law instruments that interpret and add detail to the expressed rights in treaties. According to the analysis made by Weissbrodt (2011) the following are the interpretations that can be made from the Committee on the Rights of the Child:

First of all, the Committee defines diversion as "an intervention without resorting to judicial proceedings involving removal from the criminal/juvenile justice processing and referral to an alternative (social) services for children, alleged as, accused of, or recognized as having infringed the penal law". This means that the Committee notes, given the fact that child offenders commit relatively minor offences, diversion should be a well-established practice that can and should be used in most cases.

Secondly, the Committee does not limit the use of diversion only to minor offences and first-time child offenders. Meaning that diverting juvenile offenders from judicial proceedings is also applicable to major offences and a

recidivist child offender. According to the Committee, children in conflict with the law, including child recidivists, have the right to be treated in an appropriate way promoting his reintegration and constructive role in society. In dealing with child recidivists, the authorities should be more cautious in using diversion to prevent further recidivism. For example, a boy is caught committing shoplifting continually in a store. The primary motive may be extreme poverty. Hence, the authorities should assess the root causes of the crime and provide an alternative program tailored to the child's needs. Accordingly, it may reduce the child offender's possibility of being a recidivist in the future.

Third, the Committee provides some examples of diversion in community-based programs, such as community service, supervision and guidance by social workers or probation officers, family conferencing, restitution to and compensation of victims. Nonetheless, it should not be limited only to these forms. The Committee leaves open to states parties on deciding the nature and the content of diversion in their respective national legislation in so far human rights of children and legal safeguards are respected. According to Weissbridt (2011) The authorities should ensure that the diversion program is tailored to fit the individual therapeutic and developmental needs of the young person.⁵³ Therefore, state parties are allowed to develop any diversion program that is suitable and feasible to execute in their country, of their specific social and cultural values.

Fourth, the Committee also underlines some requirements to enter into diversion as the followings: 1) There is clear evidence that the child committed the suspected crimes; 2) He/she freely and voluntarily admits accountability; 3) No intimidation has been used to get that admission; 4) Such admission will not be used against him/her in any subsequent legal proceedings.

1.0.1.3. Child Diversion in African Context

In Africa, issues of child protection were taken on board in 1979 when the Assembly of Heads of State and Government of the Organisation of African Unity (OAU) adopted a Declaration on the Rights and Welfare of the African Child at its 16th ordinary session in Monrovia, Liberia. According to Lloyd (2002) the Declaration recognised the need to take all appropriate measures to promote and protect the rights and welfare of the African child. Then later in 1988 the African Network for the Prevention and Protection Against Child Abuse and Neglect (ANPPCAN) and the United Nations Children's Fund (UNICEF) hosted a conference on 'Children in situations of armed conflicts in Africa'. It is mentioned that one of the conference objectives was to consider whether there were gaps in Convention on the Rights of the Child that needed to be filled with a regional-specific treaty and some of the peculiarities of the African situation omitted from CRC were identified (Muthonga, 1992, Viljoen, 1998). In collaboration with the two organisations that had organised the workshop, the Organisation of African Unity set up a working group of African experts, chaired by Lee Muthoga, to develop a draft charter. The draft followed the usual route of scrutiny by the Secretary-General and consideration by the Council of Ministers. There was some debate at the Assembly of Heads of State and Government, but the African Children's Charter was adopted without dissension on 11 July 1990 (Muthonga, 1992). The African Charter on the Rights and Welfare of the Child (African

Children's Charter) is the first comprehensive regional children's rights treaty specifically dedicated to the protection of children in Africa. According to Mezmur (2006) a number of reasons, which could stand scrutiny, are forwarded to justify the need for a separate regional instrument, given the existence of the widely ratified and acclaimed United Nations (UN) Convention on the Rights of the Child (CRC).

Then later in 2001, The African Committee of Experts on the Rights and Welfare of the Child (ACERWC) was established. This Committee draws its mandate from Articles 32-46 of the African Charter on the Rights and Welfare of the Child with the goal of working towards making Africa a continent that is fit for children by protecting and respecting their rights. According to Mezmur (2006) the committee's main functions are to collect information, interpret provisions of the Charter, monitor the implementation of the Charter, give recommendations to governments for working with child rights organisations, consider individual complaints about violations of children's rights, and investigate measures adopted by Member States to implement the Charter. The African Children's Committee recommends specialist training for the justice workforce to support children in conflict with the law. According to Lloyd (2002), The Children's Committee also recommends improving legislative and policy standards for child justice, promoting diversion, and ensuring sufficient human and physical resources for child justice, not forgetting the importance of consulting children and meaningfully considering their views in the context of administrative and judicial proceedings that concern them.

1.0.2. CHILD DIVERSION IN MALAWIAN CONTEXT

In recent years, there have been significant improvements in prioritising child protection in Malawi. This is evidenced by the government's move to enact a comprehensive Child Care, Protection and Justice Law in June 2010 (Child Care, Protection and Justice Act, No. 22 of 2010). In addition, child protection is also prioritised in the government's development agenda which includes a child protection system approach as evidenced in the Malawi Growth and Development Strategy II (2012-16), setting a strengthened child protection system as one of its expected results. This is very recommendable, especially that half of Malawi's population is younger than 18 years old, and children are confronted by serious and continuous protection risks (Malawi Police Service, 2019).

In the context of Malawi's criminal law, it is emphasised that criminal investigation activities carried out by the police, prosecutors, judges and other officials must prioritise the interests of the child or see what criteria are best for the welfare of the child concerned without reducing attention to the interests of the community (Child Care Protection and Justice Act, 2010). Meanwhile, from the perspective of criminal science, Mbambo (2005) believes that the imposition of criminal charges against children in conflict with the law tends to harm the mental development of children in the future. This detrimental tendency is the result of the effects of criminal penalties, especially imprisonment, which is in the form of a stigma. This was also stated by Safira, Roihanah and Chotib (2022) who argue that imprisonment can provide a stigma that will carry over even if the person concerned does not commit another crime. As a result of applying stigma to children, it will be difficult for them to return to being

"good" children. Therefore, the alternative for handling juvenile criminal cases based on the mandate of the Juvenile Criminal Justice System Law is diversion. According to the Child Care Justice and Protection Act (2021) diversion can be done prior to arrest, charge, plea, trial or sentencing. This just shows that the application of diversion is intended to reduce the negative impact of children's involvement in a judicial process and to improve children's welfare and provide special protection to children who are in conflict with the law.

In a nutshell, when we talk of Restorative Justice, this is a system of criminal justice that focuses on the rehabilitation of offenders through reconciliation with victims (and the community) and reparation of harm done. In other words, diversion as a form of restorative justice involves the channelling of cases away from the criminal justice system with or without conditions (Child Care, Protection and Justice Act, No. 22 of 2010). This is equally backed by the law as it clearly states that a child suspected of being responsible for an offence shall be considered for diversion. Child Care, Protection and Justice Act, No. 22 of 2010 gives conditions for diversion which are: such child admits responsibility for the alleged offence without undue influence; the child understands his right to remain silent; there is sufficient evidence to prosecute the child; the diversion process and options have been explained to the child, his/her parent, guardian or appropriate adult and such child or his parent, guardian or appropriate adult, if such person is available, consents to the diversion process: and the offence is not one of the offences specified in the Fourth Schedule.

1.0.2.1. Pre-Trial Diversion Options Available for Police in Malawi

According to (Child Care, Protection and Justice Act, No. 22 of 2010) the following are some of the diversion options available for police: apology to victim; caution and release (name not recorded); caution and release (name recorded); counselling (by police diversion focal persons or referral to an organisation); victim offender mediation; reparation; service to the community and referral to rehabilitation programme for example Mwai Wosinthika.

1.0.2.2. Mwai Wosinthika Rehabilitation Programme

As discussed above, referring the child to a program is one of the diversion options available for police in Malawi. Now when we talk of Mwai Wosinthika rehabilitation programme we talk of child diversion programme which literally means 'A Chance for Change'. The programme centres on diverting children, who come into conflict with the law, away from the formal criminal justice system. Mwai Wosinthika is a 12 weeks programme run as an alternative to custody for children in conflict with the law. The programme seeks to empower young people by giving them the responsibility, and the choice, to make changes in their behaviour and in the ways in which they deal with life's problems. It is hoped that one significant result of the programme will be a large reduction in the number of young people who are placed in custody so that they can continue their education and go on to be productive members of their community and Malawian society.

This child diversion programme is facilitated in collaboration with the Malawi Ministry of Gender and other partner agencies. Child protection officers from the Ministry of Gender take the children through different topics aimed at supporting and empowering them to change their circumstances, pursue their goals, and make positive and informed choices. Many sessions are activity-based, allowing the children to interact more freely.

This programme is one of only a few programmes that exist in the country which offer an alternative to detention for children accused of crimes. The facilitators empower young people, who frequently turn to crime as a result of poverty, by teaching them about professional goals and connecting them to various vocational resources as well as giving them the responsibility and choice to change their behaviour, so that they can create better lives for themselves.

1.1. BACKGROUND INFORMATION

Juvenile crime has been on the rise in most countries in the World (Thompson & Morris, 2016; United Nations Habitat, 2013; United States Department of Justice, 2010; Mbiriri, 2017). When children are involved in delinquency this negatively impacts on the education, health, financial constraints and increase in budget in the judicial system (Mbiriri, 2017). According to the United Nations Habitat (2013), 40% of the young population abused drugs and alcohol and follow up into adult life demonstrates that antisocial behaviours in youths increase the risk of adult criminality (Enzmann & Podan, 2011; Mbiriri, 2017). For many years, there have been many trends in rehabilitative programmes for juvenile delinquents in the world to help reverse the growing problems through the juvenile justice system. Juvenile justice system is a comprehensive term for dealing with children who come into conflict with the law (Griffin, 2010).

Children's justice system looks at the applicable norms, laws, procedures, structures and institutions in order to ensure that the children's rights and legal safeguards are fully respected and protected. Rehabilitation is meant to be a type of punishment for criminal offenders and its objectives are therapeutic rather than punitive. In earlier times, American prisons implemented rehabilitative principles which concentrated on educational programmes, vocational training, anger management and psychological analysis (Howell et al. 2004). The ultimate goal of children justice is to ensure the children are served and protected by the criminal justice system. Globally, the justice system aims at ensuring the norms and standards for the rights of children brought into the justice system are safeguarded (UNICEF, 2008). According to Global –Prison Trends (2018) a total of a million children were arrested and introduced to the criminal justice system. Worldwide, the juvenile justice system has faced many challenges in rehabilitating the young offenders which has contributed to the poor outcome where juveniles experience high levels of violence as a matter of routine in these institutions.

In Africa, research done on effectiveness of rehabilitation programmes and their influence on management of juvenile delinquency both during and after rehabilitation has been minimal. For example, Odera (2013), a survey on

the effectiveness of rehabilitation programmes in management of juvenile delinquency in Nairobi, Kenya which revealed that the available rehabilitation programmes were not effective in management of juvenile delinquency. Otukho (2017) did a study on the effectiveness of rehabilitation programmes in Kenya and found out that the programmes provided in youth and correctional centres in Kenya was not enough to reform the juveniles.

In the Malawian context, the law provides for the need to rehabilitate child offenders so that they can become responsible citizens in future. It is pleasing to note that both government and non-governmental agencies are geared in making sure that this is being implemented. The problem is that minimal if not no has been done on evaluating the effectiveness of rehabilitation programmes that are implemented by different organisations that deal with child delinquency.

1.2. PROBLEM STATEMENT

The provision of rehabilitation programmes in Malawian laws was put in place to promote personal responsibility and provide offenders with skills and knowledge that can sustain the juveniles in future. However, the ability of these penal institutions to deliver the programmes that promote behaviour reformation is still a problem in Malawi. This is evidenced by report by Central West Region Police Headquarters (2022) that shows that there are higher numbers of reoffending and delinquency among juveniles in police formation in Lilongwe district with registered cases of seven children at Lingadzi Police Station, six at Kawale Police Station, eight at Kanengo Police Station and Police Station Lilongwe having eight children who were once arrested for breaking the law but were rearrested after their release. Irish Rule of Law International introduced Mwai Wosinthika Rehabilitation Program with the aim of rehabilitating child offenders to be responsible citizens so as to reduce cases of reoffending. However, there is a knowledge gap on whether the Mwai Wosinthika Rehabilitation program has really contributed to the reduction of cases of reoffending. Therefore, the study seeks to analyse the effectiveness of the programme in rehabilitating children who have been found to be in conflict with the law.

1.3. RESEARCH OBJECTIVE

1.3.1. Main Objective

To assess the impact of Malawi's Child Rehabilitation Programmes in rehabilitating child offenders with a focus on Mwai Wosinthika Rehabilitation Programme.

1.3.2. Specific Objectives

- I. To determine factors that may help in catching the attention of the children to ably grasp what is being taught.

- II. To understand factors that may help children remember what they learn at the rehabilitation centres (Retention)
- III. To document the reproduction of the knowledge the children have gained from the rehabilitation centres
- IV. To determine the motivation factors for the child offenders to acquire desired behaviour after rehabilitation programmes.

1.4. RESEARCH QUESTIONS

- a. Which factors help in catching the attention of the children to ably grasp what is being taught?
- b. How are children made to remember what they learn at the rehabilitation centres?
- c. What changes have been registered or observed from children who have graduated from rehabilitation centres?
- d. What is it that motivates the child offender to acquire the desired behaviour after graduating from rehabilitation centres?

1.5. JUSTIFICATION OF THE STUDY

The study is justified on a contextual basis. This study is focusing on assessing the effectiveness of rehabilitation programmes in rehabilitating child offenders. Studies conducted by prominent scholars in Malawi focused much on effectiveness of the Malawi police on combating crimes (Sidebottom, 2013 and Francisco, 2018), politics on service delivery of the Malawi police (Dzimhiri, 2016), adequacy of the Malawi police service's (MPS) training on domestic violence (Mavilili, 2020), use of police to fulfil political control (Mc Cracken, 1986), policy reforms in Malawi Police Service (Luhanga, 2001) incorporating human rights in the fight against police sexual violence in Malawi (Mwenelupembe, 2021). On the other hand, however, this study is aimed at assessing the effectiveness of Malawi's rehabilitation programmes in rehabilitating child offenders with Mwai Wosinthika as a case study.

Getting examples from other countries there has been mixed findings on the effectiveness of rehabilitation programmes in management of juvenile delinquency. For instance, a survey on the effectiveness of rehabilitation programmes in management of juvenile delinquency in Nairobi, Kenya revealed that the available rehabilitation programmes were not effective in management of juvenile delinquency (Odera 2013). Otukho (2017) also did a study on the effectiveness of rehabilitation programmes in Kenya and found out that the programmes provided in youth and correctional centres in Kenya were not enough to reform the juveniles. On the other hand, similar studies elsewhere have shown that rehabilitation plays a vital role in decreasing the levels of delinquency (Mincey et al. 2008). In research done in South Africa by Davis and Busby in 2006, the feedback received was of a positive in nature and most of the research participants verbalised a positive personal change after participating in the programmes. To sum it all, it means that the studies that have been done in different countries have shown that there has been mixed findings on the outcome of different programmes in reducing recidivism and rehabilitating juvenile offenders. It is just unfortunate that in Malawi not much has been done in evaluating the effectiveness of

rehabilitation programmes that are being implemented in different places by different organisations. It is from this perspective that it is very important to evaluate these programmes and see if they are meeting their intended purpose of rehabilitating child offenders.

1.6. SIGNIFICANCE OF THE STUDY

The study will contribute to the body of knowledge by increasing understanding on how rehabilitation programmes are helping in changing the lives of children in conflict with the law. In other words, the study will obtain authentic and realistic results that may help the policy makers to have the programme incorporated in government referral programs to be used in rehabilitating child offenders; if it is proved to bring positive results. The study will employ Social Learning Theory which will act as a guide in understanding how effective are the rehabilitation programmes in dealing with recidivism. The outcomes of this research will include documented positive stories of rehabilitated children which will help and encourage parents to fully accept the programme. This will in the end help parents to be comfortable sending their children if they have been placed to such programmes. The findings of this study can also serve as a point of approval and recommendation for other NGOs to venture into rehabilitating child offenders in a positive way. In a nutshell the study will help to assess if the Mwai Wosinthika programme is effective such that it may be used as a model on how the rehabilitation programmes may be conducted in Malawi.

1.7. DEFINITION OF TERMS

1. **A child in conflict with the law** is a child who is 10 (ten) years old but not yet 18 (eighteen) years old who is suspected of committing a crime.
2. **Restorative Justice** is a system of criminal justice that focuses on the rehabilitation of offenders through reconciliation with victims (and the community) and reparation of harm done.
3. **Diversion** is a form of restorative justice and involves the channelling of cases away from the criminal justice system with or without conditions.

CHAPTER TWO: LITERATURE REVIEW

2.0. INTRODUCTION

This chapter presents reviewed literature related to the effectiveness of rehabilitation programmes in management of child delinquency in Africa and world at large. The presentation is on the findings that different scholars from different places found on the effectiveness of rehabilitation programmes. This was aimed at identifying research gaps that are existing in studies done to measure the effectiveness of rehabilitation programmes. Also presented in the chapter is the theoretical and conceptual framework that guided the study.

2.1. LITERATURE REVIEW

There are a number of studies that have been done to measure the effectiveness of rehabilitation programmes in management of child delinquency in Africa as well as the whole world. Carmichael (2011) conducted a study on prevention of recidivism and social reintegration of offenders in London. It was established that special needs programmes intervention measures should determine how a child's case will proceed after being taken to rehabilitation. He also suggested that the programmes that would work in juvenile rehabilitation included; family therapy, parental training focusing on delinquents and training in thinking skills and programs that provide treatment for risk factors. The study pointed out that punishment is not effective in rehabilitation rather the study called for treatment in order to reduce the likelihood of recidivism.

A study conducted by Lipsey et al. (2010) in the United States on improving the effectiveness of the juvenile justice system found out that programmes applied to juveniles should focus on controlling antisocial behaviour. In other words, rehabilitation programmes should enable the juvenile to acquire relevant skills, education and also provide training on good morals such as respect, faithfulness, honesty and obedience so as to change behaviour and reduce the chances of the juveniles getting into criminality again (Cornwin, 2005).

A survey done by Odera (2013) on effectiveness of rehabilitation programmes on juvenile delinquency in Nairobi County established that there was ineffectiveness in the rehabilitation programmes ranging from relevancy to implementation. It was evident that guiding and counselling was not well implemented where there were no clear procedures on how the counselling would take place. The findings showed that juvenile parents were not involved in the rehabilitation process. Moreover, the survey established that most of the juveniles attached to these institutions had not benefited from the provided rehabilitation programmes.

A study conducted by Otukho (2017) to establish the effectiveness of rehabilitation programs in Kamiti youth and training centre found out that there was no defined curriculum to enable effective rehabilitation of juveniles committed to this institution. This study established that there was a lack of adequate resources to train the juveniles. The study established that most vocational training programmes and formal education were not offered in the institution. The study also established that the institution experienced a lack of modern equipment and facilities to train the juveniles. The study recommended that there was a need to introduce market oriented programs.

Another study was done by Kithaka (2018) to assess the effectiveness of rehabilitation programmes on juvenile delinquency in Kabete and Kirigiti rehabilitation schools. The study sought to establish the existing rehabilitation programmes, the role of the family in the rehabilitation process, staff training and competence, release and follow ups and the benefit of rehabilitation programmes. The study sought to establish the effectiveness of rehabilitation programmes within penal institutions and their influence on management of juvenile delinquency, examine the nature and extent of rehabilitation programmes being enforced in juvenile penal institutions, to evaluate the effectiveness of rehabilitation programmes and explore strategies for enhancing rehabilitation programmes in management of juvenile delinquency. A similar study was carried out in Kenya on analysis of predictors of behaviour change among juveniles at risk in juvenile rehabilitation centres in Nairobi County by Muthomi (2016). The study established that children at risk who were convicted in these correctional institutions were not adequately addressed. It was found that all programmes in correctional institutions scored below average in promoting behaviour change.

A study done by Strydom and Vermeulene (2011) about Khulisa, a non-profit crime prevention organisation, presents various programmes for youth in conflict with the law. One of the programmes, the "Positively Cool" Diversion Programme, is a life skills programme incorporating a number of essential skills necessary for the effective management of a child's life. The focus of this study was on this specific diversion programme. The aim of the research was to evaluate the influence of the diversion programme on the psycho-social functioning of the child in conflict with the law. A combined qualitative and quantitative research approach was followed. Eighteen children in conflict with the law from the North-West Province, participated in the research. They completed pre- and post-test questionnaires, as well as a self-developed qualitative questionnaire. The research found that there was an improvement within the psycho-social functioning of those that successfully completed the diversion programme.

Another study was done by Davis and Busby in 2006 as part of a broader research project focusing on the effectiveness of the Hatfield Offence Court (which was opened in April 2004), an investigation was done with regard to diversion as a punishment option for certain crimes in the Hatfield area. Telephonic interviews were conducted with 40 youths, who had been in conflict with the law and who had been diverted by the Hatfield Court, in order to determine their views on the diversion programmes that they had participated in as well as the personal value thereof. The feedback received was of a positive nature and most of the research participants verbalised a positive personal change after participating in the programmes. Since this study was of an exploratory nature, a large-scale study (in which the utilisation of other measuring instruments should be explored) is recommended.

Another study was done by Gwatimba and Raselekoane (2018) to evaluate the effectiveness of diversion programmes in the rehabilitation of the youth and promotion of juvenile justice in South Africa. The study was qualitative in nature with in-depth interviews. Narrative analysis was used to analyse the data. The study consisted

of 18 participants. The study revealed that some young people continue to display antisocial behaviour even after being exposed to diversion programmes. Follow-up services and tracking of the young people during their reintegration back into their communities would discourage them from sliding back into anti-social behaviour.

Another study was done by Draper, et al. (2013) on a programme called Fight with Insight (FWI), which forms part of a 12-week diversion programme, combines boxing and cognitive-behavioural therapy (CBT), and is intended for child and youth sexual offenders. The aim of this evaluation was to qualitatively evaluate the FWI programme. The evaluation was intended to achieve the following outcomes: 1) a description of FWI (including outcomes and mechanisms); 2) understanding of perceptions of FWI's effectiveness; and 3) insight into factors influencing programme effectiveness. The main outcome was identified as a reduction in recidivism, along with other intra- and inter-personal outcomes. Participants were generally positive about FWI and its effectiveness, and these views were reinforced by key informants and parents' perceptions. FWI (compared to comparison) participants tended to be more specific about changes and learning they experienced as a result of the programme.

A study done by Kheswa, et al. (2014) at Middledrift Correctional Centre in the Eastern Cape, South Africa, revealed that recidivism is relatively low and offenders' stress level decreases because of the exposure to role plays and group- sessions by social workers, school- enrolment and family support. The research focused on the role of social workers and effective psycho-educational programmes that are rendered impact positively on the well-being of inmates, although overcrowding, influx of drugs, poor living conditions and rape are regarded as factors hindering rehabilitation process. Recommendations are that there should be recruitment of social workers and psychologists in the DCS to empower the prisoners so that upon release they may be fully functional.

A study by Dissel (2008) established that correctional systems provide need-based interventions but are not well structured to take the offenders through the rehabilitation process. The study findings indicated that the personnel are not trained to effectively rehabilitate the juveniles. The study pointed out that this situation continues and is still a challenge because the same approaches in controlling juvenile delinquency are applied to all the offenders. However, this study was done in South Africa and there can be variance in findings because of the differences in regions. Thus, the present study sought to find out the challenges contributing to the negative outcome of rehabilitation approaches.

Another study conducted by Otukho (2018) on situational analysis of youth correctional and training rehabilitation centres aimed at establishing the effectiveness of rehabilitation programmes at Kamiti rehabilitation centre shows that lack of Enough Resources in Penal Institution has also been a major challenge in these institutions. The study findings found that the institution lacked adequate resources to enable effective training of the juveniles. Secondly, the results showed that the institution lacked modern training equipment and facilities to train the juveniles. It was also found out that there were inadequate skilled personnel to take the juveniles through the rehabilitation process.

A report conducted in South African Department of Correctional Services in (2014) pointed out that 10% of offenders committed in correctional institutions were receiving neither rehabilitation programmes nor reintegration programmes. The report went further to establish that most correctional institutions were overcrowded where these huge populations made the rehabilitation centres to experience strain in terms of resources.

A study by Ndirangu (2010) on educational life of juveniles after they have been released from Othaya rehabilitation school established that correctional institutions lack clearly formulated exit and after care programmes for juveniles released from penal institutions. This can enable the juveniles to be exposed to the same conditions that make them commit more serious crimes. The study pointed out that 80% of the juveniles came from families living in poverty which could be a factor promoting reoffending.

2.1. RESEARCH GAP

A number of factors have been outlined as the ones affecting the effective implementation of rehabilitation programmes from the studies that have been done so far. Such factors are lack of resources in the rehabilitation centres, lack of After Care Programmes after releasing the juveniles to the community, personnel that are not trained to effectively rehabilitate the juveniles, relevant curriculum aimed at transforming the juveniles and overcrowding of the training centres. Though most of the case studies are not from Malawi, the belief is that they are also applicable in the Malawian context. It is from this perspective that this study seeks to establish if the rehabilitation programmes have adequate resources, well trained and experienced teachers, relevant curriculum, and availability of after care programmes after releasing the child into the community and number of children being handled at every session. This will enable to see if the programme is really tailored in a way that it will rehabilitate child offenders

2.1. THEORETICAL FRAMEWORK

The study will be guided by the theoretical framework which is based on Social Learning Theory by Albert Bandura. This is the theory that provides a helpful framework for understanding how an individual learns via observation and modelling (Horsburgh & Ippolito, 2018). The social learning theory of Albert Bandura focuses on the individual conditioning processes which proposes that observational learning can occur in relation to three models (Cunia 2007). These three models are well explained by Savatia et al. (2020) and they include live model in which an actual person is demonstrating the desired behaviour; verbal instruction in which an individual describes the desired behaviour in detail and instructs the participant on how to engage in the behaviour and symbolic in which modelling occurs by means of the media including movies, television, internet, literature and radio. This type of modelling involves a real or fictional character demonstrating the behaviour (Cunia, 2007). Individuals can learn behaviour from the surrounding environment they are in as a result of observing others. Children can observe various behaviours of others and learn how to model the desired behaviour (McLeod, 2011). This is considered a

successful method of learning (Feist, Feist & Roberts, 2013). The theory is based on how an individual conforms and accepts the rules, laws and morals of society. When there are positive role models within the home and community the individual is able to learn positive ways of achieving goals. When there is violence in the home the individual learns that violence is the only available way of coping with frustrations. This means that the more positive the environment a child is placed in the more likely s/he is able to conform to society and become a non-delinquent (Champion, 2004). According to Feist et al. (2013), individuals have the capacity to learn various behaviours and attitudes in multiple environments. Learning involves observation, extraction of information from those observing and making decisions on the performance of the behaviour. Learning can also occur without observable changes in a person's behaviour

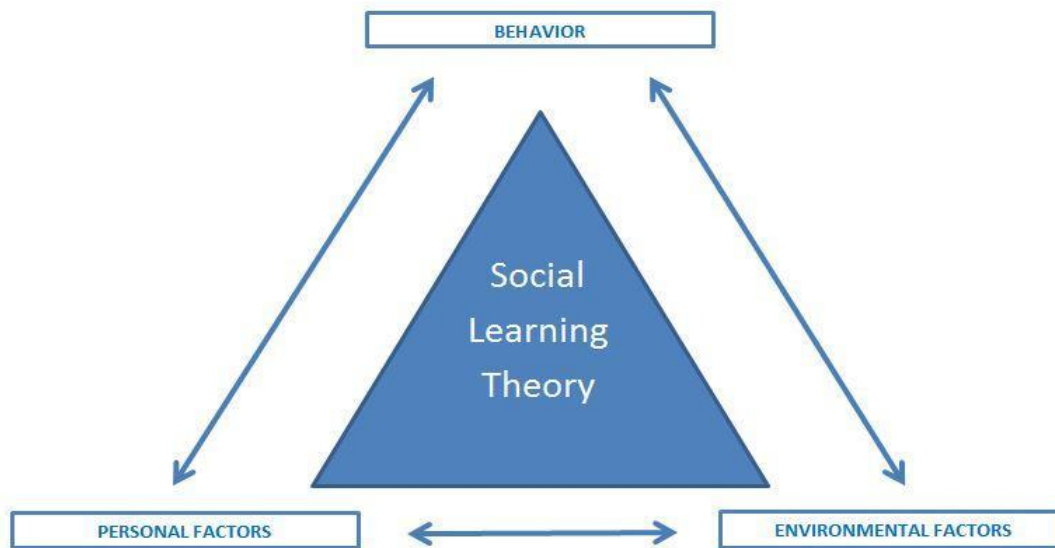


Figure 1: Social Learning theory as developed by Albert Bandura adopted from Bond (2017)

2.2. CONCEPTUAL FRAMEWORK

As already discussed above, Social learning refers to the learning that occurs in social contexts. More precisely, it refers to adaptive behaviour change (learning) stemming from observing other people (or other animals), rather than learning from one's own direct experience. People acquire and change social behaviours, attitudes, and emotional reactions from observing and imitating the actions demonstrated by models such as parents or peers. This learning occurs from merely observing the actions of others and from observing the consequences of their actions. For example, if you see someone else touch a hot plate and then pull his or her hand away in pain, you do not have to imitate or repeat the action yourself: You will avoid touching the hot plate as if you yourself had been burned by it.

From the latest edition of Bandura's social cognitive/learning theory, scholars have come to conclude that the following four (4) processes help determine whether a new behaviour is acquired: Attention, Retention, Reproduction and Motivation (Nathan and Kovoov-Misra, 2002; Boeree, 2006; Domire, and Wolfe, 2014; Bethard,

2014). The research will, therefore, also use these four processes to determine whether Mwai Wosinthika rehabilitation programme is really effective tool to rehabilitate children in conflict with the law.

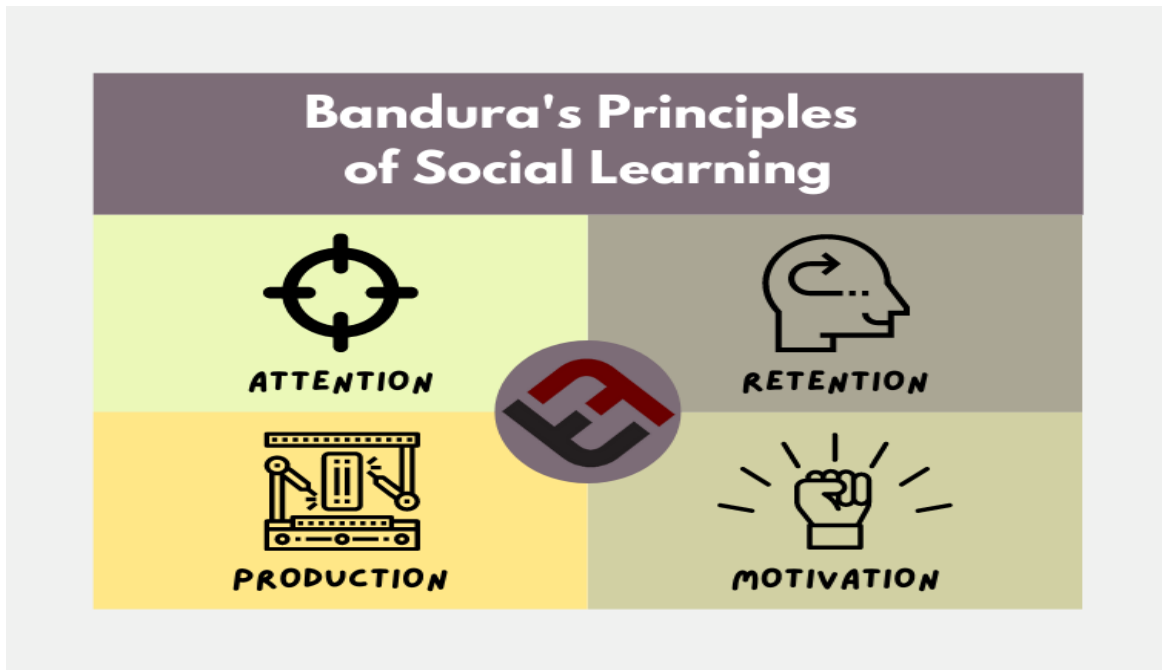


Figure 1: Banduras Social Learning adapted from <https://www.teachthought.com/learning/principles-of-social-learning-theory/>

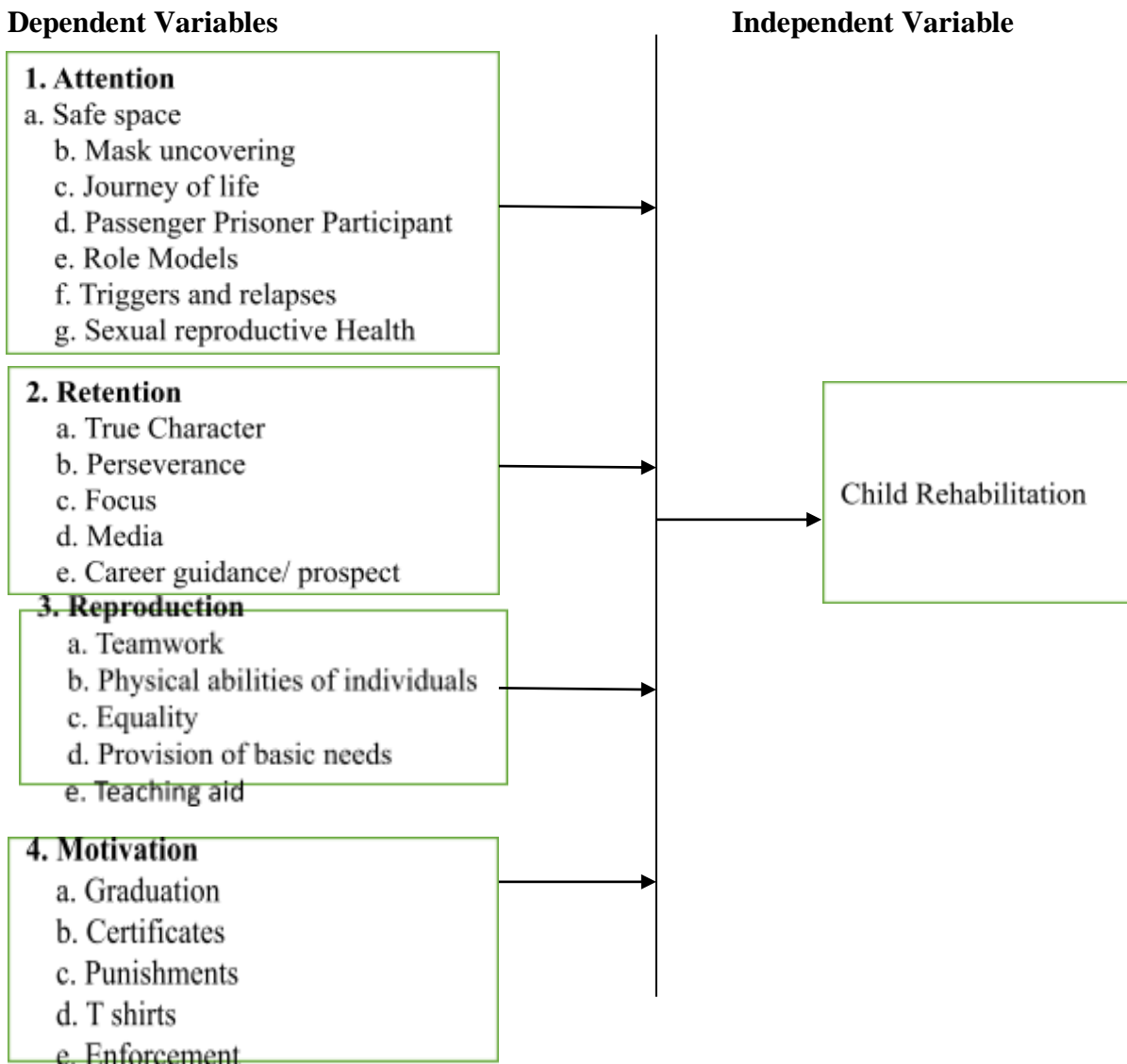
Scholars such as Nathan and Kovoov-Misra, 2002;Boeree, 2006; Domire, and Wolfe, 2014; Bethard, 2014; have explained these four processes as below:

1. Attention. At this stage the observer pays attention to particular social behaviours. Their ability to pay attention depends on their accessibility to what is being observed, the relevance of the behaviours, the complexity of the behaviours, the perceived value of the behaviours, and the observer's own cognitive abilities and preconceptions. In other words, if one is going to learn anything, they have to be paying attention because anything that puts a damper on attention is going to decrease learning. If the model is colourful and dramatic, for example, we pay more attention. If the model is attractive, or prestigious, or appears to be particularly competent, you will pay more attention. And if the model seems more like yourself, you pay more attention. This means that the research will see if the lessons offered are designed in a way that they attract the attention of the learners for them to fully learn the desired behaviours.

2. Retention. The second stage is the one which the observer is able to retain or remember what they paid attention to. This is where imagery and language come in: we store what we have seen the model doing in the form of mental images or verbal descriptions. When so stored, you can later "bring up" the image or description, so that you can reproduce it with your own behaviour. Simply put, this is the stage where the observer remembers what they observe or learn. The research will see if the lessons offered are designed in a way that the learners are able to remember the desired behaviours explained or shown to them.

3. Reproduction. At this point, an observer repeats the behaviour in a different social context and receives feedback from other observers, which they can use to adjust how they perform the behaviours in future contexts. This means that they translate the images or descriptions into actual behaviour by having the ability to reproduce the behaviour in the first place. Another important point about reproduction is that the ability to imitate improves with practice at the behaviours involved. In other words, our abilities improve even when we just imagine ourselves performing! Many athletes, for example, imagine their performance in their mind's eye prior to actually performing. On this the research will see if the lessons for the programme are scheduled in a way that the learners are able to display or repeat the desired behaviours learnt.

4. Motivation. And yet, with all this, you're still not going to do anything unless you are motivated to imitate, i.e. until you have some reason for doing it. In addition to the behaviour, rewards and punishment that follow will be studied by the observer. If the observer perceives the rewards to be greater than the costs (punishment) then they will most likely imitate the behaviour. If, however, the vicarious reinforcement is not valued enough by the observer, they will not model the behaviour. On this the research will try to see if there are any things that would give the learners implement what they have learnt. The following figure is how all this is arranged:



CHAPTER THREE: RESEARCH METHODOLOGY

3.0. INTRODUCTION

This chapter contains a discussion of the research methodologies that was used when carrying out this study. It will also discuss why these methodologies were chosen and how they will influence the validity of the data that will be collected.

3.1. RESEARCH DESIGN

Descriptive research design was used to evaluate the effectiveness of Mwai Wosinthika rehabilitation programme in management of juvenile delinquency in Lilongwe district. According to Lambert and Lambert (2013) descriptive research is a process of systematically describing and analysing something's features, properties or characteristics. This descriptive research design was guided by Mugenda (2008) who noted that descriptive research designs are mostly used in examining social phenomenon which exists in the community. This is because this type of research will help the researcher in defining the characteristics of the population on which you have performed the study (Lambert and Lambert, 2013). It is also very important to mention that in such a type of investigation, the researcher can utilise both qualitative and quantitative research methods for gathering facts. This means that a descriptive research design enables one to develop an in-depth understanding of the topic or subjects. In other words, by performing descriptive research, the researcher was able to study participants in a natural setting such that they cannot have control over variables.

3.2. POPULATION OF THE STUDY

The population of the study was the graduates of Mwai Wosinthika Rehabilitation programme implemented by Irish Rule International. These were identified from the list of graduates of Mwai Wosinthika rehabilitation programme. All the graduates who have graduated in the sessions that were conducted in 2021 and in 2022 were the study population. Their names were be accessed from Irish Rule of Law International offices in area 3 in Lilongwe since they are the ones implementing Mwai Wosinthika rehabilitation programme.

3.3. SAMPLING PROCEDURE

A number of sampling methods were used to identify informants for the study. Stratified sampling was used to divide the respondents into different clusters. This was according to the police station which they got referred from. Then purposive sampling was used to sample key informants and random sampling was used to sample committed juveniles. Snowball sampling was used to sample relapsed juveniles and convenience sampling was used to sample reformed juveniles.

3.4. SAMPLE SIZE

The sample size for this study was 40 participants. Out of this, 20 were participants of the programme, four were facilitators of Mwai Wosinthika rehabilitation programme, 10 guardians or parents and 6 community leaders.

3.5. SAMPLING AREA

The research area for the study was Lilongwe district, especially the areas which are under the policing of Kanengo, Lilongwe, Kawale and Lingadzi police formations. This is because these are the police stations from which children arrested are diverted and then referred to the programme for rehabilitation.

3.6. SOURCES OF DATA COLLECTION

3.6.0. Primary Data

Short structured questions were asked to the programme participants to check if they really changed their behaviour after attending the programme. In addition, guardians and community leaders were also engaged to get a picture of the child's behaviour soon after the programme compared to his behaviour before. Facilitators of the program were also interviewed to assess and learn the course content. This helped the researcher to have an understanding of the content of lessons these children learn thereby assessing if the curriculum is effective rehabilitation of juveniles committed to this institution. The researcher also visited the rehabilitation centre to appreciate the environment in which children learn

3.7. TOOLS FOR DATA COLLECTION

Primary data was collected by use of questionnaires, interviews and participants observation. Forty questionnaires were administered to the research participants and these were parents of the graduates, community leaders and children themselves. Four in depth interviews were conducted with facilitators of Mwai Wosinthika rehabilitation programme.

3.8. TOOLS FOR DATA ANALYSIS

The study's quantitative data was analysed by use of Statistical Package for Social Scientists (SPSS). The analysed data will be displayed in the form of graphs, tables and pie charts. The data collected was edited to enable competences, credibility and consistency.

3.7. ETHICAL CONSIDERATION

Mugenda (2008) suggests that the rights and welfare of participants should be a major ethical obligation for all parties involved in any research study. This is due to the fact that studies involving interaction with human sample usually have ethical implications. It is from this perspective that this research ensured strict observance of the code of ethics as outlined by the DMI-St Eugene University. With regard to privacy and sensitivity of juvenile criminal

matters, the respondents were assured of their confidentiality regarding the information they will provide. There was also parental formal consent that the parents will be required to fill in order to allow their children take part in this study. This was just to make sure that trust with the respondents is established so that they can freely participate in the research.

CHAPTER FOUR: DATA ANALYSIS

4.0. INTRODUCTION

This Chapter presents findings of the study. The first part describes the distribution of the program participants. The chapter also discusses the social demographic characteristics of respondents. In the later sections, it explores the factors that help in catching the attention of the children to ably grasp what is being taught at the program, how the children are made to remember what they learn at the rehabilitation centres, the changes that have been registered or observed from children who have graduated from rehabilitation centres, and lastly what is it that motivates the child offender to acquire the desired behaviour after graduating from rehabilitation centres. This is in line with the latest edition of Bandura's social cognitive/learning theory where scholars have come to conclude that the following four (4) processes help determine whether a new behaviour is acquired: Attention, Retention. Reproduction and Motivation (Nathan and Kovoov-Misra, 2002; Boeree, 2006; Domire, and Wolfe, 2014; Bethard, 2014).

4.1. DISTRIBUTION OF THE SAMPLE

4.1.1. DISTRIBUTION OF THE SAMPLE BY SEX

4.1.1.1. Programme participants

The majority of program participants were Females who were 11 (55%) and 9 Males (45%). Table below describes the programme participants respondents by sex.

S.No	Gender	Frequency	Percent
1	Male	9	45.0
2	Female	11	55.0
TOTAL		20	100.0

Tab 4.1: Distribution of program programme respondents according to Gender

4.1.1.2. Programme facilitators

There is equal presentation of program facilitators as there were 2 male facilitators (50%) as well as female facilitators (50%). Table below describes the programme facilitator respondents by sex

S.No	Gender	Frequency	Percent
1	Male	2	50.0
2	Female	2	50.0
TOTAL		4	100.0

Table 4.2: Distribution of programme facilitator respondents according to Gender

4.1.1.2. Parents/ Guardians

There majority of parents who participated in the study were women (70%) unlike men who were 3 (30%). This could have stemmed from gender roles where women were more socialized on issues of handling children more than men. This may give them an edge on the issues of children than men. Table below describes the programme facilitator respondents by sex

S.No	Gender	Frequency	Percent
1	Male	3	30.0
2	Female	7	70.0
TOTAL		10	100.0

Table 4.3: Distribution of programme facilitator respondents according to Gender

4.1.1.2. Community Leaders

There majority of community leaders who participated in the study were 5 men (83.3%) unlike women who were 1 (17.7%). Table below describes the community leader respondents by sex

S.No	Gender	Frequency	Percent
1	Male	5	83.3
2	Female	1	17.7
TOTAL		10	100.0

Table 4.4: Distribution of programme facilitator respondents according to Gender

4.1.1. DISTRIBUTION OF THE SAMPLE BY AGE AND MARITAL STATUS

Distribution of the sample by age and marital status shows that majority of the respondents were non youths (42%), Children (36%) and youths (22%) out of which 12 were married (33%), while 24 were not married (67%). Table below indicates the percentage distribution of sample by age and marital status.

Respondent Type	Frequency	Percentage
Children (10-17)	13	32.5
Youth (18-35)	8	20
Non-youth (36-59)	19	47.5
60+	0	0
TOTAL	40	100.0

Table 4.5: Percentage Distribution of Sample by Age

S.No	Gender	Frequency	Percent
1	Married	12	33
2	Not Married	24	67
TOTAL		10	100.0

Table 4.6: Percentage Distribution of Sample by Marital Status

4.2. SOCIAL DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

4.2.1. RESPONDENT TYPE

The sample was categorised into four types of respondents; program participant, program facilitator, parent and community leader. Among the respondents, the majority (20) were program participants, followed by parents who were 10 then 6 community leaders preceded by 4 facilitators of the programme. The table below shows the sample distribution by respondent type and age range.

	Child	Youth	Non-Youth
Participant	17	3	0
Facilitator	0	0	4
Parent	0	1	9
Community Leader	0	0	6

Table 4.7: below shows the sample distribution by respondent type and age range.

4.2.2. AGE RANGE OF RESPONDENTS

The sample was further categorised by age range as their social characteristic. Children were the majority of the respondents followed by non-youth and lastly youth. The figure 1 below shows the demographic social characteristics of the respondents by type and age.

4.2.3. EDUCATION LEVEL OF RESPONDENTS

Among 36 respondents, the majority (33%) had junior secondary education level, followed by 31% who had senior primary education level. Out of the 20 program participants, only had reached up to secondary level. Research findings also show that 100% of the social workers had attained tertiary level of education. This implied that majority of the social workers had acquired relevant basic education to enable them cope with emerging issues of children under rehabilitation programs. The figure 2 below represents the types of respondents and their education levels.

4.2.4. OCCUPATION OF THE RESPONDENTS

The majority of the sampled program participants (13) are students, followed by 7 who do not do anything. The Table and figure below summarises the occupations of the respondents by their type.

	Participant	Facilitator	Parent	Community Leader
Student	13	0	0	0
Farmer	0	0	2	0
Self-employed	0	0	3	2
Employed (formal employment)	0	4	5	0
Employed (formal employment)	0	0	0	0
Business Operator	0	0	0	0
None	7	0	0	0

Table 4.8: Summarises the occupations of the respondents by their type.

Table 4: Summarises the occupations of the respondents by their type

4.3. MAIN FINDINGS

4.3.1. FACTORS THAT HELP IN CATCHING THE ATTENTION OF THE CHILDREN TO ABLY GRASP WHAT IS BEING TAUGHT

In order to understand what attracts the attention of the participants to the program, the study asked a number of questions to all the programme participants. First the study inquired what the participants liked most about Mwai

Wosinthika rehabilitation programme and why. The study revealed that the participants liked three key aspects of the program, thus, life skills, the extracurricular activities and the lesson delivery methodologies.

On life skills, the program participants expressed that the lessons helped them to differentiate the bad and the good through the program's life skills sessions. The sessions also helped the participants on how to manage their life style in a way that is safe to them and others. The participants also revealed that session topics such as the journey of life helped them to understand that in life there are good and bad things. The facilitators also encouraged the spirit of tolerance which helped the participants in the behaviour change journey as children who are in conflict with the law. This was a very effective way of changing life styles of children under rehabilitation in the centres under study through promoting behaviour change, reintegrating them to the community, reducing drug abuse as well as reducing recidivism. This is in line with Cornwin (2005) who proposed that rehabilitation programmes should enable the juvenile to acquire relevant skills, education and also provide trainings on good morals such as respect, faithfulness, honesty and obedience so as to change behaviour and reduce the chances of the juveniles getting into criminality again (Cornwin, 2005).

One other aspect that attracted the attention of the participants to the program was the extracurricular activities they were engaged in such as hiking, drama, playing football and dancing. Some approaches that were used when delivering the lessons like the energisers made the participants ready for learning and helped interacting with friends and made life free during the program.

The way the lessons were being delivered also attracted the attention of the participants. It was revealed by this study that learner centred approaches and interactive methodologies during session delivery encouraged interaction and sharing of experiences with friends and opportunity to allow participants express their opinions. It has also been revealed that the inclusion of role modelling sessions during the program facilitated smooth behavioural change of the program participants and attracted their attention to the program. Furthermore, recaps of each and every session motivated the participants to prepare for the next session. All these may be due to the fact that all the facilitators for the programme had been trained in one course or the other. They were all trained in community development, social work and guidance and counselling. Their professionalism enabled them to identify and perhaps assist the children to resolve certain issues through guidance and counselling. Also the fact that all the social workers had stayed in particular centres for more than three years acted as a boost to their performance in their duties since they were conversant with the centres environment. This just means that social workers are the best people to facilitate the rehabilitation programme. This is also what Kheswa, et al. (2014) recommended that there should be recruitment of social workers and psychologists in the rehabilitation programmes to empower the children so that upon release they may be fully functional.

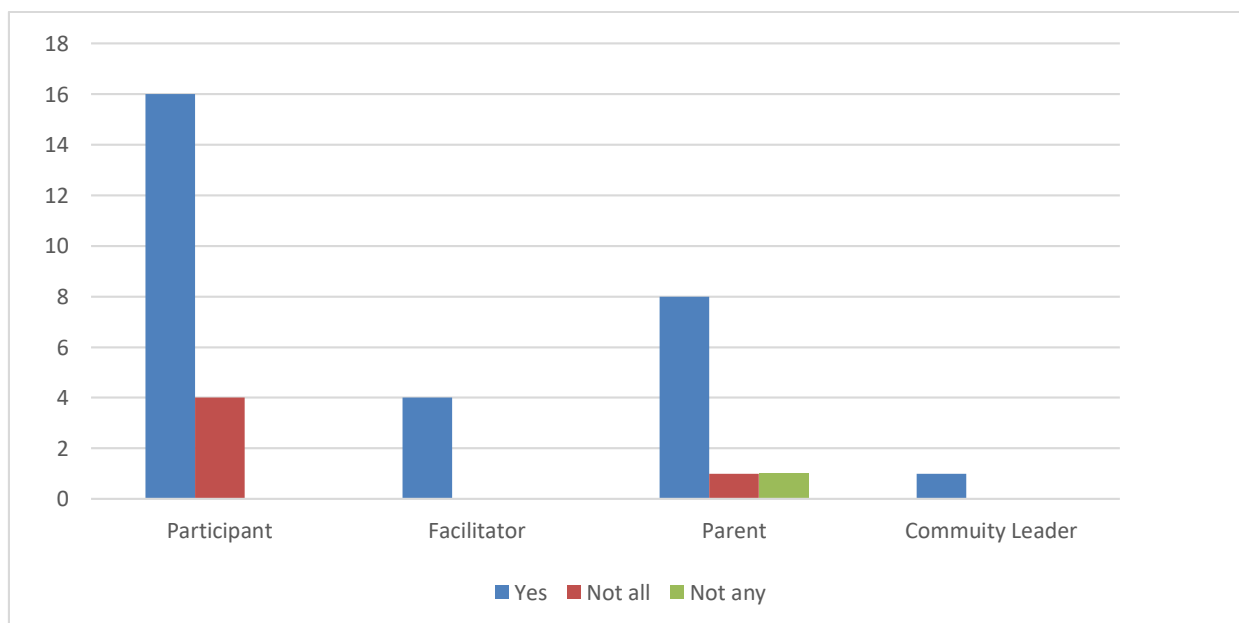
Lastly, it has been learnt in this study that the aspect of transport refund made the participants safe when going and coming back and attracted their attention to the program. They said they made sure that they concentrate on the lessons so that facilitators may see that they are committed to the programme so that they should not be withdrawn since they were being given money every time they come for lessons. Also the fact that they were given money they made them not to miss lessons.

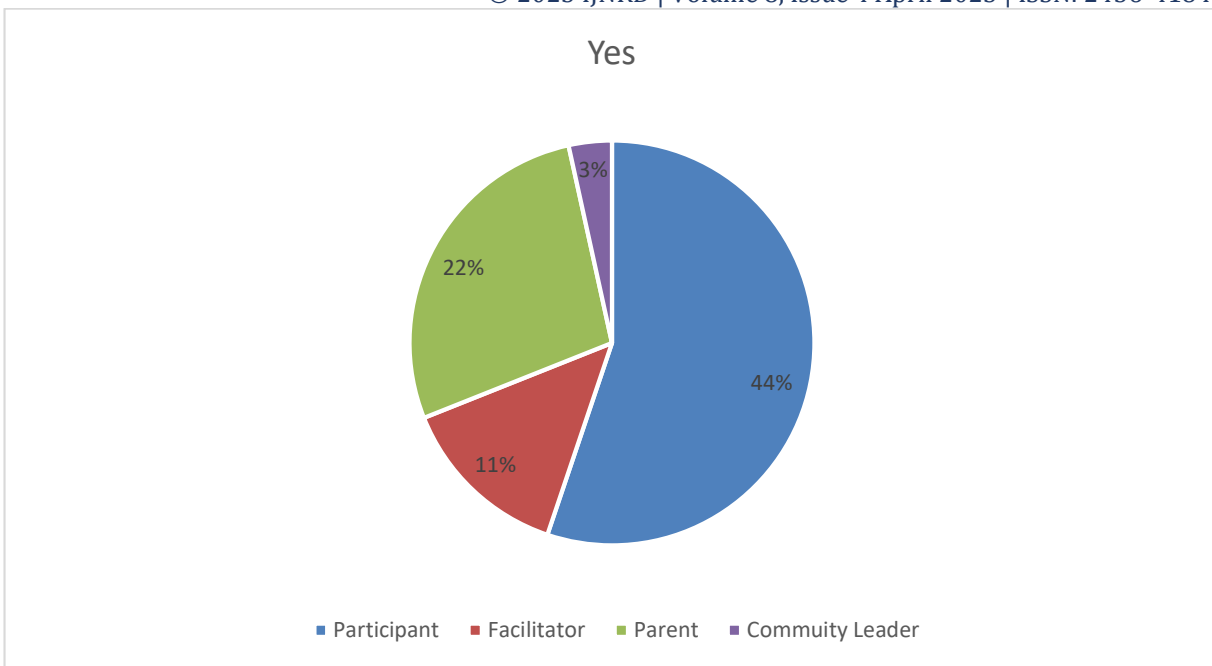
18 respondents (45%) reported that there was no aspect of the program they found not interesting, one respondent didn't respond while only one indicated that did not like the parents' meetings because of fear of being re-arrested. On the necessity of the program, all the 36 respondents expressed that the program is very necessary, however, concerns were raised that the duration of the program is very short.

In a nut shell, the study has shown that relevance of the training to life experiences, admitting past bad behaviours, listening attentively and flexibility of the facilitators helped the program participants to grasp the training elements.

4.3.2. FACTORS THAT MAY HELP CHILDREN REMEMBER WHAT THEY LEARN AT THE REHABILITATION CENTRES (RETENTION)

All the program facilitators and community leaders revealed that the lessons offered during the program are very easy to remember and grasped by the training participants. On the other hand, 80 per cent of program participants and parents indicated that the lessons were easy to remember. Some of the common factors that were mentioned to have helped programme participants to remember the program lessons were that the lessons were true reflections of what happens in our daily lives, facilitators were using both theory and practical when teaching. This may be attributed to the fact that there is a known curriculum that these facilitators follow in training these children. The following figures represent what the study found.





4.3.3. THE REPRODUCTION OF THE KNOWLEDGE THE CHILDREN HAVE GAINED FROM THE REHABILITATION CENTRE

All program facilitators (100%) expressed that the lessons from the program are being put into use by the program graduates. They have records of some of the program graduates that have positively benefited from the program and are able to put the knowledge gained in meaningful use. The facilitators are able to get all the information about the graduates through their follow up visits to the program participants.

Out of the 20 program participants, 19 (95%) demonstrated through this study that they are able to put into use most of the things they learnt during the program. For instance, they are able to make good choices of good friends, avoiding bad behaviours, being obedient to parents, working hard in school, having infest and loving one another as well as respecting elders.

The majority of the respondents (95%) indicated that it is worth attending the correction program. Figure below indicates percentages of the respondents.

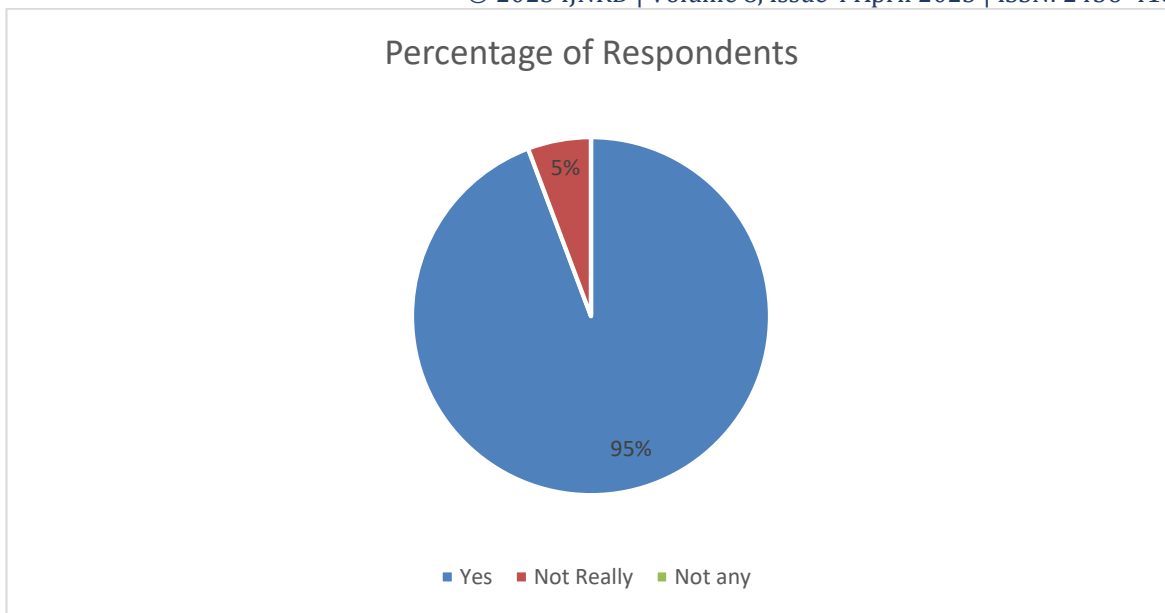


Figure showing peoples view on the need to participate in the programme

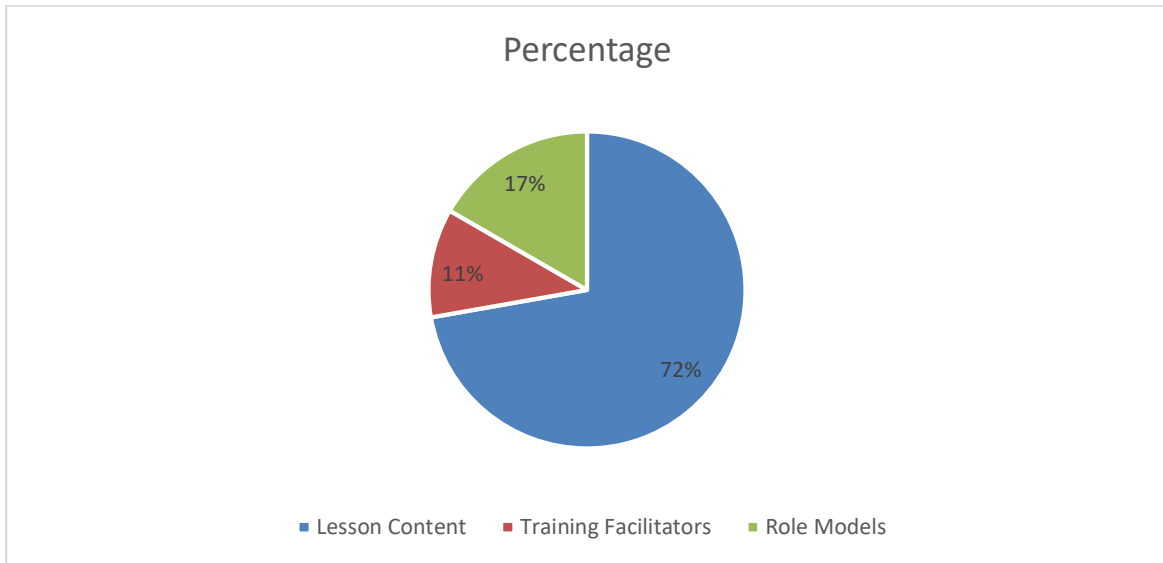
20% of parents of children that had attended the program indicated that their children did not really change. They all cited that their children only changed for few days and started misbehaving again. This was also the case with Gwatimba and Raselekoane (2018) whose study revealed that some young people continue to display antisocial behaviour even after being exposed to diversion programmes. They recommended follow-up services and tracking of the young people during their reintegration back into their communities would discourage them from sliding back into anti-social behaviour.

	Participant	Facilitator	Parent	Community Leaders
Yes	20	4	8	6
Not all	0	0	2	
Not any	0	0	0	

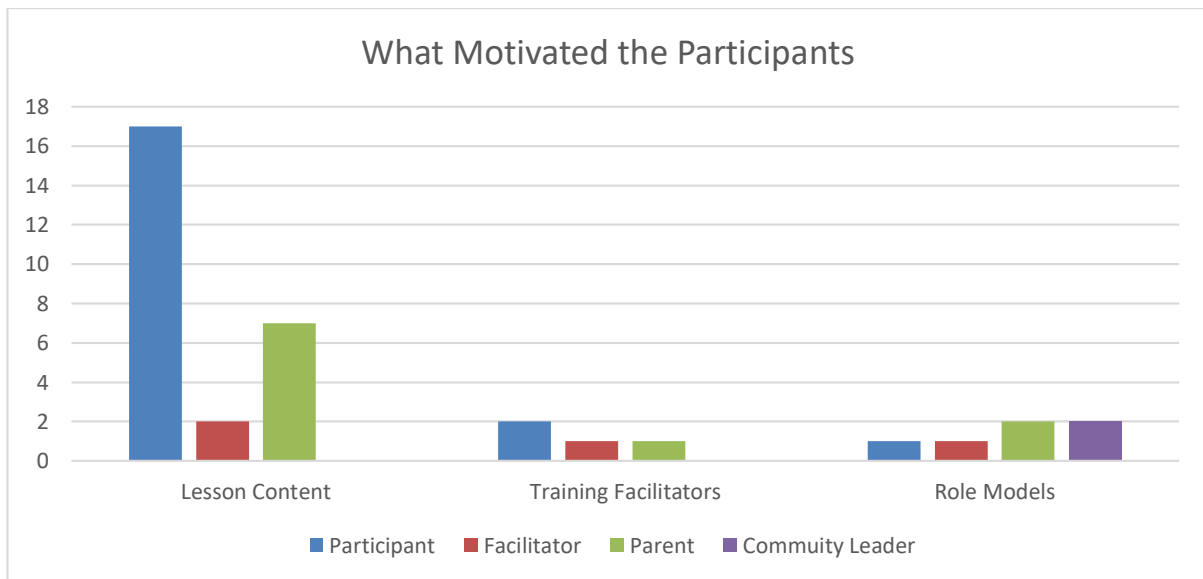
Table 4.9: Summarises of how respondents perceived if children changed after the program

4.3.4. MOTIVATING FACTORS FOR THE CHILD OFFENDERS TO ACQUIRE DESIRED BEHAVIOUR AFTER REHABILITATION PROGRAMMES

Lesson content was presented as the most motivating factor to the training participants. Lesson contents enabled the participants to realise that they were in the road of danger upon noting that what they were doing was behaviour. This was upon reflecting on their previous behaviours and make sure never to do them again. A small percentage (17%) was also motivated to acquire new behaviour after attending role model sessions. They revealed that they got motivated having seen people achieving their dreams especially those who indicated they were once arrested. The figure below shows the highest score on which factors motivated the participants.



However on the other hand, some parents noted that their children were just pretending to be good during the program, but afterwards the children started misbehaving again. The Table below indicates how each type of respondent responded on motivating factors to the program.



CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter provides a summary, conclusion for the dissertation and also recommendations for further research, with special focus on primary data research findings and the specific objectives of the study.

5.1. DISCUSSIONS OF FINDINGS

The research has established that the majority of program participants are Females and this study had 11 females representing 55% and 9 Males representing 45%. However, it is worth to mention that majority of the respondents were non youths (42%), Children (36%) and youths (22%) out of which 12 were married (33%), while 24 were not married (67%).

The study has also found out that the participants liked three key aspects of the program, thus, life skills, the extracurricular activities and the lesson delivery methodologies. On life skills, the program participants expressed that the lessons helped them to differentiate the bad and the good through the program's life skills sessions. The sessions also helped the participants on how to manage their life style in a way that is safe to them and others. The participants also revealed that session topics such as the journey of life helped them to understand that in life there are good and bad things. The facilitators also encouraged the spirit of tolerance which helped the participants to ably change their behaviour. The behaviour change that occurred resulted to children practicing socially acceptable mannerisms. This greatly reduces the chances of habitual repetition of malpractices such as irresponsible sex, drugs and substance abuse, prostitution, criminal activities among others.

One other aspect that attracted the attention of the participants to the program was the extracurricular activities they were engaged in such as hiking, drama, playing football and dancing. Some approaches that were used when delivering the lessons like the energisers made the participants ready for learning and helped interacting with friends and made life free during the program.

The way the lessons were being delivered also attracted the attention of the participants. It was revealed by this study that learner centred approaches and interactive methodologies during session delivery encouraged interaction and sharing of experiences with friends and opportunity to allow participants express their opinions. It has also been revealed that the inclusion of role modelling sessions during the program facilitated smooth behavioural change of the program participants and attracted their attention to the program. Furthermore, recaps of each and every session motivated the participants to prepare for the next session.

It has also been established that the lessons offered during the program are very easy to remember thus easily grasped by the training participants. Some of the common factors that were mentioned to have helped programme participants to remember the program lessons were that the lessons were true reflections of what happens in our daily lives, facilitators were using both theory and practical when teaching.

The research has also found that the lessons from the program are being put into use by the majority of program graduates. There are even records of some of the program graduates that have positively benefited from the program and are able to put the knowledge gained in meaningful use. Although some parents complained of having some of their children not changing at all after the programme, the percentage is not much (5%). The majority of the respondents (95%) actually indicated that it is worth attending the correction program.

Lesson content was presented as the most motivating factor to the training participants to acquire desired behaviour. It has been found out that lesson contents enabled the participants to realise that they were in the road of danger upon noting that what they were doing was behaviour. This was upon reflecting on their previous behaviours and make sure never to do them again.

5.2 SUGGESTIONS AND RECOMMENDATIONS

On the effectiveness of the rehabilitation programmes, the study has found that the rehabilitation programme under study is very effective in rehabilitating child offenders. It is, therefore, recommended that there should be a complete adoption of the child rehabilitation programme being championed by Irish Rule of Law International called Mwai Wosinthika. This is because this rehabilitation programme is able to address the ever emerging rehabilitation needs of the juvenile delinquents. The law mandates the government to establish these rehabilitation centres though there is nothing happening on the ground. With what the research has found, the government can easily use the Mwai Wosinthika rehabilitation programme model as it has proved to be effective in rehabilitating child offenders.

5.3 AREAS FOR FURTHER RESEARCH

The research found out that about 20% of parents of children that had attended the program indicated that their children did not really change. They all cited that their children only changed for few days and started misbehaving again. It would be important to make a study to establish why this is the case. This would mean purposely interviewing children who attended the programme but later went to their old ways to understand what happened. This would help to identify the gaps that the programme may have which this study could not detect.

5.4 CONCLUSION

In a nutshell, it can easily be concluded that Mwai Wosinthika is very effective in rehabilitating child offenders. This is based on the fact that the programme is able to meet all the four processes that help determine whether a new behaviour is acquired: Attention, Retention, Reproduction and Motivation. Also the fact that families of the juveniles were involved in the rehabilitation process of the juvenile delinquents is very commendable.

Also the staff that is used to do the lessons are well experienced is a plus. These facilitators have several years of experience while working in rehabilitating child offenders schools. With the experiences the staff had coupled with the trainings, they were able to rehabilitate the juveniles and add some values to them like; being responsible, being respectful, discipline, personal hygiene among others. They provided skills that juveniles would use to earn an income that would support them and their families. They also learnt values like being responsible, respectful, obedient, disciplined and self-control. They were also able to know their talents and use them for their own benefits while others were able to access education.

The study found out that the institution is very keen on follow ups of the juveniles after completing the rehabilitation programme which is also important. It is very important to do proper follow ups and after care of the juveniles as this would assist in reducing cases of recidivism.

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5.6 QUESTIONNAIRES/ INTERVIEW GUIDE

OBSERVATION CHECKLIST

FACILITY NAME:

LOCATION AND DISTRICT:

CHECKLIST COMPLETED BY:

OBSERVATION CHECKLIST**KEY INFORMANT INTERVIEW GUIDE WITH CHILDREN**

	INDICATOR	YES	NO	COMMENT
1	Does the facility appear to be safe space for all the participating children?			
2	Does it present programs that seem to appeal to the journey of life of the participants?			
3	Has role model to attract the attention of the participating children?			
4	Provide sexual reproductive health care support to the participants			
5	Is the focus of the program clear to everyone including the participating children?			
6	Does the program give hope of any future prospects for the participants upon graduation?			
7	Does the program foster team work among the participants?			
8	Is the program inclusive enough considering physical abilities of individuals?			
9	Do they provide basic needs to the participants?			
10	Do they have enough teaching aid for the program?			
11	Does the program offer graduation?			
12	Do they provide/give certificates during graduation?			
13	Are the program rules and guidelines enforced?			

INTRODUCTION AND CONSENT

Greetings, my name is _____ fromI am conducting a research to assess the impact of Malawi's Child Rehabilitation Programmes in rehabilitating child offenders with a focus on Mwai Wosinthika Rehabilitation Programme. All the information given will be treated with confidentiality and be used for purposes of the study only. In the course of the interview if you are not comfortable to answer a question you are free to do so. This interview is voluntary and does not attract any direct financial or material reward, however your opinion will be highly valued and will be helpful to you or others in the future. Do you consent to the interview?

1=Yes (Thank the respondent and begin the interview)

2= No (Thank respondent and go to the next prospective respondent)

A. Quality Control	
A1. District	
A2. TA/Area	
A3 Village	
A4 Have you ever been to Mwai Wosinthika Rehabilitation Program?	1=Yes 0=No If <u>No</u> do not continue with the interview

B. Demographic characteristics

B1	Respondent		
B1.1	Name		
B1.2	Age		
B1.3	Sex		1 = Male 2 = Female
B1.4	Marital status		1=Single; 2=Married; 3=Polygamy; 4= Separated; 5=Widowed; 6=Cohabitation; 7=Divorced; 98=Other (specify)
B1.5	Main Occupation		1= Student; 2= Farmer; 3= Self-employed; 4= Employed (formal employment); 5= Employed (informal employment); 6= Business operator; 7= None; 98= Other
B1.6	<i>What is the highest level of education that you have completed?</i>		1= Junior Primary 2=senior primary 3=Junior Secondary 4=Senior Secondary 5=Tertiary 6= none

C.	ATTENTION
C1	What do you like most about the program you are attending, and why?
C2	What aspect of the program did you find not interesting, and why?
C3	From your perspective, do you think this program is necessary, if not, why?

C4	What made you grasp or not to grasp anything during the program?
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D.	REMEMBRANCE
D1	Do you remember all you have been taught during the program?
D2	Why do you think you remember these things?
D3	If you have some things you can't remember, why do you think you can't remember them?
D4	Was there anything that made you uncomfortable during the program?

E.	REPRODUCTION OF KNOWLDGE
E1	Can you name six things you can remember that you learnt from the program?
E2	How are these things important in your life?
E3	How have you used this knowledge in your every day life?
E4	Do you think it was important for you to attend this program?

F.	DESIRED BEHAVIOUR
F1	Is there anything that has changed in your life after attending this program?
F2	What made you change after the program?
F3	Which behaviours have you acquired after attending the program?

QUESTIONNAIRE FOR FACILITATORS**INTRODUCTION AND CONSENT**

Greetings, my name is _____ fromI am conducting a research to assess the impact of Malawi's Child Rehabilitation Programmes in rehabilitating child offenders with a focus on Mwai Wosinthika Rehabilitation Programme. All the information given will be treated with confidentiality and be used for purposes of the study only. In the course of the interview if you are not comfortable to answer a question you are free to do so. This interview is voluntary and does not attract any direct financial or material reward, however your opinion will be highly valued and will be helpful to you or others in the future. Do you consent to the interview?

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A. Quality Control	
A1. District	
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B. Demographic characteristics

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B1.4	Marital status	1=Single; 2=Married; 3=Polygamy; 4= Separated; 5=Widowed; 6=Cohabitation; 7=Divorced; 98=Other (specify)
B1.5	Main Occupation	1= Student; 2= Farmer; 3= Self-employed; 4= Employed (formal employment); 5= Employed (informal employment); 6= Business operator; 7= None; 98= Other
B1.6	What is the highest level of education that	1= Junior Primary 2=senior primary 3=Junior Secondary 4=Senior Secondary 5=Tertiary 6= none

	<i>you have completed?</i>		
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C. ATTENTION			
C1	Do you think the participants like the program?		1 = Yes; 2 = No
C2	Do the participants find the program interesting? If so, why and which aspects.		1 = Yes; 2 = No
C3	Do you think the program is necessary to the participants?		1 = Yes; 2 = No
C4	Are you able to assess if the participants are grasping anything during the program?		1 = Yes; 2 = No
C5	In your own assessment, are the participants grasping anything from the program?		1 = Yes ; 2 = No;

D. REMEMBRANCE							
To what extent...		1 Very easy	2 Easy	3 Hard	4 Very hard	5 Don't know	6 Not Applicable
D1	How easy is your program for your participants?						
D2	Do your participants find it						

	easy or hard for them to remember all the program lessons?						
D3	Do your program participants show interest of show any interest of interacting and sharing knowledge of the program with each other?						

G. REPRODUCTION OF KNOWLEDGE		
G1	Do you think the lessons from your program are being put into use by the program graduates?	1 = Yes ; 2 = No
G2	Do you know 2 or 3 graduates that have put the knowledge into use?	1 = Yes ; 2 = No
G3	Do you have cases whereby the graduates do not put into use the knowledge they gained during the program?	1 = Yes ; 2 = No; 3= Don't know
G4	Are there any follow up done once the program participants have graduated?	1 = Yes ; 2 = No; 3= Don't know

I. DESIRED BEHAVIOUR		
H1	Do you have information on whether some of your program participants have put the knowledge gained here into use?	1 = Yes ; 2 = No
H2	Do you have information on which areas of the program are being positively demonstrated by program participants?	1 = Yes ; 2 = No
H3	Are you aware of any graduates that did not change at the end of program as expected?	1 = Yes ; 2 = No; 3= Don't know