



JUVENILE OFFENDERS' REHABILITATION PROGRAMMES IN THE DEPARTMENT OF CORRECTIONAL SERVICES IN DURBAN MANAGEMENT AREA

By

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Thesis submitted in partial fulfilment of the requirements for the Doctor of Philosophy in
Management Sciences (Public Administration)

Supervisor

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PHD: Education (Higher Education); DTech: Public Management

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August 2020

Supervisor: _____ Date: __15/04/2021_____

Co-Supervisor: ____ (signature) _____ Date: _____

DECLARATION

I Vusumuzi James Hadebe declare that this research project has never been submitted to any university for the purpose of a qualification or any other purpose. I would like to declare that I am the originator of this research study. Where previous researches have been used, the respective authors have been duly acknowledged in text using the Harvard system of referencing.

Hadebe Vusumuzi James

20/04/2021

Date

DEDICATION

This research study is dedicated to my mother Lindiwe Dulcie Hadebe for the exemplary role that she had played in my life since infancy to date. She has been the pillar of my strength and will always be my most reliable support structure. I have no words to express how and what she means to me. My mother had always been on my case asking me the question “loze lingene nini ijazi elibombu layikhaya?” loosely translated as “when are we going to have someone with a red academic gown in our family?”

I also dedicate this research project to my mother’s late brother, Malume Walter Msizi Mbatha. Your love for education inspired me from the young age and continues to do so. This one is also for you, Malume. May your soul rest in eternal peace.

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ACRONYMS

AET	Adult Education and Training
AIDS	Acquired Immune Deficiency Syndrome
ARV	Anti-Retro Viral
ASD	Assistant Director
B.E.D	Bachelor of Education
CAO	Case Assessment Officer
CHETSET	Combating HIV/AIDS Through Spiritual Ethics
COG 1	Correctional Officer Grade 1
COG 2	Correctional Officer Grade 2
DCS	Department of Correctional Services
DOE	Department of Basic Education
DUT	Durban University of Technology
EST	Emergency Support Team
GETC	General Education and Training Certificate
GLM	Good Lives Model
HIV	Human Immunodeficiency Virus
KZN	KwaZulu-Natal
LLB	Bachelor of Law
LO	Life Orientation
MUT	Mangosuthu University of Technology
NSFAS	National Students Financial Aid Scheme
ORP	Offender Rehabilitation Path
RNR	Risk-Need-Responsivity
SCO	Senior Correctional Official
SRAC	Sports, Recreation, Arts and Culture

TVET	Technical and Vocational Education and Training
UKZN	University of KwaZulu-Natal
UNISA	University of South Africa
UNIZUL	University of Zululand
VOM	Victim Offender Mediation
VOD	Victim Offender Dialogue

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ABSTRACT

The White Paper on Corrections in South Africa, 2004 makes provision for the rehabilitation of offenders who are sentenced by the South African courts to between two years and life imprisonment. The study was aimed at ascertaining if the juvenile offenders who were serving their respective sentences in the Durban Management Area participated in rehabilitation programmes because they saw the value, need and importance in the role that these programmes could play in assisting them to change their criminal mindsets. The study used the mixed methods approach, where a total of 150 juvenile offenders who were serving their prison terms were sampled. Qualitative in-depth interviews were targeted whereby the spiritual care worker, three social workers and ten educators were interviewed. The study was also extended to the ten ex-juvenile offenders who once participated in the rehabilitation programmes to establish how participating in rehabilitation programmes benefitted them and whether the acquired skills assisted them with reintegration into their respective societies and in leading a crime-free life.

The significance of this study emanated from the literature, which points out that the juvenile offenders and other categories of offenders repeat their crimes after their release. This, therefore, begs the question: 'Why is this happening?' despite the fact Department of Correctional Services (DCS) has rehabilitation programmes which are aimed at changing the criminal mindsets of all offenders to desist from committing crime again. This study was, therefore, expected to find the answer to this question and to assist the Department of Correctional Services to tailor its rehabilitation programmes in a manner that will maximally impact the juvenile offenders. The study was also intended to contribute towards the body of knowledge in the field of behavioural sciences. The managerial implication of the study was that it might inform the new policy direction that the Department of Correctional Services might take based on the findings.

The study found that most of the juvenile offenders agreed that they participated in rehabilitation programmes because they wanted to change their criminal mindsets. 95% of the juvenile offenders stated that they were positively impacted by the rehabilitation programmes and therefore, their attitude towards crime and criminality had changed. The

study also found that 91% of the juvenile offenders participated in rehabilitation because they saw the need, value and importance of rehabilitation programmes. Interestingly 93% of the juvenile offenders mentioned that they would never commit a crime again. It emerged in the study that juvenile offenders were mostly impacted by the education and training programmes. It transpired that of the ten ex-juvenile offenders who were interviewed, five were now university graduates and were employed. Two of the ex-juvenile offenders were qualified Chartered Accountants and had had their criminal records expunged. The other two were lecturers at two institutions of higher learning in KwaZulu-Natal. One ex-juvenile offender who had B. Comm Accounting degree owned a property business and employed four graduates who had never been to prison.

It emerged in the study that amongst the challenges faced by ex-juvenile offenders was the fact that they were unemployable because of their criminal records. In this study, the author argued that there was tangible evidence that the juvenile offenders in the Durban Management Area were positively impacted by the rehabilitation programmes delivered to them. This was evident in education and training programmes. It was also the argument of this study that criminal records negate all the efforts of ex-juvenile offenders to lead a crime-free life. This, therefore, meant that there should be a policy shift which would address this challenge.

The study, therefore, recommended that the current and ex-juvenile offenders should be provided with entrepreneurial skills so that they could open and manage their businesses on their release from the prison. This could be an opportunity for institutions like the Durban University of Technology Entrepreneurial Department to partner with the Department of Correctional Services as a community outreach programme and roll out these much-needed entrepreneurial skills to juvenile offenders. This could also be the Durban University of Technology's contribution to crime prevention, poverty alleviation and employment creation.

Key words: *rehabilitation, rehabilitation programmes, juvenile offenders, ex-juvenile offenders, criminal mindsets, sentence, crime-free, reintegration*

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CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Many authors, including Leaming and Willis (2016), in the field of rehabilitation of offenders, believe that the treatment of offending behaviour can only be effective if offenders voluntarily want to be involved in such treatments. This study was premised from the study conducted by Harding (2014) in Australia, where he found that offending behaviour was an 'ailment' which needs to be treated by specialised practitioners. The tendency amongst juvenile offenders in South Africa who are released from prison and get re-arrested until they become adult prisoners was an area of concern for this study. This study intended to establish if the rehabilitation programmes delivered to juvenile offenders in the Durban Management Area were assisting them to lead a crime-free life after their release from correctional centres. Recent literature has identified different models that are used by practitioners in their endeavour to root out offending behaviour among juvenile offenders and other categories of offenders. Currently, no study in South Africa sought to find a correlation between the risk, need and responsivity model. The focus of the South African Correctional System is on the risk of re-offending and the criminogenic needs of juvenile offenders. Little is said about how juvenile offenders respond to the 'treatment' programmes, which were aimed at 'treating' their 'sickness'. Leaming and Willis (2016) emphasise the willingness of the offenders to engage in rehabilitation programmes as a factor which determines the extent to which such offenders will be impacted by the programmes. Amongst other areas, this study sought to ascertain if juvenile offenders in the Durban Management Area saw any need, value and importance in participating in rehabilitation programmes. In its 2016/2017 Annual Performance Report, the Department of Correctional Services (DCS) acknowledged that there had never been any policy shift on rehabilitation since 2008. The outcomes of this study could, therefore, be used as a springboard by DCS to chart a new policy direction, especially on the rehabilitation path of the juvenile offenders as a special category of offenders.

1.2 PURPOSE OF THE STUDY

The Department of Correctional Services had, in its annual performance plan for 2016/2017, acknowledged that there had never been any amendments made to Correctional Services legislation since 2011. The Department of Correctional Services (DCS) is, however, of the view that the review of the legislation was necessary. This necessity, as the department states, stemmed from the new developments in the field of restorative justice, child justice, rehabilitation and social reintegration, and victim empowerment. The researcher concurred with the department in this regard. Reviews could not and should not be done frivolously nor vexatiously. This study would assist DCS its endeavour to review its rehabilitation policies and programmes in light of the developments which had taken place in the field of rehabilitation, particularly juvenile offender programmes. As a result of this study, the Department would be able to budget correctly and tailor its juvenile rehabilitation programmes to suit the peculiar needs and circumstances of individual juvenile offenders.

This study would assist the Department in the sense that it would suggest ways in which it could best roll out its juvenile rehabilitation programmes and to assess their impact on juvenile offender behaviour. This would ultimately result in the Department taking informed decisions to continue with these programmes in their current form or adapt them. Lastly, this study is going to contribute new knowledge in the field of juvenile rehabilitation. It was the researcher's view that juvenile offenders were different from the adult offenders, and as such, they should be 'treated' differently. This study would contribute to the existing body of knowledge in the field of Behavioural Sciences and corrections in general. It was also the intention of the study that individual chapters would be published as journal articles in recognised Public Administration journals locally and internationally.

1.3 BACKGROUND TO THE PROBLEM

The delivery of rehabilitation programmes of offenders is a challenge facing many correctional institutions worldwide, more especially in the third world countries, particularly on the African continent and South Africa is no exception. To this effect, a plethora of researchers, amongst others, Harding (2014), Hay, Widdowson and Young (2017), Amali, Barkhuizen and Petrus (2017), Lindblom, Eriksson and Hiltunen (2017), Taylor (2017), LAO Report (2017) and Singh (2016) indicate that there are serious challenges facing the implementation and impact of rehabilitation programmes of offenders in the world. In Nigeria, the challenges of rehabilitation programmes are compounded by the state of the prisons and the conditions under which these programmes are delivered, as well as the lack of capacity on the part of the implementers (Amali, Barkhuizen and Petrus, 2017:164).

This study was triggered in particular by a study conducted in Sweden by Lindblom, Eriksson and Hiltunen (2017), who postulate offending as a 'sickness' which needs interventions in the form of rehabilitation programmes. The purpose of Lindblom's et al. (2017) study was to measure the effect of the change in the treatment of juvenile offenders from focusing on risk management to an approach which emphasised salutogenic experiences as a protective factor. Lindblom et al. (2017) further state that the 'treatment' of the juvenile offenders should not only focus on reducing the risk of recidivism but should assist the juvenile offenders in increasing their wellbeing or salutogenic experiences as a protective factor. Lindblom's et al. (2017) assertion that there should be less focus on the risk of recidivism is more relevant and applicable in the South African Correctional System in a sense that, as Singh (2016) indicated there are no official recidivism statistics in the country. Therefore, this study sought to ascertain the extent to which the rehabilitation programmes for juvenile offenders were assisting them for their well-being or salutogenic as a protective factor. The study will also assess the impact of social climate under which these programmes were delivered, as Harding (2014) argues in a study conducted in Australia.

1.4 STUDY AREA/LOCATION OF THE STUDY

The study would be conducted in the Durban Management Area. This correctional facility is the largest in the province of KwaZulu-Natal and the second largest in South Africa after Pollsmoor Correctional Centre in Cape Town. This Management Area was founded in 1986 after the closure of the Central and Point Prisons. The Durban Management Area, formerly known as Durban Command Area, comprises six correctional centres and community corrections office based in the Durban Central Business District. These correctional centres are Medium A (which housed only awaiting trial offenders), Medium B (which keeps maximum classified offenders of all ages), Medium C (which keeps offenders who are about to be released on parole), Medium D (which keepst only juvenile offenders, Medium E (which keeps female offenders of all ages) and Umzinto correctional centre (which keeps medium classified offenders). All these correctional centres arre led by the Head of Correctional Centres who reported to the Deputy Commissioner in charge of the whole Management Area. The Durban Management Area was chosen as the area of study because it accommodates juvenile offenders from all over the province of KwaZulu-Natal and it has a fully- fledged juvenile offender facility which has a full-time school for juvenile offenders in the province. This area, therefore, will bring forth the experiences of juvenile offenders from different walks of life and backgrounds.

1.5 THEORETICAL FRAMEWORK

As a foundation from which the proposed study will draw and construct knowledge, there are some theories and models in the phenomena of rehabilitation and reintegration that have been identified. It is imperative to note that the proposed study will not be guided by one model or theory. However, there are specific theories or models which are prominently used across all correctional institutions in the world. Most of the researchers who have conducted research on rehabilitation as a phenomenon discovered that risk, need and responsivity model/theory had become a leading approach for offender case management worldwide (Bonta and Andrews, 2017) cited by Dyk, Campbell, and Wershler (2018:np).

Amali et al. (2017) opine that risk, need and responsivity, commonly known as RNR, is embedded in three core principles, a risk, need and responsivity. Amali et al. (2017) dissect RNR as follows: (i) the risk principle asserts that offenders are at risk of relapsing to offending after release, (ii) the need principle refers to the basic requirements of offenders and their criminogenic needs which must be addressed by the rehabilitation and reintegration programmes, (iii) responsivity entails strategies which may be employed to assist offenders to change their offending behaviour. Even though the proposed study will not focus on recidivism, it will draw, and construct knowledge based on the assessment of risk that juvenile offenders will relapse into re-offending.

Furthermore, the study will provide an account on the consideration of the juvenile offenders' criminogenic needs and requirements, from their perspectives, in order to be readied for community reintegration. This will result in the Department of Correctional services designing strategies to be employed. As stated earlier, this study will not be guided by one theory. Harding (2014) opines that the 'What Works' literature has shown or proven that correctional-centre based rehabilitation programmes do reduce re-offending amongst offenders. Re-offending, as the author further argues, is dependent on the prison social climate. Liebling (2004) cited in Harding (2014) confirms this assertion by stating that offenders who leave prison feeling that they were fairly treated may leave prison with healthier identities than those who feel abused in a hostile social climate.

This study will, therefore, assess the social climate under which rehabilitation and reintegration programmes are delivered using the RNR model. This dual approach has proven successful in a study conducted by Mowen, Boman and Stansfield (2018) who used a dual framework where the three elements of RNR were intertwined with the social climate where peers influence one another spiritually and religiously.

1.6 CONCEPTUAL FRAMEWORK

1.6.1 REHABILITATION AND REHABILITATION PROGRAMMES

It is imperative that the current study provides a clear conceptual framework of the phenomena that will be a subject of inquiry. According to Lindblom, Erikson and Hiltunen (2017), rehabilitation also known as a treatment, refers to the interventions that are focused on changeable factors like antisocial norms and attitudes. These interventions, as Lindblom, et al. (2017) further argue should not only focus on the reduction of the recurrence of offending behaviour by juveniles but also pay attention to increasing the wellbeing of offenders during their detention and after they are lawfully released to reintegrate into their respective communities.

The above definition is supported by Antwi (2016) who postulates rehabilitation is a process of assisting incarcerated persons in their journey to re-adapt to their respective communities as law-abiding citizens after their release from prison. Antwi (2016) concludes his definition of rehabilitation by indicating that the rehabilitation programmes, especially the psychological programmes, should be designed such that the programmes deal with the criminogenic needs of the offenders to prevent them from relapsing into crime, once they are released. It is clear from Antwi's (2016) description that rehabilitation programmes should mostly be inclined towards and satisfy the psychic needs of the offenders.

This sentiment is shared by Davis (2018), who emphasises that the rehabilitation programmes should prioritise cognition as the cause of the behaviour and acknowledge that emotions are an impediment to rational and logical thinking. Kratcoski (2017) advances the arguments above by stating that rehabilitation ought to be viewed as an intervention similar to that of a 'medical' model which is aimed at treating the 'sick' juvenile or adult offender. Kratcoski's (2017) presentation of rehabilitation, puts offending as a sickness, which must be treated through therapeutic interventions or programmes. This

study will also ascertain how the social climate contributes towards healing the 'sickness', as rehabilitation programmes are presented by Kratcoski (2017:np).

1.6.2 THE INTERNATIONAL PERSPECTIVES OF REHABILITATION PROGRAMMES FOR JUVENILE OFFENDERS

Hay, Widdowson and Young (2017) conducted a study, aimed at examining the imprisoned youth in terms of their changes in self-control during imprisonment and whether self-control affects their day to day functioning within their respective correctional facilities and after release. Hay's et al. (2017) study used the data analysis from the male and female juvenile offenders in Florida, the United States of America, who were discharged from lawful custody between 2010 and 2011. The results of this study revealed that there were common, absolute and relative changes in self-control amongst the respondents, which included absolute changes, which overwhelmingly involved improvement in functioning inside the facility and decreased the odds for relapsing into criminal behaviour (Hay, Widdowson and Young 2017). It is the aim of this study to ascertain if the South African Correctional rehabilitation programmes have mechanisms in place aimed at identifying the possibility of juvenile offenders re-offending before their release so that measures could be taken to address such areas of concern. No study in South Africa was ever conducted using Hay's et al. (2017) approach to rehabilitation where the focus should be on self-control, stability and change for juvenile offenders. However, it is imperative to note that this study will not be confined to this perspective only. The proposed study will also focus on how rehabilitation programmes assist juvenile offenders to increase their well-being or salutogenic as a protective factor.

On the other hand, a study conducted by Lindblom, Eriksson and Hiltunen (2017) focused on the change brought by the 'treatment' of juvenile offenders on their risk management emphasising salutogenic experiences as a protective factor. This model to the rehabilitation of offending as defined by Naidoo and Navdi (2013), sees offending as a 'sickness' where there must be a provision of preventive measures through the early

detection of signals, which indicate a possibility of relapsing into crime, and therefore, tailor rehabilitation and reintegration programmes to address them. Naidoo and Nadvi's (2013) argument is supported by Lindblom, Eriksson and Hiltunen (2017) who are of the opinion that 'treatment' of offending behaviour should be focused on changeable risk factors such as antisocial norms and attitudes to crime and criminality. Lindblom, Eriksson and Hiltunen (2017) used 61 participants from Swedish Social Services and Youth facilities in their study. These participants were subjected to pre- and post-measurements using two questionnaires which were: The Psychological Inventory of Criminal Thinking Styles (PICTS) and the Sense of Coherence (SOC-13).

This study concluded that cognitive interventions are more likely to reduce criminal thinking patterns and increase a sense of coherence amongst juvenile offenders in Sweden (Lindblom, Eriksson and Hiltunen, 2017:176). The findings and conclusions of this study are fascinating for the proposed study in a sense that it will be intriguing to establish how the focus on the cognitive aspects of the juvenile offenders in South Africa prepares them for survival in the crime ridden areas into which they will be reintegrated.

Harding (2014), whose study was conducted in Western Australia, revealed that prison-based rehabilitation programmes of offenders (juveniles included) assist in the reduction of post-release re-offending. The purpose of Harding's (2014) study entitled "what works in rehabilitation programmes", was to ascertain how a positive prison social climate improves the outcomes of the rehabilitation and reintegration programmes for juvenile offenders in Australia. Harding's (2014) paper employed validating tools for measuring the prison social climate regarding its effect on rehabilitation. Harding's (2014) argument is that rehabilitation programmes for juvenile offenders' work better where there is a positive social climate. Further than that, Harding's (2014) study examined research evidence which is laterally or tangentially relevant.

The author's conclusion, therefore, is that a good prison social environment/climate will, in most likelihood, improve the chances of juvenile offenders' rehabilitation programmes

assisting them not to relapse into crime after release. The above study is very relevant for the proposed study because of the overcrowding challenges faced by the South African Correctional Services Department, and it will be noteworthy to establish how rehabilitation programmes for juvenile offenders' work under such circumstances.

A number of studies were also carried out on the African continent on the phenomenon of rehabilitation programmes and their effectiveness in changing the lives of offenders and preparing them for community reintegration. The two studies which stand out above the rest are those which were conducted in Nigeria and Botswana respectively. Amali et al. (2017) in a study conducted in Kano and Goron-Dutse Prisons in north western Nigeria, aimed to establish the effectiveness of the rehabilitation programmes for offenders. This study targeted the offenders themselves since their perspectives would shed light if both prisons met the United Nations' Minimum Rules for the Treatment of Offenders. Amali's et al. (2017:164) analysis of quantitative data revealed that only 27% of the prison population were involved in the rehabilitation programmes.

The problems identified by Amali et al. (2017:161) in their study was that the Nigerian prison service faced problems of rehabilitation as a result of specific challenges, including lack of infrastructure, inadequate training programmes for both offenders and prison staff, overcrowding and filthy cells, poor classification of offenders and inadequate bedding. Amali et al. (2017), in their study, identified and used the risk, need and responsivity model, commonly known as the RNR model to explain the rehabilitation challenges by the Nigerian prison services. The methodology used in the study was the administration of 250 questionnaires to a representative sample of 250 convicted inmates across both prisons that were at the centre of the study (Amali et al., 2017:164). This study revealed that the delivery of rehabilitation programmes in the two sampled prisons was not in line the United Nations Minimum Rules for the Treatment of Offenders of 1984.

Amali et al. (2017) thus concluded that it was imperative that the Nigerian government provide adequate rehabilitation programmes and facilities in the two sampled prisons and across all the prisons in the country. When one looks at the experiences and challenges facing the Nigerian prison service, as they call it in that country, the same cannot be said for the South African Correctional System. However, there are challenges which range from human resources constraints to operational efforts facing rehabilitation programmes in this country (Singh, 2016:3). The proposed study will, therefore, exploit the lessons that could be learnt from the Nigerian experience where participating in rehabilitation programmes is optional, whereas in South Africa it is compulsory for offenders serving sentences between 24 months and life imprisonment to participate (Amali et al., 2017: 165).

Mosweunyane and Montsho (2015) in a study conducted in Botswana, are of the view that rehabilitation programmes, like any other government programme, ought to be supervised. Mosweunyane and Montso further opine that in an institution like Botswana Prison Services which is discipline oriented, it is crucial that when professionals join the organisation, they must undergo training which will qualify them to adhere to the standards and code of behaviour of the organisation. The same, they further argue, applies to the implementation of rehabilitation programmes. Mosweunyane and Montsho (2015) conclude their argument by stating that rehabilitation programmes can only be effective if their implementation is strictly supervised in order to ensure that the benefactors ultimately become the responsible members of their respective communities. However, in South Africa the correctional system has since been demilitarised, rehabilitation programmes are carried out by personnel under an atmosphere which respects the humaneness of the offenders (The White Paper on Corrections, 2004).

1.6.3 THE SOUTH AFRICAN PERSPECTIVES OF REHABILITATION PROGRAMMES FOR JUVENILE OFFENDERS

According to Singh (2016), reintegration and rehabilitation are one of the main objectives of the Department of Correctional Services in South Africa. Singh (2016) opines that the South African Correctional population has close links with the crime statistics which prevail in the country. Rose (2000) cited in Singh (2016) is of the view that as result of high crime levels in the country, which are reported in the media, the members of the public have gradually become unsympathetic to ex-offenders. The purpose of Singh's (2016) paper was to provide an overview of the rehabilitation and reintegration programmes which are available to offenders in terms of the Correctional Services Act, 111 of 1998 as amended and the White Paper on Corrections of 2005. The methodology used for Singh's (2016) study was more of a literature review. The study relied heavily on statistics which is obtainable from the website of the Judicial Inspectorate of Correctional Services.

However, Singh (2016) pointed out that these statistics are not gradually and regularly updated. The White Paper on Corrections, 2005 acknowledges that rehabilitation and reintegration of offenders is a societal responsibility, and that civil society has a crucial role to play solely because the Department of Correctional Services does not have a strong focus on post-release support services for ex-offenders (Singh 2016). This confirms that the Department of Correctional Services does not have a plan or a programme in place on the continuation of the rehabilitation and reintegration programmes for the juvenile offenders after their release from its correctional centres country wide. This is a grey area which was study will explore.

Most of the studies that have been cited above conclude that recidivism is an indication of the failure of the rehabilitation programmes for offenders, especially juvenile offenders. This statement is inconclusive in the South African context, as Singh (2016) states, there is an inadequate body of knowledge regarding the rate of recidivism in the country.

Therefore, it will be incorrect to conclude that the failure or success of rehabilitation programmes should be informed by the rate of recidivism. Since there are no official statistics, the definition of recidivism is compromised and only defined in accordance with those who have been caught committing crime, thus leaving out those who relapse into crime but are not caught by the law enforcement agencies (Singh 2016:5).

It is compulsory in South Africa for offenders sentenced to an effective two years' minimum to life imprisonment to participate in rehabilitation and reintegration programmes, unlike Nigeria, where it is optional to participate in these programmes. Therefore, it is imperative that rehabilitation programmes for offenders in South Africa be evaluated to ascertain the attitude of juveniles towards these programmes; the challenges faced by staff in their endeavour to deliver these programmes, the role of Community Corrections and Civil Society (including local schools) to assist juvenile offenders to reintegrate into society. Juvenile offender rehabilitation programmes also have to assist them to survive the sometimes-hostile environment under which they are incarcerated. It should be noted that the proposed study will not focus on the causes of recidivism amongst juvenile offenders. The rationale for not focusing on recidivism is based on Singh's (2016) argument that in this country, there are no accurate recidivism records.

1.7 PROBLEM STATEMENT

This study was premised from the White Paper on Corrections (2005) where it is stated that it is not merely the responsibility of the Department of Correctional Services (DCS) "to keep individuals out of circulation in society" The White Paper on Corrections, 2005 further states that DCS should not be seen as mere implementers of the courts' sentences. Instead, the White Paper on Corrections (2005) advocates DCS as the 'home' where rehabilitation of unwanted behaviour is corrected through a number of rehabilitations programmes that DCS offers as key service delivery endeavours. The department typically encounters challenges in its quest to deliver these services.

This is evident especially amongst the juvenile offenders who get admitted to correctional centres as juveniles and end up being admitted as adult offenders at a later stage. The question that ought to be answered, therefore is, why do these juvenile offenders continue to commit crime even after having gone through the rigorous rehabilitation programmes offered by DCS across all its centres in the country. This study, therefore, seeks to ascertain if the juvenile offenders' rehabilitation programmes are indeed tailored to suit their peculiar circumstances. It is also imperative to establish if the juvenile offenders see any value in participating in these programmes, or do they participate to pass the time and meet the criteria set by the parole board to qualify for parole.

1.8 RESEARCH OBJECTIVES

The research objectives of this study include the following:

- To explore the strategies, models, policies and institutional capacities that exist to implement rehabilitation programmes
- To explore juvenile offenders' experiences of the rehabilitation and reintegration programmes.
- To ascertain the meanings that juvenile offenders attach to rehabilitation programmes.
- To examine how the effectiveness of rehabilitation programmes is measured.
- To investigate if the social climate impacts on the effectiveness of the rehabilitation programmes.
- To explore the challenges and opportunities faced by the implementing officials in the Department of Correctional Services.

1.9 RESEARCH QUESTIONS

To address the research objectives cited above, the following questions will be asked:

- What are the different types of rehabilitation programmes offered?
- What informs them?
- How juveniles participate (who decides and when)?
- How are the programmes received, or what is the rate of participation and why?
- What is the juvenile's understanding of rehabilitation programmes?
- How do social workers/educators/spiritual care workers/ psychologists determine a rehabilitated juvenile?
- How do they measure the success of their programmes?
- What impact does the social climate have on the delivery and effectiveness of the treatment programmes for juvenile offenders?
- What are the challenges of rehabilitation and reintegration programmes faced by the implementing officials in the Department of Correctional Services?

1.10 HYPOTHESIS

The study will test the following hypothesis:

- The juvenile offenders do not participate in rehabilitation programmes for their own development but do so in order to pass the time and for parole consideration.
- The juvenile offenders see no meaning and value in rehabilitation programmes which are meant to prepare them for life outside the correctional setting.
- The social environment has no impact on the effectiveness of rehabilitation programmes for juvenile offenders.
- The rehabilitation programmes have no effect in changing the criminal mindset of juvenile offenders, and their effectiveness cannot be measured.

1.11 SIGNIFICANCE OF THE STUDY

The study sought to establish if juvenile offenders participate in rehabilitation programmes because they see the value, need and importance in participating or are they just passing the time and whether they participate for the purpose of getting parole. The South African Correctional System uses the risk-need-responsivity model. It would be interesting to ascertain from the practitioners' perspectives if this model benefitted the juvenile offenders, considering the scarcity of resources in South Africa as a third world country. The study will make an invaluable contribution towards a new policy paradigm shift on juvenile offenders as a special category of offenders by DCS going forward. This study will also assist the rehabilitation programme practitioners to tailor these programmes to suit the peculiar needs and circumstances of juvenile offenders.

1.12 LIMITATIONS OF THE STUDY

The study was conducted in the Durban Management Area in the province of KwaZulu-Natal, and therefore, the outcomes cannot be generalised to the entire country's correctional institutions. It is also important to note that the study targeted the male juvenile offenders, and therefore, the results could not be generalised to other age and gender categories of offenders. The views of the psychologists were unfortunately not found because only one psychologist services many offenders of all ages in the Durban Management Area and was always on the road. Chapter Six of the study presented the raw qualitative data as is from the interviews held with the Case Assessment Officer (CAO), the spiritual care worker, the social workers and educators. Therefore, this data, as it appears in Chapter Six of this thesis was not analysed and supported by any relevant literature. This chapter provides the entire study with primary data which is new knowledge which could be used by other researchers in future as secondary data. WHY? IS IT BECAUSE THERE IS A SHORTAGE OF PUBLISHED DATA? Another limitation which was identified in this thesis was that there were data in Chapter Five, which did not have literature to support it because of the theoretical limitation of this study. There were certain dimensions of both quantitative and qualitative data where there were no published data; hence, the data were presented as they were without supporting them.

1.13 CONCLUSION

This chapter has provided the background to the study and outline the nature of the problem which necessitated the study. The conceptual framework of rehabilitation as a phenomenon of interest was briefly elaborated on. A brief overview of the previous studies that were conducted elsewhere in the world was given to provide clarity on the issues of rehabilitation and rehabilitation programmes as the phenomenon under scrutiny. It was also important to cite the limitations of this study. Chapter Two will focus on the international perspectives of rehabilitation programmes for juvenile offenders.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

THE INTERNATIONAL PERSPECTIVES OF JUVENILE OFFENDERS' REHABILITATION PROGRAMMES

2.1 INTRODUCTION

This chapter begins by providing a literature review on the international perspectives on juvenile offender's rehabilitation programmes and the conceptual framework of rehabilitation and rehabilitation programmes in general. Experiences of the correctional systems pertaining to juvenile offenders in some Scandinavian countries, Oceania, and Europe will be described and explored. This continental account will explore the experiences of both the Anglophone and Francophone countries. The African experiences in as far as the rehabilitation of juvenile offenders will be deliberated. The chapter will further explore the critical policies and prescripts that apply in these countries in relation to the delivery of juvenile offenders' rehabilitation programmes. Different models for the rehabilitation of juvenile offenders will be covered as well in this chapter.

2.2 CONCEPTUAL FRAMEWORK: REHABILITATION AND REHABILITATION PROGRAMMES

This chapter and study, in general will draw from and create knowledge from certain concepts, theories and models in the phenomenon of rehabilitation that need to be unpacked and synthesised. These models, theories and concepts are applicable across all correctional systems in the world. According to Lindblom, Erikson and Hiltunen (2017), rehabilitation, also known as treatment, refers to the interventions that are focused on changeable factors like antisocial norms and attitudes.

These interventions, Lindblom, et al. (2017) further argue, should not only focus on the reduction of the recurrence of offending behaviour by juveniles but should also pay attention to increasing the wellbeing of offenders during their detention and after they are

lawfully released to reintegrate into their respective communities. The above definition is supported by Antwi (2016) who postulates rehabilitation as a process of assisting incarcerated persons in their journey to re-adapt to their respective communities as law-abiding citizens after their release from prison. Antwi (2016) concludes his definition of rehabilitation by indicating that the rehabilitation programmes, especially the psychological programmes, should be designed such that the programmes deal with the criminogenic needs of the offenders to prevent them from relapsing into crime once they are released.

It is clear from Antwi's (2016) description that rehabilitation programmes should mostly be inclined towards and satisfy the psychic needs of the offenders. This sentiment is shared by Davis (2018), who emphasises that the rehabilitation programmes should prioritise cognition as the cause of behaviour and take it that emotions are an impediment to rational and logical thinking. Kratcoski (2017) advances the arguments above by stating that rehabilitation ought to be viewed as an intervention which is similar to that of a 'medical' model which is aimed at treating the 'sick' juvenile or adult offender. Kratcoski's (2017) presentation of rehabilitation, puts offending as a 'sickness' which must be 'treated' through therapeutic interventions or programmes. The current study is not only confined to testing only one theory or the effectiveness of one model. However, it seeks to ascertain if the juvenile offenders holistically are seeing any benefit or relevance in participating in such programmes, regardless of the model or theory that is used by the Department of Correctional Services in South Africa. It is also imperative to indicate that the most prominent model which is used in South Africa is the risk, need and responsivity model. The popularity of this model is not only prevalent in South Africa, but this model is popular worldwide (Antwi, 2016:128).

2.3 DIFFERENT TYPES OF REHABILITATION MODELS

There are many models that are used for the assessment and case management of juvenile offenders in different correctional systems. Practitioners and prison officials dealing with juvenile offenders have to be careful when choosing the model to be used

for a group of juvenile offenders. These models range from the risk-need-responsivity model (RNR), the 'what works' model, self-control stability and change model, to the good lives model (George, 2016:5-6).

2.3.1 THE RISK, NEED AND RESPONSIVITY MODEL (RNR)

Looman and Abracen (2013) opine that the risk, need and responsivity model (RNR) has remained the noticeable method to the handling of offenders in Canada, and various countries worldwide including the United Kingdom, Australia, as well as New Zealand. This model, according to Andrews and Bonta (2010), in Lovins and Letessa (2018) has been in existence for the past three decades. This approach to rehabilitation of offenders came as a result of quantitative reviews of correctional interventions which contributed to the paradigm shift from what Martinso (1974) referred to as 'nothing works' (Lovins and Latessa, 2018:81). The rationale for this approach as argued by Basanta, Farina and Arce (2018:137) is that the RNR model for prisoner rehabilitation advocates that the higher the risk of offending the more intense the rehabilitation programmes or intervention should be and vice versa. This study by Basanta et al. (2018) was primarily aimed at assessing the causal-effect relationship between risk and re-offending, whether the risk was high or low. The main advantage of the RNR model as advocated by its proponents Andrews, Bonta and Wormith (2011) is the fact that this model provides guidance on prisoner assessment and treatment.

Andrews and Bonta (2010) in Lovins and Latessa (2018) further state that from a general perspective, this model contributes to human values. Although at hand there is evidence that supports human service approach to rehabilitation of offenders, especially juveniles, it is equally important to note that all rehabilitation methods or approaches pack a similar punch (Lovins and Latessa, 2018:82). These authors, however, argue that there are a number of studies, which advocate and advance the use of RNR principles and its significance. Chief amongst the reasons cited by these authors is the fact this principle (RNR) requires that people need to place offenders on rehabilitation programmes

according to their risk of relapsing into crime and use that data for matching and referring the offenders to programmes that will deal with their criminogenic needs (Lovins and Latessa, 2018:82). The current study acknowledges the fact that the South African youth in prison are heterogeneous, and therefore, have different criminogenic needs, which is incumbent upon the Department of Correctional Services to address. It will be very interesting, as the study unfolds to ascertain if the Department of Correctional Services (DCS) does consider the assessment of juvenile offenders before placing them into different rehabilitation programmes.

Numerous researchers, including Lovins and Latessa (2018), opine that the RNR principles assert that the rehabilitation programmes should ascertain the risk factors of individual juvenile offenders relapsing to crime after release from prison. Andrews et al. (2011:735) agree with Lovins and Latessa (2018) by stating that the risk principle is aimed at matching the rehabilitation programme's intensity to the offender risk level, that is, the higher the risk of offenders relapsing to crime, the more intensive the rehabilitation programmes should be designed.

The need principle pointing to the criminogenic desires or those offender desires that functionally relate to the offending tendencies of behaviour (Andrews et al., 2011:735). This sentiment on the need principle is shared by Amali et al. (2017) who view the need principle as putting more emphasis on the basic requirements of the offenders in terms of their criminogenic needs. This, the authors further state, has the potential to solve the challenge of recidivism amongst juvenile offenders, in particular. Andrews and Bonta (2010) in Amali et al. (2017) mentions that the needs are active characteristics, which must be attended to, addressed, and altered so that recidivism will ultimately be altered as well.

The RNR model consists of responsivity as another dimension for this popular model in the field of rehabilitation and behavioural sciences. Andrews et al. (2011) are of the

opinion that the responsivity model refers to corresponding the style, as well as the approach of rehabilitation programmes or interferences to the offenders' education style together with the abilities (Andrews et al., 2011:735). In the same token, Lovins and Latessa (2018) see responsivity as the last of the three principles and concerns itself with two components, the first being a specific responsivity which suggests that there is a need to discourse individual learning styles and the possible impediments to the fruitful achievement of a rehabilitation programme. The second component is broad responsivity which transmits much further pragmatic support than precise responsivity. This, therefore, declares that rehabilitation programmes use a healing model seen to be operative at altering offender behaviour (Lovins and Latessa, 2018:82).

The views expressed above are supported by Haqanee, Petersen-Badali and Skilling (2015) who view risk, need and responsivity model or framework as one of the most broadly used models for the valuation and case supervision of justice-involved youth in the whole world. The authors argue that the popularity of this model is based on substantial readings that have been piloted over the last 25 years. The proponents of this model opine that in order for the juvenile offenders to be effectively rehabilitated, there must be a logical, evidence-based method for assessing the single offender's risk of relapsing to crime as well as the identification of the criminogenic requirements that ought to be addressed to lessen the risk of re-offending, while, also paying particular attention to the juvenile offenders' response to treatment or the effectiveness of rehabilitation programmes.

Haqanee, Petersen-Badali and Skilling (2015) further state that there are four risk factors that are usually linked with re-offending. These factors are an individual's criminal past, anti-social attitudes, anti-social peers plus various facets of their character, including lack of self-control and fierceness (Haqanee, Petersen-Badali and Skilling, 2015:38). Andrews and Bonta (2010) in Haqanee, Petersen-Badali and Skilling (2015) are of the firm view that when rehabilitation programmes or interferences follow all three ethics of the framework (risk, need and responsivity), in particular in community settings, there is a

possibility of the reduction of re-offending on the part of juvenile offenders after they are released from correctional centres.

The above assertion of RNR, as it is popularly known, is further supported by Looman and Abracen (2013) who state that RNR is not a philosophy of interventions, but relatively a viewpoint that exemplifies the ethics of operative rehabilitation programmes in which an extensive range of therapeutic treatments are delivered. Andrews and Bonta (2010) in Looman and Abracen (2013) debate that various aspects of some comprehensive philosophy of criminal behaviour including, cultural, inheritance, social, biological/neurological issues, and temperament factors must be well thought out. Andrews and Bonta (2010) in Looman and Abracen (2013) have identified eight central risk/need factors for the improvement and conservation of criminal behaviour amongst offenders.

These 'Big Eight' factors relate amongst others, to a situation where the offenders' past antisocial behaviour and patterns which is recognised by quick participation in a variety and number of anti-social activities during incarceration. Offenders with these attributes tend to be thoughtless, exploratory, pleasure-seeking, hostile and insensitive towards others, be it their peers or correctional officials. This behaviour ultimately leads to substance abuse (Looman and Abracen, 2013). This assertion is more relevant to the current study on the basis that the behavioural patterns of the juvenile offenders in the country have a history behind them. Looman and Abracen (2010) conclude their discussion by stating that the RNR model takes into cognisance that the individual, relational plus societal aspects are tangled in the attainment and conservation of criminal behaviour.

2.3.1.1 MATCHING THE REHABILITATION SERVICES TO THE NEEDS

One may ask oneself the question, 'What is the relevance for relating the criminogenic needs of offenders to the treatment services that are offered by the Department of

Correctional Services?’ Several studies have been conducted with the view to shedding light to the above question. Baglivio, Wolff, Howell, Jackoski and Greenwald (2018:47) are of the view that the intentional aim of criminogenic desires was confirmed to be an additional operative rather than delivering amenities that discourse aspects not normally foretell of offending or re-offending. The authors further state that Andrews et al. (2010) are of the view that the above-mentioned discovery of study demands prioritising these criminogenic desires with a view to inhibiting criminal tendency or behaviour, however, this does not excuse whether the offenders in receipt of these amenities were evaluated as having those threats/needs at the personal level. Batastini, (2016) cites a practical example of a situation where juvenile offenders or delinquents, as he prefers to call them, may particularly need videoconferencing technology as a rehabilitation service in the provision of mental health service.

Batastini (2016), further argues that there is a high rate of young offenders in requisite of this service and the fact that original norms of communication amongst young individuals generally, technology-based service modalities have proven to be a capable method for accumulating the readiness and concentration of services together with the engagement and obedience with treatment references for juvenile offenders. The views by Andrews (2010), Batastini (2016), and Baglivio et al. (2018) are at the centre of this study. The current study aims to ascertain if the South African Correctional System takes into cognisance the criminogenic needs of juvenile offenders when decisions are taken as to which rehabilitation services would be rendered to them or is it just a question of ‘one size fits all’ approach.

According to Seewald, Rosseger, Gerth, Urbaniok, Phillips and Endrass (2018), it is imperative that the criminogenic needs of juvenile offenders be addressed by specialised forensic therapists in collection and solitary assemblies where participants will internalise coping strategies as well as ensure that change in behaviour is targeted in order to prevent offence related behavioural patterns. The authors further draw from the experiences of the Swiss correctional system where rehabilitation interventions which are

mandated by courts are to be implemented, beginning from captivity and ongoing transversely all succeeding correctional backgrounds, including reintegration to society. Seewald's et al. (2018) view is supported by Campbell, Barnes, Mandalari, Onifade, Campbell, Anderson, Kashy and Davidson (2017) who postulate matching rehabilitation services to the needs of offenders is a matter that courts should clearly articulate when sentencing juvenile offenders and referring them to correctional institutions.

Campbell et al. (2017) proceed to state that if the rehabilitation services are in line with the needs of juvenile offenders, they will most effectively reduce the likelihood of recidivism. Day, Howells and Rickwood (2004) cite a practical example of criminogenic needs consideration; a situation where a juvenile offender commits a crime because of substance abuse, beliefs, attitudes, anger or violence difficulties to support the above contention. When placing this type of juvenile offender, the authors opine that the whole rehabilitation service will fall flat if due consideration is not given to these criminogenic needs. Seewald's et al. (2017) view above is imperative for the current study because the young offenders come from different backgrounds and as such, have committed crimes for different reasons. It is, therefore, critical that the proposed study establishes whether the officials in South Africa entrusted with rolling out rehabilitation services do consider reports from certified forensic therapists when allocating and placing juvenile offenders to different treatment programmes or services.

2.3.1.2 MATCHING REHABILITATION SERVICES TO RISK

Day, Howells and Rickwood (2004) identify and regard the risk principle of RNR or 'what works' model as the most important principle. The rationale for this, as the authors opine is that after an offender has been assessed, and it is discovered that he/she is most likely to re-offend; the said offender should, therefore, receive intensive rehabilitation services. Day et al. (2004) further state that there should be an assessment tool on the admission of offenders to categorise each offender as low, medium or high risk. This assessment will lead to medium and high-risk offenders being placed on more intensive rehabilitation

services, conclude Day et al. (2004:2). Baglivio et al. (2018) who base their analysis of risk decrease through placement on research, which examined whether offenders' risk scores change over time as the result of services provided, echo Day's et al. (2004) sentiments.

The results of these studies discovered that vigorous risk alteration can be statelty and that positive alterations (risk reduction) do take place. In a study piloted by Baglivio et al. (2017), 12 000 juvenile offenders' risk probabilities were examined, and the results revealed that about 35% of vigorous risk alteration marks affected recidivism. One of the most important aspects of the risk principle of RNR model is that if dynamic changes are taking place, they inform the general practitioner whether there are changes taking place on the behavioral patterns of juvenile offenders (Baglivio et al., 2018:55).

Lovins and Latessa (2018) support Baglivio et al. (2018) by indicating that those offenders who are classified as high to moderate in terms of risk, respond best to rehabilitation interventions or programmes as compared to low classified risk offenders who respond poorly to the similar interventions. Lovins and Latessa (2018) contend that this finding has been more prevalent in cases where juvenile offenders and sex offenders are involved in rehabilitation interventions. Earlier research by Day, Howells and Rickwood (2004) categorised risks as static and dynamic. Day et al. (2004) refer to static risk factors as those that are not responsive to change over time; and the vigorous risk aspects as those that might change over time. It is against this background that Newsome and Cullen (2017) view the risk principle as an initial step towards the provision of rehabilitative service and interventions.

Newsome and Cullen (2017) further advice that the practitioners should scientifically assess each offender for constant association in crime by means of an authenticated valuation instrument. The authors, like Day, Howells and Rickwood (2004) also categorised risk as static risk, which are those factors that cannot be changed, for

example, the criminal history of the juvenile offender, and dynamic risk as malleable factors such as the antisocial attitudes of juvenile offenders, which can be changed through intensive social work services or interventions.

Newsome and Cullen (2017) in their study titled 'Integrating biosocial criminology and the risk-need-responsivity model' pay particular attention to integrating neurology as a mechanism to enhance the risk principle. The authors opine that the identification of the factors that improve recidivism prediction relies heavily on the researchers adhering to the risk principle of the RNR model. This, as Newsome and Cullen (2017) further argue, requires the provision of more intensive rehabilitation or treatment programmes by practitioners within the correctional setting.

2.3.1.3 RESPONSIVITY PRINCIPLE OF THE RNR MODEL

Day, Howells and Rickwood (2004) postulate the responsivity principle of RNR as focusing on offenders as clients also program features that affect the offenders' aptitude to study in a healing setting. The authors, in addition to the above description, add that this principle entails that treatment programmes are a learning experience and that individual factors which are seen to be interfering with or facilitating learning are regarded as responsivity. This assertion is supported by Andrews (1990) in Looman and Abracen (2013) who advance the debate that responsivity as RNR principle can be seen as the cognitive and behavioural effects of the rehabilitation programmes in addressing the criminogenic needs of offenders and other attributes from the treatment programmes. Simply put, responsivity considers the change or lack thereof in criminal behaviour from the offender after having gone through treatment programmes.

The current study has a particular interest in Lovins and Latessa's (2018) assertion that that offenders themselves should address their individual learning styles, as well as possible impediments to the positive finishing point of rehabilitation interference initiatives by the Department of Correctional Services in South Africa. This assertion implies that

rehabilitation is a willing process from the perspective of specific responsivity. It can be a bit problematic in the South African context because not all juvenile offenders participate in rehabilitation programmes because they want to, but because participating in these programmes increases the chances of getting parole (Lovins and Latessa, 2018:94). Offenders in South Africa will not be paroled if there is no report, especially from the social workers, before the parole board (Singh, 2016:5-7).

2.3.1.4 CRITICISM OF THE RISK-NEED-RESPONSIVITY MODEL

Laws and Ward (2011) cited by Looman and Abracen (2013) indicate that the risk-need-responsivity rehabilitation model for offenders has been subjected to some criticism for some time. This, Looman and Abracen (2013) discovered, is attributable to the fact that RNR primarily focuses on the treatment of the individual risk to re-offend. The authors further state that this model ignores the necessity to understand what they term 'the primary human goods' which are related to crime directives and the necessity to ensure that these human goods are encountered in a generally satisfactory and personally sustaining method.

Ward and Stewart (2003) in Looman and Abracen (2013) noted that the risk-need model shies away from addressing the personal identity role in the process of change. These authors conclude their discussion by stating that the risk-need model puts more emphasis on the causal factors of offending instead of acknowledging the human agency role.

The criticism of RNR model above is further supported by Ward, Yates, and Willis (2011), Polaschek (2012) and McNeill (2012) cited by George (2016:5) who in their criticism of RNR is of the view that this model is seen to fail because of dealing inadequately with offending issues beyond risk factors, leaving juvenile offenders without much needed support mechanisms to reintegrate into their societies as law-abiding and fulfilled individuals. George (2016) also criticises RNR on the basis that firstly, its responsivity principle could be easily overlooked in practice because it is under-articulated. Secondly,

RNR's responsivity principle is informed by its focus and emphasis on the individual, attainment of life satisfaction and the betterment of offender engagement in rehabilitation and treatment goals which can inform deficiencies in RNR's responsivity principle.

Risk-need-responsivity model's criticism is extended by Serin and Lloyd (2017) who view RNR as in itself not a conceptual model about risk assessment but an approach that identifies the primary risk factors. These authors further indicate that RNR should not be regarded as a specific theoretical explanation of the changes that take place amongst offenders. Serin and Lloyd (2017) conclude their argument by citing Porporino (2010) who wondered if rehabilitation treatment might have reached a ceiling as it was observed with static risk assessment instruments. This is a very interesting observation on the part of Porporino (2010) if, for argument, the treatment interventions using the RNR approach were to reach the ceiling it will mean there will be no other ways of rehabilitating the offenders without considering their risk and need as offenders.

2.3.2 THE GOOD LIVES MODEL

Ward (2002) and Ward and Stewart (2003) as cited by Leaming and Willis (2016), are of the view that the rationale for proposing the good lives model (GLM) was that it was intended to serve as the framework for rehabilitation which aimed at making treatment or interventions more meaningful and inherently motivating to the benefactors. Ward and Maruna (2007) in Leaming and Willis (2016) further indicate that the good lives model was developed as the basis to address the deficiencies of the RNR model, including difficulties in motivating offenders to engage in treatment programmes.

This means that the authors saw a need for a model which was going to be centred around the offenders in terms of them willingly participating in the treatment programmes because (1) they want to change their criminal behaviour and (2) they see value in participating in these programmes, and that they do not use participating in these programmes to 'pass time' or as a vehicle to get parole since courts normally indicate that parole will be subject to offenders undergoing treatment programmes. Harkins, Flak,

Beech and Woodlams (2012); and Willis, Wad and Levenson (2014) in Leaming and Willis (2016) conclude that there are studies which confirm that when treatment is aligned with GLM, it is more engaging compared to traditional models and risk-oriented approaches.

The above argument is shared by Fortune (2017), who postulates GLM as a strength-based offender rehabilitation model puts more emphasis on human agency due to its grounding in physiology, neuroscience, and developmental psychology. This model, as depicted by Fortune (2017) aims to assist offenders to develop more personal, meaningful and fulfilling lives to reduce the risk of re-offending. The author concludes her argument by stating that in order to achieve the above, this model pays more attention to approach goals other than avoidance goals.

One can draw an inference from Fortune's account that this model focuses more not on a situation where offenders are assisted to avoid re-offending; however, their personalities are converted through this model to be self-motivated, grow positive self-esteem and develop requisite skills and resources to implement their crime-free life plan. George (2016) supports Fortune's (2017) argument in that GLM makes use of the positive psychology principles and that it is aimed at producing treatment programmes which are based at the attainment of a meaningful, happy and socially acceptable life as the chief objective.

Willis and Ward (2013) cited in George (2016) advocate the use of GLM as an approach which is based on the development of attitudes and behavioural patterns that do not only aim at the reduction of re-offending risk but also aims at the enrichment of the personal lives of offenders. GLM is clearly associated with the current study on the grounds that, as Singh (2016) puts it, the majority of offenders in South African jails are juvenile offenders or youth offenders. If the South African Correctional System considers using this model amongst others, it might result in developing offenders to become purposeful in their lives and lead crime free lives (Fortune,2017:26).

2.3.3 EVIDENCE-BASED PRACTICES

Claes, Van Loon, Vandeveld and Schalock (2015) are of the view that an evidence-based approach or model pertains to the significance that practitioners in the field of juvenile rehabilitation should attach to the evaluation of interventions for the purpose of decision making. The authors thus postulate the evidence-based approach as referring to such practices which centre around modern paramount proof that could be utilised as the foundation of scientific, supervisory as well as policy choices in relation to the provision of rehabilitation programmes in addition to reintegration programmes for young offenders.

The emphasis in this model, as Claes et al. (2015) indicate, is to demonstrate the relationship that exists among the practices in question and what they are intended to achieve in terms of juvenile offender rehabilitation. Mihalic and Elliott (2015) who articulate the evidence-based approach as referring to a demonstration of the effectiveness of the rehabilitation programmes through a set of coordinated services or activities concurs with the authors above. This model still relates to the current study in the sense that the practitioners of rehabilitation programmes in South Africa cannot just proceed with implementing the programmes they are not sure are yielding any results. Claes' et al. (2015) opine that there should be an evaluation of interventions for the purpose of decision making.

2.3.3.1 ADVANTAGES OF THE EVIDENCE-BASED MODEL

Mihalic and Elliott (2015) indicate that there are a number of advantages of the evidence-based model. However, the authors remark that the most significant could be getting the assurance that the programme works through a set of coordinated activities. This assertion proves that in terms of the evidence-based model, the effectiveness of the programme for juvenile offenders cannot be overlooked, but there should be scientific evidence which points to that conclusion. Mihalic and Elliott (2015) further state that

another advantage of this model is on the basis that cost-benefit data are readily available as a demonstration that monetary benefits of programme implementation supersede the costs incurred in delivering such programmes.

The third advantage identified by these authors pertains to the fact that this model offers a manual, which clearly provides an ambiguous explanation and guidance as to what should be delivered to whom, where and how. This implies that this packaged material, when provided should contain checklists to ensure the effectiveness of the programme/s. Mihalic and Elliott's (2015) perspectives on the advantages of the evidence-based model are supported by Claes et al. (2015), whose argument revolves around the worth of the evidence, the vigour of the data and lastly, the significance of the data as the basis on which it is advantageous to pursue the evidence based model for the rehabilitation of juvenile offenders.

2.4 INTERNATIONAL JUVENILE JUSTICE SYSTEMS

Murphy, McGuinness and McDermott (2010) in a report prepared for the Minister of Juvenile Justice in New South Wales state that there are important dissimilarities concerning global juvenile justice structures. The authors point out that with regard to popular English discourse, they function in a model, which aims to hold juvenile offenders accountable for their criminal activities and actions by enforcing punitive measures. The welfare model is prevalent in regions of Belgium, France, Germany plus Eastern Europe, while the hybrid model of the international juvenile fairness systems is found in Scandinavian countries and Scotland, conclude Murphy, McGuinness and McDermott (2010:3).

2.4.1 THE EXPERIENCES OF CANADA

According to Murphy et al. (2010), a piece of legislation that regulates juvenile fairness structures in Canada is the Youth Criminal Justice Act (YCJA), which was promulgated

in 2003. The object of this Act is the reduction of juvenile imprisonment on the premise that community-based interventions and responses are seen to be more effective in dealing with youth on the wrong side of the law. Calverley (2007) in Allain, Corrado, and Reid (2016) point out that in its preamble, this legislation emphasises that the youth justice structure reserves its most intensive rehabilitation programmes and interferences for the most severe law-breaking. Therefore, those juvenile offenders who have committed less serious crimes are referred to alternative programmes instead of institution-based rehabilitation or intervention programmes.

2.4.1.1 CANADA'S EXPERIENCES WITH THE RISK-NEED-RESPONSIVITY MODEL

Haqanee, Petersen-Badali and Skilling (2015) conducted a qualitative study in Canada where they explored the forefront viewpoints on the contests of dealing with juvenile offenders' criminogenic needs within the framework of RNR. This study sampled twenty-nine trial constables from eight offices in Toronto who contributed to the semi-structured discussions. The focus of this study was to examine the importance of targeting the so-called high impact criminogenic desires of young offenders through the risk-need-responsivity approach. The results of this study highlighted that there was a need for further research to examine the connection of criminogenic desires, precise responsivity aspects and learning effects of the youth on trial. The results of the study supported the recent initiative taken by the Canadian correctional system, which was aimed at providing tangible preparation to trial constables on the implementation of the requirement and responsivity values in operative delivery of rehabilitation and reintegration programmes (Haqanne et al., 2015:37).

In another study which was conducted in Canada by Basanta, Farina and Arce (2017), the chief aim of the reading was to evaluate the relationship amongst the threat of re-offending plus criminogenic together with non-criminogenic desires amongst juvenile offenders. Basanta, Farina and Arce (2017) identified and sampled 101 juvenile offenders who were Caucasian men aged between 14 and 18. This category of juvenile offenders

had already been processed and later convicted by the Spanish law courts. This study used the quasi-experimental methodology in the context of evaluation. The results of the study revealed that for the offenders categorised or classified as high risk, there was a probability that they will repeat the course. Further than that, the study also indicated that the risk factor on social skills involved two or more variable effects (Basanta, Farina and Arce, 2017:139).

Basanta et al. (2017) conclude the discussion of their study by stating that the results of their research should not be generalised, instead should be interpreted cautiously on the basis of the following limitations:

- (a) The authors warn that the data obtained were from a scientific setting and from a psychopathic character-oriented populace, which then means that there could be distortions like malingering that must always be taken into account.
- (b) Further, the authors indicate that the outcomes for both criminogenic and non-criminogenic needs should be generalised to other variables of a similar classification.
- (c) The last area of concern for the authors pertains the classification of juvenile offenders as either high or low risk. Therefore, it will be inappropriate to generalise one classification on the basis of data from the other classification (Basanta, Farina and Arce, 2017:140-141).

Skeem, Steadman and Manchak (2015), whose interest revolved around the applicability of the RNR model to individuals with mental sickness, brought about another dimension of the risk-need-responsivity model. Skeem et al. (2015) opine that before this study, the Canadian criminal justice system, which was dedicated to providing psychological health amenities under court supervision, were aimed at improving reactions to individuals with mental illness who found themselves on the wrong side of the law. The authors indicate that this has since changed as a result of the new policy's emphasis on focusing on the

provision of correctional handling amenities consistent with the risk-need-responsivity model or approach to decrease re-offending. Therefore, the objective of their study was the evaluation of the realistic provision for pursuing the RNR model with this category of offenders, that is, mentally ill offenders (Skeem, Steadman and Manchak, 2015:916).

Skeem et al. (2015) in their study carried out in Ohio, Canada, conducted a comprehensive search through the use of PubMed and PsycInfo to ascertain the relevance and applicability of the RNR model of rehabilitation and reintegration programme to this peculiar target population, the seriously mentally ill offenders. Amongst the areas of focus for this study were paraphilia, substance abuse disorder, personality, trauma and post-traumatic stress disorders. However, this study excluded cognitive disorders and the rationale for such is not cited by the authors (Skeem, Steadman and Manchak, 2015:917). The outcomes of the reading remained synthesised. The results of the study reveal that mentally ill offenders tend to manifest robust risk factors for re-offending.

Skeem et al. (2015) also established that the mentally ill offenders scored higher than the other offenders in terms of risk to relapse into offending again in future. This study also discovered that there is preliminary evidence which points to treatment programmes addressing general risk factors remarkably to reduce pro-criminal attitudes for the seriously mentally ill offenders. However, the authors conclude their findings and results by stating that there is very little, which is in the public domain about whether RNR treatment values per se generalise to justice-involved persons with mental illness. It is for this reason that risk assessment alone as the RNR principle might provide an insufficient basis for informing effective correctional services for the mentally ill offenders.

2.4.2 THE AUSTRALIAN EXPERIENCES ON THE REHABILITATION OF JUVENILE OFFENDERS

According to O'Neil, Cumming, Strinadova and Grima-Farrell (2018), a large number of young people involved in the Australian juvenile criminal justice system are males aged between 10 and 17 years. The authors further state that these juvenile offenders are normally sentenced on average to a sentence of six months for offences which range from burglary, and assault to negligent and dangerous driving. O'Neil et al. (2018) also point out that the young offenders cited above have complex needs which require the Australian Correctional System to address. The authors discovered that in Australia, demonstrable evidence confirms that the evidence-based transition planning processes seem to lower the recidivist tendencies amongst juvenile offenders. O'Neil et al. (2018) conclude their discussion by stating that even though not legally mandated, most Australian states in their juvenile and education systems, have programmes that have been put in place to offer support to the juvenile offenders in order to enable them to reconnect with education or employment, their respective families and the community at large upon their lawful release.

Cunneen, Goldson and Russell (2018) provide a very interesting definition of juvenile justice in the context of the Australian Juvenile Justice system. These authors describe the juvenile justice system as the laws, policies and practices which define the interaction of young people who found themselves on the wrong side of the Australian law. Certain laws are specific to juveniles whilst others are general in their application but have either negative or discriminatory impacts on young people in conflict with the law. The juvenile justice system is taken as being inclusive of justice agencies which deal especially with young people (Cunneen et al., 2015 in Cunneen, Goldson and Russell, 2018:3-4).

Cunneen et al. (2018) state that in 2016 the Australian Prime Minister (Malcolm Turnbull) announced that a Royal Commission into the Northern Territory Child Protection and Youth Detention Systems was to be instituted. The reason for setting up this commission was a result of the broad media coverage of the CCTV footage and images depicting the

horrendous acts of the abuse of children in detention centres in the Northern Territory (Cunneen, Goldson and Russell, 2018). The authors indicate that the terms laid out for this commission were to examine and to ascertain if the treatment of detainees breached any laws and policies in Australia.

2.4.2.1 THE AUSTRALIAN STUDIES ON REHABILITATION PROGRAMMES

Allard, Rayment-McHugh, Adams, Smallbone and McKillop (2016) state in their studies conducted in Australia, that their main objective was to ascertain the impact or lack of treatment programmes in the field of rehabilitation which were meant for specific categories of offences, for example, sexual offences. This study was aimed at determining and evaluating the 'what works' principle of the RNR model regarding recidivism amongst sexual offenders. Allard et al. (2016) indicate that their study was grounded on Australian indigenous cultural heritage and other youth residing in remote and non-remote areas. Allard's et al. (2016) study evaluated the treatment programmes for juvenile sexual offenders provided by the Griffith Youth Forensic Service (GYFS) on 104 adjudicated juveniles who were referred to the programme between 2006 and 2012. The findings showed that the GYFS treatment programmes was sufficiently effective for indigenous and non-indigenous juvenile sexual offenders in their quest to prevent re-offending, especially sexual crimes (Allard et al., 2016:89).

Another study by Marchetti and Daly (2017), which like Allard et al. (2016) targeted the indigenous people of Australia, focused mainly on the role of mainstream sentencing courts in changing the behaviour of partner violence offenders. Marchetti and Daly's (2017) study provide an analysis of the influence of the sentencing process on partner violence, which could manifest itself as either present or ex-intimate partners, inclusive of de facto wedded couples and couples who do not reside together. The premise of the study is to ascertain the extent to which the court practices can affect and alter the behaviour and insouciances of indigenous partner violence offenders. The authors state that this study was carried out over a period of four years between 2010 and 2014. During this period, interviews were carried with all relevant stakeholders and the findings

amongst the 30 offenders were that some respondents indicated that the financial stress of looking after extended families contributed significantly towards conflict with partners (Marchetti and Daly, 2017:1523).

Harding (2014) in his study, brings in a very important dimension of rehabilitation of juvenile offenders in Australia. The pertinent question raised by Harding (2014) is “does ‘what works’ work better in a prison with a positive social climate than in one with a negative social climate?” Harding (2014) in his study, recognised that prison-based rehabilitation programmes yield better results in reducing the after release re-offending in some offenders, including juvenile offenders. The author further opines that certain validated tools and instruments used to measure social climate in prisons have revealed that there are certain regime factors, which are apt to make the jail experience less undesirable for the offenders. Harding (2014) further argues that from the understanding in other human service areas there is strong evidence, which suggests that when rehabilitation programmes are carried out in a positive jail environment or condition, they are more effective than those carried out in a deleterious environment.

Harding (2014) contextualises education rehabilitation programmes and how important it is for these programmes to be delivered in an environment which is positive. The author bases his argument on a meta-study conducted by Cohen, McCabe, Michelli and Pickeral (2009) who are of the view that in the context of education rehabilitation programmes, climate is based on the forms of experiences people have of school life and is reflective of models, aims, ethics, social dealings and learning practices and organisational arrangements. In this regard, juvenile offenders as students or learners have to work together with educators and their respective families to advance, live and add to a prison school vision which is shared by all. Each stakeholder will be expected to contribute to the school operations and take care of the physical environment for this environment to be qualified positive (Harding, 2014:167). Harding (2014) concludes his contextual account of the positive climate as it applies to education rehabilitation programmes by indicating that school experience should not be confined to individual experience, but it should be seen as a group occurrence, which is larger than one person’s experience.

Harding (2014) also relates and contextualises social climate as it relates to rehabilitation programmes for offenders in Australia. Scheider (1990) in Harding (2014) has shown, after harmonized groups of juvenile offenders were haphazardly assigned to probation or community-based sanction, that positive self-perception amongst juvenile offenders was improved by public approval because the environment was seen to be positive for the juvenile offenders. Harding (2014) who cites similar studies by Wexler, De Leon, Thomas, Kressel and Peters (1999) concludes that when the rehabilitation programmes are provided in a pro-social atmosphere, the 'what works' theory really works better. Genders and Player (1995:126 and 135) in Harding (2014) provide a descriptive analysis of a social climate as referring to the therapeutic relationships that juvenile offenders have with staff and amongst themselves as offenders.

An attempt was made at ascertaining the impact of vocational education and training programmes of recidivism in the most recent study in Australia conducted in 2018 by Newton, Day, Giles, Wodak, Graffam and Baldry. According to Newton et al. (2018), prison administrators seek to address the challenges of poor skilling of ex-offenders who find themselves in a situation where they are expected to compete for job opportunities with the general population. This argument is confirmed by Visser, Winterfield and Coggeshall (2005) in Newton et al. (2018) who state that when an ex-offender has a good job, it does not only make provision for their basic survival, but also serves as a key element in rebuilding self-esteem and a sense of belonging in the community. It can, therefore, be taken that given that prison training programmes are offered to a large contingent of prisoners, such prisoners expect to land themselves a good job when they are released (Christofferson, 2014 in Newton et al., 2018:188-189).

2.4.3 SWEDEN'S EXPERIENCES OF REHABILITATION PROGRAMMES FOR JUVENILE OFFENDERS

Different scholars in the field of juvenile rehabilitation programmes conducted several studies in Sweden. Chief amongst these studies is a study that was conducted by Aguilar-Carceles and Farrington (2017) where the focus of these researchers was on

understanding the factors that may assist correctional practitioners to identify individual factors that predict offending amongst juvenile offenders. Aguilar-Carceles and Farrington (2017) identified hyperactivity, impulsivity and poor attention as individualistic factors that practitioners may focus their attention on in an endeavour to predict the possibility of re-offending among juvenile offenders. The authors also state that from the psychiatrists' perspective, the above factors are referred to as the Attention Deficit Hyperactivity Disorder (ADHD).

Aguilar-Carceles and Farrington' (2017) study was intended to unpack and dissect the value of concentrating on impulsivity and low self-discipline as risk aspects that contribute to juvenile offenders re-offending and the relevance of risk-oriented prevention programmes aimed at reducing re-offending. The study concludes by recommending a longitudinal study be conducted with the aim of advancing knowledge that pertains to developmental sequences inclusive of hyperactivity, impulsivity, reduced attention, criminal and later life consequences. The study also suggests that there should be new randomised experiments to assess the impact and helpfulness of diverse treatment and interpolation programmes for juvenile offenders in Swedish Correctional Institutions.

In another study conducted in Sweden by Lindblom, Eriksson and Hiltunen (2017), a different dimension from that of Aguilar-Carceles and Farrington (2017) is highlighted. Lindblom, Eriksson and Hiltunen (2017) challenge the current practices in the field of rehabilitation where the focus is mostly based on the risk-need model. This, as the authors expand, results in treatment or intervention programmes which relate to the individual juvenile offender's risk level. As much as the authors agree that there are benefits of the risk-need model, they firmly believe that interventions should not only focus on the risk reduction of recidivism but should also focus on increasing the well-being or salutogenics as a protective factor.

Lindblom's et al. (2017) study was aimed at evaluating the Swedish treatment programme called 'A New Direction' regarding the effects it had on criminal thinking patterns, sense of coherence and recidivism. This programme, the authors explain, was meant to focus on cognitive intervention for the prevention and reduction of criminal behaviour amongst young people between the ages 14 to 21. Lindblom et al. (2017) discovered in their study that young people who commit many crimes have social ties with other young offenders and that their attitude towards crime is shaped by their association with these elements. The authors also further explain that these young offenders often get attracted to crime, especially if they think that criminal behaviour or permissive attitude towards criminality will, in one way or another, reward them. This thought or attitude results in them (young offenders) developing the patterns that are in line with criminal behaviour.

Lindblom et al. (2017) sampled 16 participants who were young people aged between 14 and 21 years from the Swedish social services and youth care facilities separated into two treatment groups and two control groups. The authors further indicate that participants had to undergo pre- and post- measurements using two surveys, that is, the Psychological Inventory of Criminal Thinking Styles (PICTS) and the Sense of Coherence (SOC-13). This went for about 9 to 30 weeks. The results, as reported by the authors revealed that there was a reduction of PICTS from high to low levels and amplified SOC, especially for those groups that participated in the multi-week programme.

Even though the analysis of recidivism showed substantial reduction of imprisoned violations in multi-week intervention programmes in comparison with the control group, it was still seen as tentative because of the sample sizes were small. The study, therefore, concluded by stating that the strategy of cognitive intervention demonstrated that there was a possibility for the reduction of criminal thinking patterns and greater chances of increasing the sense of coherence which benefit the juvenile offenders' behaviour (Lindblom, Eriksson and Hiltunen, 2017:184 – 186).

The current study intends to highlight the experiences of a third world country in Africa about their experiences of rehabilitation programmes for juvenile offenders. The studies above focused on well-resourced countries with world class correctional facilities, where the environment is conducive for the rehabilitation of juvenile offenders. South Africa being a third world country, does not have sufficient budget and facilities. It will, therefore, be interesting to ascertain how young people under these circumstances respond to rehabilitation programmes and initiatives taken by the Department of Correctional Services.

2.5 NEW ZEALAND'S EXPERIENCES WITH JUVENILE OFFENDERS' REHABILITATION INTERVENTIONS

For one to understand the events of how the rehabilitation of juvenile offenders unfold in New Zealand, it is imperative that the Youth Justice System as it prevails in this country be unpacked. According to Prebble and Alloway (editors) (2018), the New Zealand Youth Justice System is regulated by a section of legislation called the Children, Young Persons and their Families Act, 1989. The act makes, amongst others, the following provisions:

- Children between ages 12 and 13 may be sued in the Youth Court for having transgressed in acts which are categorised as serious or when they offend persistently.
- Young persons aged 14 years are liable for prosecution in specialised Youth Court jurisdiction
- Youth Court is reserved and meant to deal and prosecute juvenile criminal matters which are deemed to be most serious and complex.

Prebble and Alloways (editors) (2018) also identify some of the ethe of the New Zealand Youth Justice System, as the fact that the youth system aims to make a provision for an effective and expeditious resolution that holds young people accountable whilst on the other hand observing and acknowledging their needs and dealing with offending causes.

Amongst the needs that young offenders in New Zealand might have, are the offenders with neurodisability. Prebble and Alloway (editors) (2018) have observed that young people with neurodisability become vulnerable when they come into contact with the justice system. This, the authors state, may be attributable to a number of factors. These factors range from the young person's "degree of understanding and social uneasiness due to low reading age, inadequate literacy skills, slower intellectual processing speeds and retention and adjustable concentration, reduced ability to comprehend processes and follow guidelines, incapability to comprehend cause and effect and consequences". The authors concluded their study by indicating that it does not necessarily mean that if a young person has neurodisability, he or she will offend. However, the author takes note of the fact that neurodisability can be a risk issue for anti-social behaviour and criminal offending, especially in the case where it is undiagnosed and appropriate support is not given.

In a similar study to that of Prebble and Alloway (2018), White (2017) conducted a study aimed at examining the extent to which the mentally challenged juvenile offenders are afforded treatment services that relate to their peculiar circumstances. White (2017) states that the Juvenile Justice System has multiple responsibilities which must not be confined to punitive sanctions but extend to the rehabilitative treatment of juvenile offenders. The author is of the firm view that considering the fact that some young people may have mental health disorders, it is imperative the justice system addresses the condition and well-being of the adolescence in conflict with the law.

White (2017) conducted a study which spanned 25 months. During this period, a total of 4244 youth was considered and placed on probation. White's (2017) study ended up with a final sample of 3779 after those that had shorter probation periods, and some with missing records were discarded. According to White (2017), the results and findings showed that only about 25% of the sampled youth with mental disorders received the appropriate treatment, translated to juvenile offenders being underserved. Another very interesting observation from the outcomes of the study was the fact that the receipt of

treatment services was characterised by race and ethnicity, with Blacks and Latinos less likely to obtain handling services. The rationale for this is not clear in the study.

Another New Zealand account and experience with juvenile offenders' rehabilitation programmes, is a study conducted by Slater, Lambie and McDowell in 2015, which examined and provided an assessment of New Zealand's Youth Justice Family Group Conference process from the Youth Justice Coordinators' viewpoints. According to Slater, Lambie and McDowell (2015), criminal behaviour in New Zealand among young people is seen as a thorny issue which concerns the public at large.

This behaviour, as the authors further argue, needs to be addressed for the sake of the well-being of young persons, their relatives and the public in its entirety. The Youth Justice Family Conference, as described by Slater et al. (2015), refers to the legal process provided for in terms of the Young Persons and their Families Act, 1989. The act further states that the Youth Justice Coordinator must be consulted, and a conference held if there are any proceedings that ought to be taken against any young person. The coordinator has the responsibility to ensure that young persons and their relatives receive all the needed support and are enabled to play a major role in the youth justice process (Slater et al., 2015:622 – 623).

Slater et al. (2015) wanted to comprehend the expansion of practices and to identify causal features for superlative practices as well areas of concern from the perspectives of coordinators because of their involvement in the administration of justice to juvenile offenders in New Zealand. The study used semi-structured interviews to collect data from the Youth Justice Coordinators, who had at least 12 years of experience. The results and findings of the study were that the entire Youth Family Group Conference was effective for a greater number of juvenile offenders; however, it was discovered to be inadequate for repeat offenders. The study aimed at establishing best practices which included professional methods to conference thinking and practice and the service delivery role of

experienced Youth Justice Coordinators, victim inclusion and the determination of a strength-based juvenile-centred plan, to mention but a few (Slater, Lambie and McDowell, 2015:626 -636).

Barreto, Miers and Lambie (2018) highlights a very important aspect of Youth Justice System in New Zealand, which are the opinions of the public on young offenders and the criminal justice system in that country. Like any other country in the world, in New Zealand, there is an increase in public discernments of crime and punishments that are meted on criminals by courts. Barreto, Miers and Lambie (2015) cite research by Thakker (2012) who discovered that data on public views on issues of juvenile justice are mostly produced by opinion polls in New Zealand. Barreto, Miers and Lambie (2015) drew a sample of 5000 participants who were randomly selected from New Zealand's voters' roll and persuaded them to participate in the study to ascertain the public views on youth offenders.

This sample comprised of contributors who in one way or another had individually been a target of crime personally or against their next of kin and those who have never been the victims of an offence. The outcomes of the study were that the majority of public sentiments were favourable to addressing the systemic issues within the New Zealand Justice System. It was also very interesting to note that most respondents favoured rehabilitation as the key emphasis followed by punitive measures, prevention and restorative justice (Barreto, Miers and Lambie 2015:135 – 138). The authors also noted that the sufferers were over-represented in advocating the sentiments for retributive measures and recuperative justice. The conclusion reached by authors was that these findings were congruent with the New Zealand Youth Justice System's goals, which place more emphasis on diversion and rehabilitation.

The current study introduces a new facet to the approach this time around. The study does not centre around the practitioners only, but there is going to be a greater involvement input that will come from the juvenile offenders. These are the very people

who are supposed to benefit from the rehabilitation programmes. It will be interesting to establish how the juvenile offenders want programmes to be tailored and delivered to them.

2.6 THE EXPERIENCES IN AFRICA

Jewkes, Bennet and Crewe (eds) (2016) bring forth the misnomers about the prisons on the African continent that have been there for ages. These authors indicate that the misrepresentation of the African prison system could be attributable to the fact that for years it has been understudied. This, as the authors further argue, has resulted in the continental prisons being viewed in a certain way and employing a particular critical attitude which has a resilient normative orientation. Jewkes, Bennet and Crewe (2016) state that it is imperative that what is being done in African prisons must be exposed, hence this part of the chapter will focus on different studies conducted on the African continent. These will comprise the experiences of the Northern and Western African countries, the Horn of Africa and the Sub-Saharan African countries in as far as the rehabilitation of juvenile offenders is concerned. This scope covers both the Francophone and Anglophone countries. The rationale for this choice is that it covers the length and breadth of the African continent; therefore, the study findings will be balanced and representative of the continent in its entirety.

2.6.1 THE GHANAIAN EXPERIENCES

Addo (2018) in his work titled 'Strategic Learning Ideologies in Prison Education Programmes in Ghana' emphasises that it has become imperative for the Ghanaian correctional system, like any other country, to embrace the thinking that it is their responsibility to churn out productive ex-offenders. Of all rehabilitation programmes that are offered in Ghanaian prisons, it is interesting to note that the author has singled out education. The rationale behind the author's thinking is that the prison education programmes, and vocational training provide offenders with necessary skills that could be used to survive and be productive after they are released from prison. Addo (2018) further indicates that prison education should not only focus on vocational training, but there must also be functional literacy programmes which must be introduced to juvenile

offenders and empower them to be able to read and write English, Akan, Ga and Ewe languages.

The author concludes by indicating that when prison officials put together the education programme, the emphasis should be on curriculum, examination and class attendance by offenders. It is interesting to note that the concept of rehabilitation in Africa is understood and interpreted the same way as in the European correctional systems. This view is well articulated by Antwi (2016) who presents rehabilitation as a process that seeks to assist individuals to re-adapt to society or the restoration of one's previous moral position. The author further opines that when rehabilitation programmes are designed, they should aim to deal with the criminogenic needs and help prepare the individuals to be law-abiding citizens after their release from prison. In designing these programmes, Antwi (2016) argues that the objectives of the African correctional systems must be in line with the goals of the modern prisons as stated in the United Nations Standard Minimum Rules for the Treatment of Prisoners.

This declaration by the UN makes provision for and compel all correctional systems in the world, Africa included, to offer training and treatment programmes for prisoners so that they (prisoners) will be able to lead a crime-free and useful life when they are released from prison. Antwi (2016), in a study conducted in Ghana, strongly emphasises that the treatment of prisoners is a primary responsibility of modern corrections. It is against this background that the author argues that the objectives of the conviction of prisoners should centre around reformation and rehabilitation of prisoners in order to enable them to lead a crime free life. In this study, the author raises some pertinent questions, which triggered the research, which was carried out in Nswam Medium Security Prison. Antwi's (2016) study was intended to seek answers to the following:

- main methods of rehabilitation programmes obtainable for Ghanaian juvenile offenders and other offenders universally
- ascertain if all prisoners have right of entry to such programmes
- establish whether these programmes have any effect on the recipients

To find answers to and address these concerns, Antwi (2016) drew a sample of 87 respondents using the purposive sampling technique. These respondents were drawn from the Nswam Medium Security prison, and it comprised of recidivists, their families, prison officers, social workers and spiritual care workers. All these respondents were engaged purposively in in-depth interviews (Antwi,2016:32). The findings of Antwi's (2016) study are as follows:

- There was evidence of the ineffectiveness of rehabilitation programmes in Ghana, which was attributable to the lack of offender-centred treatment programmes, insufficient state funding, poorly skilled employees, over-population in prison, apathy, and absence of programme vigour and dignity.
- Antwi (2016) concluded the study by indicating that the majority of offenders (juvenile and old) leave prison without having had any exposure to rehabilitation programmes. This, the author further states, is a challenge for ex-offenders to enhance attitudinal conversion and after-release restoration, economic and otherwise.

2.6.2 THE CAMEROONIAN JUVENILE JUSTICE SYSTEM

Tabé (2012), in a study conducted in Cameroon, states that the remarkable innovations of the 2005 Cameroonian Criminal Procedure Code have resulted in the congruity of the juvenile justice system in that country. Tabé (2012) indicates that the aim of this study was to scrutinize the changes that were presented by the new Criminal Procedure Code especially issues that pertain to juvenile justice, including their rehabilitation after their conviction by the Cameroonian courts. The study also aimed at probing the evolution of youth justice in Cameroon and the challenges facing the treatment or rehabilitation of juvenile delinquents since the advent of the new Criminal Procedure Code in 2005.

Since this study is about juveniles, Tabé (2012) starts off by defining a juvenile emphasising that in terms of national and in international law, a juvenile is commonly determined by age. The author in the context of the Cameroonian criminal law defines a juvenile offender as any person under the age of 18 who commits a crime. The findings

of the study were amongst others, the fact that no matter how progressive the new Criminal Procedure Code was, the rehabilitation of juvenile offenders was not easy since they are imprisoned in prisons with adult offenders. Therefore, it becomes difficult to roll out treatment programmes which are tailored to suit the peculiar needs and circumstances of juvenile offenders (Tabe, 2012:171). Tabe (2012) concludes the study by recommending that for the mere fact that Cameroon is a signatory of treaties and conventions dealing with juvenile offenders, it must collaborate with global organisations to make better the situations of institutions where juvenile offenders are kept in the country's prisons. The author further suggests that juvenile detention centres must be equipped with televisions, educational materials, books, beds and blankets and event and the juvenile offenders must eventually be moved out of adult prisons.

2.6.3 THE ZAMBIAN ACCOUNT OF JUVENILE OFFENDER REHABILITATION PROGRAMMES

A study that was conducted by Muyobela and Strydom (2017) points out that of the number of children who are in prisons, Africa accounts for the highest percentage. Odiambo (2005) in Muyobela and Strydom (2017) defines child or juvenile justice in Zambia as referring to some set of laws, policies, procedures and institutions set up with a view to dealing with children alleged to have committed some offences. When these children are being prosecuted in Zambia, such proceedings must be in line with the United Nations Convention of the Rights of the Child (UNCRC) of which Zambia is a signatory. It is against this background that of the 86 prisons in Zambia, one of them is dedicated to the incarceration of juvenile offenders.

However, it is also worth noting that Muyobela and Strydom's (2017) study found that there are prisons in Zambia, which still imprison juvenile offenders in adult prisons. This is attributable to the fact the Zambian Prison Service does not have the capacity to separate juvenile from adult offenders. Muyobela and Strydom's (2017) study found that policies relating to the rehabilitation of juvenile offenders in Zambia were formulated in

line international standards and principles underlying the United Nations Office on Drugs and Crime, 2012 (Muyobela and Strydom, 2017:545).

The study also noted that when designing rehabilitation programmes for juvenile offenders in Zambia, there are certain theories which are employed. These theories range from strength perspective, restorative justice theory, RNR model to systems theory. Of all these theories, the study discovered that the majority of juvenile justice practitioners use the restorative justice theory. As Braithwaite (2004) in Muyobela and Strydom (2017) states restorative justice points to a process where all parties affected by injustice are given an opportunity to engage on how the injustice has affected them and decide on the measures that could be taken to repair harm. This argument, as the authors conclude their discussion assumes that because crime harms, then justice should reconcile. This could be the reason for the popularity of restorative justice theory in the country.

The study further discovered that the least used theory in Zambia is the systems theory. Schulman (2009) cited by Muyombela and Strydom (2017) views systems theory as a measure that makes provision for the social welfare practitioners to view human conduct through an extensive lens. It is also worth noting that the study reveals that of the five programmes executed in Zambia, juvenile offenders most prominently participated in behavioural modification and substance abuse.

Behavioural modification has a 100% participation rate, followed by substance abuse with 90% (Muyobela and Strydom, 2017:551). To conclude their study, the authors identified some challenges facing the delivery of rehabilitation programmes as lack of organisational resources, anti-social and deviant behaviour of juvenile offenders, lack of human resources, lengthy criminal proceedings for juvenile offenders, lack of knowledge by social welfare officers to execute programmes and communication breakdown between service providers (Muyobela and Strydom, 2017:552).

2.7 CONCLUSION

This chapter contextualized the concept of rehabilitation as it applies in the field of behavioural sciences. Different models to rehabilitation were unpacked. What is interesting about these models is the fact that RNR model was used in almost every country in the world. The African experience of rehabilitation indicated a common trend within the continent which is the lack of resources to separate the juvenile offenders from adult offenders. This state of affairs makes it very difficult for the rehabilitation practitioners to effectively deliver their services. The African continent, as compared to other parts of the world has the challenge of capacity in terms of infrastructure and personnel. The next chapter will address the perspectives of rehabilitation programmes in the context of South African Correctional System.

CHAPTER THREE

THE SOUTH AFRICAN PERSPECTIVES ON JUVENILE OFFENDERS' REHABILITATION PROGRAMMES

3.1 INTRODUCTION

The majority of countries worldwide and different scholars in the field of rehabilitation of offenders all agree that it is important to treat juvenile offenders differently from adult offenders. The South African Correctional System is no different. This chapter focuses on the essence of rehabilitation programmes for juvenile offenders. Different programmes aimed at rehabilitating juvenile offenders will also be unpacked. These programmes range from Education (formal and vocational training), Social Work services, Psychological services and Spiritual Care services, which are offered to inmates serving prison terms from two years to life imprisonment in all correctional centres in the Department of Correctional Services.

3.2 HISTORY OF THE REHABILITATION OF OFFENDERS IN SOUTH AFRICA

Singh (2014) states that in South Africa before the advent of democracy, the apartheid government used prisons as the institutions to keep offenders for a particular period. These institutions, the author further indicates, were used as settings to implement imprisonment, which in this time could be seen as some form of punishment. All those people who were not wanted by society for political and criminal reasons were kept in the institutions defined by the author above. Singh (2014) points out that significant changes in the South African Prison system started in the 1990s as a result of the political changes which took place then.

The author states that terms of the tangible reforms that were brought about by section 35 of the 1993 Interim Constitution clearly articulated the rights of offenders as well as the transformation of the Prisons Services Department to Correctional Services

Department as it is known to date. The new Department of Correctional Services in its Mvelaphanda Strategic Plan for 2002 – 2005 placed rehabilitation at the centre of all the activities of the department (Singh, 2014:35).

3.3 POLICY FRAMEWORK

Several pieces of legislation were enacted by the South African administration to implement the changes that took place concerning the detention of law breakers post-1994. The Correctional Services Act, 111 of 1998 as amended by Act no. 32 of 2001 and the 2004 White Paper on Corrections in South Africa are central to any rehabilitation programme that is provided to sentenced offenders in South Africa (Cilliers, 2014:533-535). Cilliers, (2014) further indicates that the political developments and changes that started in 1990 had a direct bearing on the correctional system and policies pertaining to the detention of juvenile and adult offenders were eventually adopted by the state.

3.3.1 THE CORRECTIONAL SERVICES ACT, 111 OF 1998 AS AMENDED BY ACT NO. 32 OF 2001 AND ACT 5 OF 2008

At the outset, Muttingh (2012) states that the Correctional Services Act prescribes that there must be acceptable standards in terms of the conditions under which imprisonment is supposed to take place. The author indicates that the Act emphasises that it is incumbent upon the state to ensure that whenever someone is imprisoned, the conditions of imprisonment are humane and coherent with Chapter Two of the supreme law of the Republic of South Africa.

The author further argues that this is the responsibility that the state cannot avoid. Muttingh (2012) also argues that the Correctional Services Act dispenses an explicit purpose of imprisonment, that is, the term of imprisonment of the sentenced offender should lead to a socially responsible, crime free and acceptable life after release and integration into society. This, the author says, in terms of the Act, should be achieved

through the state's provision of opportunities, resources and treatment programmes to sentenced offenders (juveniles included) to enable them to change and be rehabilitated.

Chapter 4, section 38 of the 2004 White Paper on Corrections in South Africa states that immediately after admission as a sentenced offender, that offender is subject to being assessed to establish amongst others their psychological needs, religious needs, educational needs and social needs and other improvement programme desires. This is in line with Basanta, Farina and Arce's (2017) argument that juvenile offenders' criminogenic needs vary. Therefore, when they are admitted into correctional centres, they must be assessed to determine their varying needs. The authors argue that the Risk-Need-Responsivity (RNR) model is of the firm view that a high-risk juvenile offender benefits more from the intense intervention or treatment programmes as compared to low-risk juvenile offender. Treatment or rehabilitation programmes are said to be more operative when they are designed in such a manner that they speak to the criminogenic needs of and engage juvenile offenders (Basanta, Farina and Arce, 2017:137). Muttangh's (2012) argument above is escalated by Du Plessis (2017) who views the Correctional Services Act as being grounded on the Supreme Law of the Republic of South Africa, Act 108 of 1996 in that the country's correctional system must be in line with globally tolerable values.

Du Plessis (2017) further presents the Act as aimed at enforcing the court sentences, detaining offenders in safe custody under humane conditions and most importantly endorsing the societal obligation as well as human improvement of lawbreakers, including juvenile offenders. Du Plessis (2017) cites an interesting observation where the author pointed out the comments made by the former Minister of Correctional Services, Advocate Masutha where he said, "If the Department of Correctional Services can implement the effective humane incarceration of inmates, contribute to the rehabilitation of offenders and assist in their social reintegration, the society would be safer". Diesel (2002) and Diesel and Muntingh (2002) in Du Plessis (2017) have observed and identified some of the most significant provisions of the Correctional Services Act amongst others

as the provision for education, training and social and psychological services for offenders, the introduction of the new corrective method for offenders and distinctive highlighting of women, children and juvenile offenders.

Section 41 of the Correctional Services Act clearly states that it is incumbent upon the Department to ensure the provision of and access to a full range of rehabilitation programmes and activities. The Act puts an emphasis on the fact that when such a provision is made for programmes, these programmes should be needs-based and as far as practical to achieve the education as well as training desires of condemned lawbreakers (including juvenile lawbreakers). What is interesting is that the Act states that in the event of juvenile offenders who are illiterate, the act gives the Correctional Services Department the right to compel them to participate in education programmes. The Correctional Services Department is also obliged in terms of the Act to provide social and psychological services to juvenile offenders with a view to developing and supporting sentenced juvenile offenders and other offenders through the promotion of their social functioning and mental health (Correctional Services Act 111 of 1998 as amended by Act 32 of 2001, Act 25 of 2008 and Act 5 of 2011).

3.3.2 THE WHITE PAPER ON CORRECTIONS IN SOUTH AFRICA, 2004

In its preamble, the White Paper on Corrections in South Africa, 2004 is depicted as the “...principal document aimed at directing the management and service provision of the department”. This assertion is echoed by Muntingh (2012) who presents the White Paper on Corrections in South Africa 2004 as the indorsed strategy framework for the Department that “... represents an important achievement of the department’s efforts to create a new strategic vision to guide reform”. Muntingh (2012), in his thesis, further states that the 2004 White Paper provides the definition of how the department should define rehabilitation. According to the 2004 White Paper, rehabilitation is regarded as the principal business of the department. Recovery as the primary business of the department is defined by the White Paper as entailing the outcome of a combination of the alteration

of felonious behaviour, human development and social obligation and morals. The White Paper further states that rehabilitation should not be seen simply as the plan to thwart wrongdoing, but instead as a universal phenomenon of integrating and inspiring societal accountability, societal fairness, active involvement in autonomous actions, enabling with skills, such as, life-skills and others together with involvement of creating South Africa an enhanced environment to live in (The White Paper on Corrections in South Africa 2004:38).

Du Plessis (2017), who opines that the 2004 White Paper replaced the 1994 White Paper; further advances the above-mentioned interpretation and argument that the 2004 White Paper was a necessity for a long-standing planned policy as well as operating structure, which recognises that rehabilitation was a collective obligation, and to move the Department of Correctional Services towards a more rehabilitation focused approach in all its activities. Du Plessis (2017) in his thesis also phonates that the then Minister of Correctional Services, the late Ngconde Balfour indicated that the 2004 White Paper was consequent from the Supreme Law of the Republic of South Africa Act 108 of 1996.

This assertion was confirmed by the then Minister's statement in the 2005 Annual Report where it was indicated that the implementation of the 2004 White Paper would signify an essential paradigm shift from the previous penal system and enter a period where the emphasis shall be fixated on rehabilitating the felonious behaviour, inclusive of development and care for offenders within an atmosphere which is harmless and protected (Du Plessis, 2017:44). The 2016 Department of Correctional Services (DCS) Annual Report in Du Plessis (2017) summarises the 2004 White Paper as the manuscript that sketches the original planned path of the department by way of recovery of offenders at the epicentre of its entire events.

According to Terblanche (2016) in Muthaphuli and Terblanche (2017), the 2004 White Paper is seen as the legislation that governs the operation of the Department of

Correctional Services. Muthaphuli and Terblanche (2017:22) advance Terblanche's (2016) argument by indicating that the 2004 White Paper regards corrections and rehabilitation as crucial strategic models for the department. The authors further indicate that in terms of the 2004 White Paper, rehabilitation of juvenile offenders and other categories of offenders is regarded as the consequence of the mixture of the rectification of the aberrant behaviour, human improvement plus the advancement of community obligation in addition to standards. The amendments that have taken place in the Correctional Services Act 111 of 1998 are attributable to the provisions to the 2004 White Paper on Corrections in South Africa, so conclude Muthaphuli and Terblanche (2017:22).

3.4 REHABILITATION PROGRAMMES FOR JUVENILE OFFENDERS

According to the 2004 White Paper on Corrections and the Correctional Services Act 111 of 1998 as amended by Act 32 of 2001, it is the constitutional responsibility of the constituent part to correct the criminal behaviour within an environment which is safe, secure and humane. These policies further warn against the mentality of reducing the department's duty as merely that of keeping individuals "out of circulation in society" and enforcement of sentences meted out by the South Courts. Rehabilitation in terms of the policy is supposed to be central in all the activities of the department. Chapter 11 of 2004 White Paper states that "...the department need to devise a strategy intended for the formative years, which is meant for provision of service besides rectification of lawbreakers concerning the ages of 18 and 25. This stands as the group of offenders who even later having served their prolonged sentences still have an opportunity to better themselves. Providing therefore of recovery programmes converging on human improvement plus learning as well as training for the formative years is crucial to the preclusion of re-offending." It is against this background, the terms of the 2004 White Paper (38) states that rehabilitation should be holistic and comprise a variety of programmes. This study will focus on education and training, social work services and psychological plus mystical care amenities as the nucleus of all the recovery programmes presented by the Department of Correctional Services in the Republic.

3.4.1 EDUCATION AND TRAINING PROGRAMMES

According to Chapter 9, section 9.9 of the 2004 White Paper on Corrections in South Africa, the provision of education to juvenile offenders is not only a constitutional imperative but a priority. This document also indicates that when the Department of Correctional Services is rolling out its education programmes within the correctional setting, it needs to be coherent through the learning structure in the broad-spectrum social order as well, hence the need for continuity when juveniles are released on parole. The 2004 White Paper further states it is incumbent upon the Correctional Services Department to ensure that education and training delivered to juvenile offenders are aimed at making them productive and employable on their release.

Chapter 4, section 38 of Correctional Services Act 111 of 1998 as amended by Act 32 of 2001 and Act 5 of 2008 agrees with the provisions of 2004 White Corrections. The Act clearly stipulates that when juvenile offenders have been admitted to correctional centres, they must undergo an assessment to determine their rehabilitation needs. The Act makes the provision of education and training to juvenile offenders, compulsory. It is interesting to note that as much as provisioning of education and training is compulsory as per the act, the act does not compel offenders to participate in education programmes.

In a study conducted by Vandala (2017), Borden (2012) is cited as arguing that there is a connection between participating in prison education programmes and the condensed recidivism. Lockwood (2012) and Hunte (2010) in Vandala (2017) all agree that when juvenile offenders are profiled, their profiles have the following in common: poverty, illiteracy and social inadequacy in terms of their social beings. Both authors argue that education could be used as an instrument to create future opportunities for the juvenile offenders while they are serving their prison sentences. This argument is supported by McMasters (2015) who opines that even after the juvenile has undergone therapeutic treatment to deal with his or her antisocial behaviour, there is a possibility of relapsing back to crime if the juvenile offenders do not have educational skills, which will enable

them to get an occupation after they are released from prison. The author further argues that education benefits the juvenile offenders; research has demonstrated that when people acquire new skills, they tend to preserve their academic behaviour for a lengthier period. Burt (2014) confirms this in Vandala (2017) who argues that should the juvenile offender's education levels increase; it results in the reduction of recidivism since the offenders will, through acquired educational skills, be able to secure employment when they receive parole.

Scott (2016) takes the above discussion further by indicating that attaining education is connected to a chief aspect and is broadly used and accepted for trying the societal and psychological needs of juvenile offenders. The author further states that for the prison education to benefit juvenile offenders, it must be delivered by what the author refers to as 'common school-teachers'. This argument is in line with the provisions of the 2004 White Paper, which states that the prison education must be congruent with the educational system in general society. It is against this background that the Correctional Services Department in South Africa employs qualified educators to deliver the education and training programmes to juvenile offenders and other categories of offenders. Vandala, (2017) identified different programmes which fall under education and training as vocational training, mainstream education, distance education, ABET and sports and recreation. Each of these will be discussed below to ascertain the contribution each makes in the department's endeavour to rehabilitate juvenile offenders.

3.4.1.1 VOCATIONAL EDUCATION AND TRAINING

Greenberg (2008) and Harrison and Schehr (2008) in Vandala (2017) present vocational education programmes as intended to prepare juvenile offenders for employment opportunities when they are paroled from their respective correctional centres in South Africa. The authors further contend that this is critical in the context of South Africa since the juvenile offenders will be expected to compete with their counterparts in the market where there are minimal job opportunities. Vandala (2017) points out that in countries like Thailand, offenders are afforded vocational training with a view to providing them with some knowledge and occupational skills to survive after their release from prison. The author also contends that the juvenile offenders in South Africa are finding themselves in an awkward position because they are faced with the challenge of competing with their youth counterparts for scarce jobs.

There are viewpoints that when the vocational training is designed within the Department of Correctional Services, consideration must be made about the marketability of the skills acquired by juvenile offenders. Lockwood (2012) cited by Vandala (2017) opines that regardless of the challenges of the scarcity of jobs, correctional education and vocational training specifically, plays an important part in increasing the probabilities of employment for juvenile offenders. These authors suggest that the Correctional Services department should be encouraged to continue with its vocational programmes.

A study by Du Plessis (2017) reveals that the idea of vocational education had evolved since the 1800s when it was referred to as vocational training because the offenders were required to work for extended hours under tough circumstances in an effort to prepare for work post release from prisons. The author indicates that with the changes in policy and political system in South Africa, the Correctional Services Department has taken a conscious decision to focus on vocational programmes aimed at the recovery of lawbreakers. This move by the Department of Correctional Services is supported by Parrillo's (2005) and Maruna's (2001) views in Du Plessis (2017:105) who maintain that

enabling the juvenile offender to get employment is more significant than religious care or psychological treatment.

By so saying, the authors do not infer that some rehabilitation energies are more valuable than others to the offenders but argue that these rehabilitation efforts will be of less value if the juvenile offenders do not secure employment through the vocational skills that they would have acquired in prison. This line of thinking is further supported by Patterson (2012) in Du Plessis (2017) whose argument moves from the premise that the juvenile offenders' participation in vocational education and training programmes makes a huge contribution to their "psychological well-being, earning capability and participation in non-criminal behaviour."

The Department of Correctional Services has on offer, vocational training programmes which range from amongst others; carpentry, woodwork, bricklaying, electrical appliances skills, catering, upholstery, fabric painting, mechanical skill, sewing, and carpentry to achieve this. (Du Plessis, 2017:105). In similar studies and experiences of vocational education and training to those of South Africa, the same thing is being confirmed, that is, one cannot help but associate unemployment to offending (Newton, Day, Giles, Wodak, Graffam and Baldry, 2018:187). The authors present the challenges faced by ex-offenders in their quest to get employment. In a study by Nally, Lockwood, and Knutson (2014) cited by Newton et al. (2018), it was discovered in the United States of America that ex-offenders are finding it difficult to get employment after their release from prison since they lack necessary skills that are needed in the job market.

Evidence shows that these ex-offenders had undergone certain treatment programmes during their incarceration. However, no provision was made to ensure that these offenders are equipped with vocational skills to get employment on their release from incarceration (Newton, Day, Giles, Wodak, Graffam and Baldry, 2018:189). What is interesting about the recent developments, which have taken place in the United States,

as Newton et al. (2018) mention is that through prison administration, an assortment of pre- and post-release services aimed at improving the employability of ex-offenders are being rolled out to them. This development in the States was pre-empted by the 2004 White Paper on Corrections, which has declared that the rehabilitation of offenders is a societal responsibility. This implies that society must play an equal role during and after the incarceration of offenders.

In the recent development Motale (2016:12) cited the then Commissioner of Correctional Services, Mr Zach Modise as stating that in Boksburg correctional centre a whopping R4.5 million was invested by the Department with a view to recapitalise the centre's production workshop. The author further reports that Boksburg Correctional centre has created the offender skills development component, which produced 25 fully, competent artisans. This number may have risen by now. It is also important to note that the author indicates that the department has a long-standing goal of contributing to the country's target of producing 30 000 artisans by 2030. This is a clear indication that the Department of Correctional Services has put vocational education and training as a means to ensuring that offenders get employment on their release from incarceration, and thereby, prevent recidivism.

Makgatho (2018:1) the journalist of Sunday Independent visited the Boksburg Correctional Centre and reported on the educational activities for juvenile offenders. During his interview with Mr. Nkosi the Education and Training Manager, the journalist reported that Mr Nkosi explained that juvenile offenders are offered the opportunity to participate in vocational education and training with the chief aim of reducing the chances of them relapsing to crime as adult offenders. The journalist reported that out of 210 juvenile offenders in the Boksburg Correctional Centre, only 81 are actively participating in education and training programmes. It was also brought to the attention of the journalist that these vocational education and training programmes are registered with the Related Services Sector Education and Training Authority (MerSETA), Engineering and Manufacturing. This move is in line with the provision of the 2004 White Paper and Correctional Act 111 as amended by Act 32 of 2001 and Act 5 of 2008 which clearly states

that education and training in prison must be congruent with the general education system in the country.

When Makgatho (2018) interviewed some of the juvenile offenders about their perception of the impact vocational training they were receiving and their vision in general, these were some of their responses:

“.... Outside I wasn’t at school, and since I’ve been in prison, I’ve been given an opportunity to learn, just like any other youth.”

“.... When I’m released, I will change my behaviour and do the right thing. I want to be a TV technician.”

“.... I failed my grades a couple of times when I was outside, but since I’ve been in prison, I’ve been focused on my studies.”

Makgatho (2018:3) concluded his interview in Boksburg Correctional Centre with a report on the interview he had with Hannie Faber the workshop manager who, when asked what was the aim of providing the vocational skills that were being imparted to juvenile offenders, he responded as follows: *“...Our aim is not to create the community that will re-offend, but rather a group of offenders and parolees who are ready to contribute to building a more productive, cohesive and safer society, through the economic skills development provided by us”.*

A study in the Bethal Management Area by Du Plessis (2017) revealed that the most prominent vocational training skills that offenders participated in were welding, electrical work, upholstery, carpentry, bricklaying and computer literacy. The study reveals that the purpose of this training was to equip offenders with adequate skills, which would assist them in getting jobs after their release from prison. Some of the responses that the researcher got when he asked questions related to vocational training were interesting.

Amongst the responses that were received was that the offenders participated in vocational training because they believed that these skills would assist them in their quest

for employment on their release. Other respondents indicated that vocational training rehabilitated them equipped them with skills that would assist in seeking employment. It was interesting to note in this study that a category of respondents did not take vocational training as a means to seek employment but as an opportunity to become self-employed when released from prison (Du Plessis, 2017:228).

3.4.1.2 FORMAL EDUCATION AND ADULT EDUCATION AND TRAINING

According to the 2004 White Paper on Corrections in the Republic Chapter 9 section 9.9 (70), the main aim of providing formal education to juvenile offenders and other categories of offenders is to improve the levels of illiteracy within prison populace. The 2004 White Paper on Corrections further specifies that the provision of basic school education and other forms of schooling are a priority for the Department of Correctional Services. This emphasis on formal education provisioning is premised from Van Voormis and Salisbury's (2014) view cited by Du Plessis (2017) who opine that previous studies in behavioural sciences have proven that there is a relationship between formal education and offending. The authors firmly believe, as research has confirmed, that juvenile offenders and other offenders in general who participate in formal education programmes are less expected to relapse into crime. Johnson (2015) who postulates formal education as an integral part of the conventional school and university education where pupils and students have to complete their respective levels of education and ultimately attain relevant certificates concurs with Du Plessis' (2017) sentiments on formal education. Formal education is presented by Johnson (2015) as a development initiative where teaching and learning opportunities are made available, regulated and controlled by the state.

In his summary of formal education programmes, Patterson (2012) in Du Plessis (2017) postulates formal education as an element of the treatment and empowerment of juvenile offenders with educational qualifications will make them eligible to further higher education when they are released from incarceration. Du Plessis (2017) also points out that formal education comprises of Adult Basic Education and Training (Levels 1 – 4) and

mainstream (Grades 10 – 12) which could be attended and finished by juvenile offenders during their incarceration in correctional centres in the country. On completion of basic education, juvenile offenders are eligible to receive assistance to register with distance education institutions like UNISA. The drawback of this is that the offenders are expected to pay for their tertiary education; therefore, post-matric education is inaccessible to the majority of juvenile offenders (Du Plessis, 2017:104 -105).

In his work titled “Education in prison: Studying through distance education”, Hughes (2016:2) reasons that distance education is part of formal correctional education. The author argues that distance learning offers a chance for offenders to advance their education through correspondence beyond basic education. The author agrees with Du Plessis’ (2017) assertion that post matric education is inaccessible to most juvenile offenders because they are expected to pay for their education. Hughes (2016:2) points out that unlike other formal education levels (ABET and mainstream) which takes places in dedicated classrooms, distance education takes place inside the prison cells. The author observes that due to this, distance education offenders are mostly disposed to the impact of prison-wide procedures, staff actions and other offenders and the universal values that permeates an individual prison or section. Furthermore, the author asks some pertinent and interesting questions, including whether student-prisoners find jails to be inspiring or dispiriting of their productive and possibly rehabilitative endeavours. This means that a high level of self-control and self-discipline is needed for juvenile offenders to complete their studies through distance education successfully.

The views by Du Plessis (2017) expressed initially are echoed by Burden (2012) in Vandala (2017) who indicates that there is a connection among involvement in custodial learning courses and the reduction of recidivist tendencies amongst juvenile offenders. Vandala (2017) contends that because of this, correctional educators have the most important responsibility of transforming learners. A number of scholars, including Vandala (2017) believe that correctional education changes juvenile offenders based on certain facets. These facets relate to the improvement of social and economic life in communities

where juvenile offenders will be reintegrated into society on their release. Vandala (2017) believes that once juvenile offenders have been given a formal education, they could be released with a positive attitude, and become productive members of their respective societies. Ward and Fortune (2013), cited by Vandala (2017), draws a very interesting relationship between formal education programmes and the Good Lives Model (GLM). The authors argue that formal education will capacitate the juvenile offenders to rise above their inadequate social environment, which resulted in them committing crimes. Juvenile offenders will, through formal education, acquire social skills that they could use to deal with any temptation to relapse and commit a crime.

The other facet which is brought about by formal education on a juvenile offender is their transformation into law-abiding citizens. Vandala (2017) articulates school attending juvenile offenders as being exposed to appropriately designed education programmes which ultimately results in them being primed to lead efficacious lives as decent citizens on their release from jail. Castello and Warner (2014) cited by Vandala (2017) puts formal education in the position where it could be used to counter any form of denunciation of wrongdoers by their societies through their preparation for dynamic citizenship. Vandala's (2017) study revealed that formal education also contributes towards the behavioural changes amongst juvenile offenders.

In the study, the author cites Miller (2005) as contending that the change in behaviour in juvenile offenders is attributable to the fact that the environment under which formal education is delivered is conducive for rehabilitation to take place. Van Wyk (2014) in Vandala (2017) shares this sentiment by stating that when the juvenile offenders' academic qualifications are upgraded, that augments self-belief and self-confidence. This results in the juvenile offenders changing their behavioural patterns for the better. This assertion is confirmed by Roper (2005) cited by Vandala (2017) who states, the experiences of the ex-offenders in the Department of Correctional Services, indicate that the education and life skills programmes that they received during their incarceration assisted them to take control of their lives, control their feelings, and provided them

consciousness on the custom in which they should animate their lives inversely plus heightened their self-assurance. Vandala (2017) cites Thomas (2012) as concluding, the determination of correctional teaching ought to offer knowledge skills intended not merely to discourse education in addition to job-related capability but moreover to stimulate progressive deviations in the convicts' self-perception as well as ambitions.

Another area of importance, discovered by Vandala (2017:35) to the extent that the benefits of formal education for young lawbreakers, is the increase in cognitive skills. Thomas (2012) is quoted by Vandala (2017:35) as arguing that the benefit that juvenile offenders attain during their confinement era is intellectual expansion. This view is agreed upon by Ward and Fortune (2013) in Vandala (2017) who relate this to Good Lives Model (GLM) which as they put it, favour rehabilitation programmes which are designed in such a manner that they help to address the criminogenic needs and dynamic risk features directly and indirectly through the use of rational behavioural systems and collective intercessions.

Vandala (2017) concludes his study citing Barnao (2015) and (2014) that formal education programmes support the GLM perspective which states that the treatment of juvenile offenders should be geared towards equipping them with the information, abilities and capabilities to acquire their main goods in generally tolerable means, overcome defects in their good life strategies and to lessen or manage their risk of recidivism.

The arguments by the authors in the paragraphs above are confirmed by the study which was conducted by Du Plessis (2017) where the author found that the juvenile offenders who participated in formal education in the Bethal Management Area were of the view that formal education added to their restoration because they expanded their understanding and the fact that studying provided them with direction in their lives. The author observed in his study that the majority of offenders who participated in formal

education programmes in the Bethal Management Area were those in Adult Education and Training (AET) levels 1 – 4 and grade 12 learners.

3.4.2 SOCIAL WORK SERVICES AND ITS ROLE IN JUVENILE OFFENDERS' REHABILITATION

According to Du Plessis, (2017) social work amenities in the Department of Correctional Services (DCS) are informed by the theory that the rehabilitation of offenders, in general, is premised on the assumption that the offender's behaviour is somehow related to a specific individual shortcoming and that an offender can be effectually converted into a law-abiding citizen. The Department of Correctional Services (DCS) in its 2004 White Paper on Corrections clearly states that it has a duty to afford the opportunities and necessary resources to those offenders who are incarcerated in their institutions or correctional centres.

Social work services in DCS are also premised from Cullen and Johnson's (2012) argument where they are cited by Du Plessis (2017) as seeing the rehabilitation from the social work perspective as the "...planned correctional intervention that targets change internally and or criminogenic social factors with the goal of reducing recidivism and where possible, improving other aspects of the offender's life". It is clear from these authors' accounts that rehabilitation is not automatic, but it must be carried out within a specific correctional system in a planned manner and that it should aim to alter aspects that are the basis of law breaking with the central goal being the reduction of recidivism. Du Plessis (2017) cites Cullen and Johnson (2012) and Ward and Maruna (2008) as agreeing that juvenile offender rehabilitation from the social work perspective is aimed at interventions geared towards the changing those factors which cause the offenders to commit crime. This, the authors further argue, could be attained by DCS if they provide treatment services to juvenile offenders which focus on establishing what is erroneous with them and provide services targeting the therapeutic treatment of the underlying disorder. Generally, put social work perspective sees offending as a sickness, which needs to be cured.

Du Plessis (2017) is of the view that social work and rehabilitation are interwoven since they both add value to and contribute towards the success of any correctional facility or system. To contextualise and operationalise as to how social work adds value to a correctional facility and system, Du Plessis (2017) quotes from the work of Healy (2014) where it is said that social work as a profession comprises of people who are regarded as change agents for the people they work with. Du Plessis (2017) further puts social workers as being accountable for the services that they provide, more especially since these services touch the welfare of their patrons.

Social workers are said to be in possession of proficiencies and abilities to support offenders in increasing life-skills, suitable customs and morals and other social interaction preferences, which will enable offenders to understand and lead to perceptions that could affect their insouciances and eventually stop them from relapsing to crime (Du Plessis, 2017:67). Du Plessis' (2017) findings were that half of the offenders who responded to his questionnaire about their involvement in social work services indicated that indeed they were participating in these programmes. The study also dissected the nature of the offenders' involvement in social work programmes where the author ascertained that the most prominent way in which offenders participated in the programmes was group work and the least number of offenders participated individually. The author did not indicate why this was the case. However, the author states that the respondents revealed that their involvement in social work programmes have contributed to their improvement, with others indicating that these programmes have influenced the change in their criminal behaviour.

The views expressed by the authors above concur with Marsay, Scialli and Omar (2018) in a study titled, 'A hope-infused future orientation intervention: a pilot study with juvenile offenders in South Africa'. This study was motivated by, as the authors put it, the feeling of hopelessness and helplessness against the backdrop of the prevailing socio-political and economic difficulties that youth in the Republic are faced with, more especially those in prisons. The study was aimed at establishing if the strength-based interventions that

have been developed in South Africa are indeed effective or not. The authors quote from the work of Amundson, (2013), Arulman (2010), Elez (2014), Jiang, Hubber and Hills (2013), Smith et al. (2014) and Yoon et al. (2015) who opine that social services should provide services which empower the offenders as individuals from within, these interventions should foster a mood of hope for the future amongst juvenile offenders.

According to Marsay, Scialli and Omar (2018) core influences like self-assurance and self-efficacy and the ability to set genuine aims and peripheral influences like poverty, deficiency in social support, absence of acceptable direction and lack of opportunity could interfere when the juvenile offenders are making effective choices. The authors further argue that the Good Lives Model if adopted and focused upon in the South African Correctional System will result in juvenile offenders, especially sexual offenders, being driven to recognise and attain individual skills to devise productive strategies to ensure viable livelihood in the future. In their study, the authors used the focused ethnographic research approach with the aim of discovering the usefulness of the interventions in an organisational situation. The participants in the study were tenaciously nominated as a cluster of young sexual role lawbreakers who were entirely males. Marsay, Scialli and Omar (2018:2) discovered that juvenile offenders in the Republic are confronted by three challenges, which result in a sense of futility and powerlessness. These challenges are the absence of learning, training and supervision, on one the hand, absence of suitable exemplars to disjointed household lives, as well as existing in a tough situation with recurrent experience of law breaking and violence. The results of the study showed that after participating in intervention programmes, juvenile offenders had developed a sense of hope.

In another study conducted in South Africa by Roestenberg and Oliphant (2012) a very important dimension and stakeholder in the rehabilitation of juvenile offenders is brought to light, that is, community-based juvenile offender rehabilitation programmes. This approach by Roestenberg and Oliphant is in line with the 2004 White Paper on Corrections, which clearly states that rehabilitation is the societal responsibility. According

to Roestenberg and Oliphant (2012), in the 1997 White Paper for Social Welfare, a provision is made for specific guidelines that pertain to juveniles in conflict with the law. This White Paper amongst others emphasise that the juvenile offenders have a connection to their respective families, community and culture and therefore providing rehabilitative services in the societies, will result in the juvenile offenders having strong ties with families and communities, respectively.

Roestenberg and Oliphant's (2012) view is supported by Lutya, (2012) whose study is based on the assumption that domestic and home environments may be the contributing factors to juvenile offending tendencies. To explain the contributing factors towards juvenile offending Lutya (2012:86) quotes Jantjies and Popovac (2011) as alluding to the fact that a lack of parental participation in the adolescents' goings-on and parental denunciation serve as variables within the South African home which contribute to juveniles committing crime. Lutya (2012) further cites Hayes (2007) as having identified parent-child communication as another deficiency that can best explain juvenile offending tendencies. Lutya's (2012) conclusion in her study is that once there is stability in the home and family environment, youth offending in South Africa will be prevented.

3.4.3 PSYCHOLOGICAL SERVICES AND THEIR ROLE IN THE REHABILITATION OF JUVENILE OFFENDERS

The experiences of Saunders, Munford, Thinasarn-Anwar, Liebenberg and Ungar (2015) indicate developing attention in the definition of psychological amenities that are operative in refining the effects of young persons who are open to criminality and other forms of abuse. The authors cite Berzin (2010) as contending that psychological services on their own will not yield improved results for defenceless adolescences but instead suggest that the affirmative results could be achievable if the interferences effort in combination with the flexibility means around formative years.

This resilience will enable the juvenile offenders to steer their approach to the means they want in the course of predicaments and their aptitude to discuss on behalf of these means

to be delivered in significant means, conclude Berzin (2010) in Sanders et al. (2018). This assumption is directly linked to DCS rehabilitation programme strategy in the 2004 White Paper on Corrections which indicates that there is no single programme that will unilaterally deal with the criminogenic needs of juvenile offenders and other categories of lawbreakers (White Paper on Corrections in South Africa, 2004).

Ogden and Hagen (2018) propose a very interesting dimension of psychological services for juvenile offenders and offenders in general. The authors opine that the stage of adolescence is characterised by adolescents' increased susceptibility to risks and newfound strengths to deal with such risks. It is during this stage of their development that juveniles may or may not adjust to the variations, encounters and opportunities. This more often will hinge on the readiness and aptitude of the context to put up with the young person's evolving desires and aptitudes, argue Ogden and Hagen (2018:2). Most of the juvenile offenders in South African prison falter during this stage. It is against this background that Du Plessis (2017) presents the psychological services provided by the DCS as being based on the theory that the juvenile offenders' felonious behaviour is indicative of a deficiency in their emotional make-up or their inner self. This is evident in the observation made earlier on by Ogden and Hagen (2018:3).

Du Plessis (2017) quotes from the work of O'Toole and Eyland (2005) who postulate psychological services in the correctional setting as the practice of treatment that assists the juvenile offender to construe his/her emotional defect, insolences and purposes which might have led to the commission of an offence. This procedure could either be on an individual basis or group sessions facilitated by a qualified professional in the department. Du Plessis (2017) indicates that these therapeutic programmes are in terms of the 2004 White Paper on Corrections, made available to offenders who reveal a need for intervention. Sadly, in the study conducted by Du Plessis (2017) in the Bethal Management Area, it was discovered that the psychological services were not easily accessible to offenders because there is a shortage of qualified psychologists in DCS.

Those offenders who attended sessions individually with the psychologists mentioned that those sessions were mainly focused on stress relief and self-development.

Barendregt, Van der Laan, Bongers and Van Nieuwenhuzien (2018) relate psychological services for juvenile offenders to the Good Lives Model, which is to say, the quality of life relates to the juvenile offenders' behaviour and psychological problems. The study was aimed at establishing whether the juvenile offenders were given adequate skills to cope after their release from residential care centres. The authors opine that a juvenile offender, who has acquired coping skills to deal with psychological problems, is less likely to relapse into crime or show psychological problems after release. Barendregt's et al. (2018) study collected data from 95 adolescents with severe psychiatric problems revealed that adolescents with adequate coping skills who were exposed to psychological services were less likely to commit delinquent behaviour and had fewer psychological problems on follow up.

A study which was conducted by Souverein, Ward, Visser and Burton (2016) seems to agree with the assumptions made by Barendregt et al. (2018) and Ogden and Hagen (2018:1860). Barendregt and colleagues indicated that juvenile offenders need to be equipped with surviving abilities to lead a crime-free life after incarceration. On the other hand, Ogden and Hagen (2018) indicate that the adolescents are at the stage of being exposed to risk and how they deal with that determines their future adolescent behaviour. Based on these assumptions, Souverein, Ward, Visser and Burton (2016) cite Moffit, Caspi, Harrington and Milne (2002) report that early commencement of disorderly conduct shared with sustained severe felonious acts are trademarks of life-course obstinate offending. The author further indicates that there is a relationship between the troubled lives of life-course persistent offenders and biological risk factors that predispose them to anti-social behaviour.

Aguilar, Sroufe, Egeland and Carlson (2000) are quoted by Souverein, Ward, Visser and Burton (2016:1862) as having observed that neuropsychological deficits like lack of attention, hyperactivity and under-controlled temper are a cause for the increase of life-course insistent anti-social behaviour. Herrenkohl's (2000) study is also quoted as having found that the moment the number of risks increases, the more likely, that a juvenile offender will become a life-course persistent offender. Against this background, a study was conducted by Souverein and colleagues in South Africa with an ultimate 94.7% sample males between the ages of 12 and 25 years. The results depicted a picture of juvenile offenders who have started engaging in crime because of exposure to violence in the home and in community. The severity of the offence that these juvenile offenders had committed was informed by the violence that was meted to them at school and home (Soverein, Ward, Visser and Burton, 2016:1870-1871).

3.4.4 SPIRITUAL CARE AND ITS ROLE IN THE REHABILITATION OF JUVENILE OFFENDERS

The Department of Correctional Services in its Annual Performance Plan for 2018/2019 indicated that to give effect to rehabilitation as the societal responsibility, they have given acknowledgement to faith-based organisations to play a significant and essential role in offenders' rehabilitation. DCS has also in this document cited the fact that they have signed the memorandum of understanding (MOU) with various faith-based organisations nationally and across all regions which is an indication of their commitment to refining the contribution of participants in spiritual care services and restoration of offenders back into society.

According to Chapter 4 of the 2004 White Paper on Corrections, spiritual care is part of the holistic sentence planning approach to rehabilitation of offenders that the Department of Correctional Services has adopted. Diesel (2012:169) points out that the provision of religious or spiritual care by DCS is in line with the provisions of the United Nations Rules 41 and 42. These rules compel member states to allow offenders access to the religious practitioners of their choice. The rules further indicate that offenders should join the

devout services and sermons of the religious practitioner and be able to fulfil their spiritual life (Diesel, (2012:169). The author concludes his argument by stating that the acceptance of spiritual care workers from outside the prison establishment is a clear indication and acknowledgement by DCS that they have more belief in rehabilitation as measured by religious adaptation rather than through dealing with the many other risk aspects related with offending.

A study by Akunesiobike (2016) conducted at the Port Harcourt Prison was aimed at providing in-depth understanding if there is a correlation between religious group activities and character (offender) and rehabilitation. The study also aimed at ascertaining the challenges faced by spiritual care workers in rehabilitating offenders utilising in-depth interviews and survey questionnaires to collect data. The findings of the study revealed that there was a remarkable change in the character of offenders that could be attributed to the spiritual care programmes. The author, therefore, concluded that the spiritual care or religious programmes had significant influences on individual personalities and psyche of the offender and contributed towards assisting them to recover from criminality in order to prevent recidivism and any form of antisocial behaviour.

Masango and Makhathini (2016) bring a different dimension of how spiritual care work functions in the South African prison setting. According to the authors, the tenacity of divine care is to provide an effective service to prisoners through needs-based programmes and services inside a multidisciplinary framework of devotion. The authors indicate that in a country as diverse as South Africa, it is critical that when spiritual care work is being delivered to offenders, cognisance must be given to this reality. Masango and Makhathini (2016) further opine that when ministering to people, offenders included, in the context of South Africa, one needs to acknowledge the fact that God created diverse beings, and therefore, spiritual care workers in the South African Department of Correctional Services must always be mindful of these diversities that will prevail amongst offenders. It is therefore of paramount importance that when chaplains in DCS carry out their spiritual duties, they must consider using different approaches and strategies in their

rehabilitation efforts. The authors point out that when spiritual care workers are working with juvenile offenders, they must not just deliver the word of God, but they must serve as mentors of this category of offenders. Masango and Makhathini (2016:3) further argue that it is also incumbent upon the chaplains in DCS to build mutual relationships with juvenile offenders, develop life skills, offer resources, and improve communication.

The work of Van Deventer (1986) in Masango and Makhathini (2016) emphasise that DCS chaplains and other spiritual care workers have to be diverse, not only regarding their approach to different denominations and faiths, but also in their ability to handle different life challenges faced by juvenile offenders. Similar to the studies cited above, the authors state that the chaplains and spiritual care workers in DCS have contributed to juvenile offenders having access to church or faith services by spiritual care workers. Religious practices like Holy Communion, baptism, prayer meetings and celebration of holy festivals and days are also facilitated by chaplains and spiritual care workers in the Department of Correctional Services.

Masango and Makhathini quote Gerkin (1997) as saying: "... some care can merely be assumed the control of profound association with public values by way of community involvement in the symbolical acts of receiving bread and wine; the laying of hands and the administration of water baptism". It is interesting to note that as the 2004 White Paper on Corrections indicates that rehabilitation efforts must be holistic, Masango and Makhathini (2016:) believe that further experts similar to nurses, psychologists, social workers and educators enhance diversity to the spiritual care workers' efforts to rehabilitate juvenile offenders. The authors further conclude their discussion by stating that "...the overarching aim of all who are involved in the rehabilitation efforts of juvenile offenders and other offenders is to take care, develop, rehabilitate and prepare the offender for the reintegration into society as faithful and law-abiding citizens. The chaplains have to know that this is not their responsibility alone, but other role players are equally important".

3.5 REHABILITATION MODEL/S USED BY DCS FOR JUVENILE OFFENDERS

The former Minister of Correctional Services, Advocate Masutha in his foreword for the 2017/2018 Annual Performance Plan indicated that DCS has a statutory mandate and responsibility to safeguard society through the detention of inmates in a safe, secure and humane environment across all correctional centres and remand facilities in the country. The Minister pointed out that over and above the significance of the safety of the offenders, the department has the mandate to provide sentenced offenders with needs-based rehabilitation programmes and interventions. This statement by the Minister is an affirmation of the provisions of both the Correctional Services Act 111 of 1998 and the 2004 White Paper on Corrections.

According to the provisions of chapter IV section 38 of the Correctional Services Act 111 of 1998, as amended by act 32 of 2001 and act 5 of 2008, it is expected that when the offenders are admitted to DCS, they must be assessed to determine their needs in terms of education, psychological needs, social desires, health desires, religious needs and precise improvement programme desires. This is confirmed by section 41 of the same act, which clearly shapes that the department must provide needs-based programmes as far as feasible to achieve the desires of condemned lawbreakers, including juveniles.

This stance on needs-based rehabilitation by DCS stems from the work of Wormith and Zidenberg (2018) who postulate the risk-need-responsivity (RNR) model of correctional intervention as the most popularly used model world-wide. The authors argue that this model allows for the assessment of offenders on admission to correctional facilities in as far their risk level, which will eventually determine the criminogenic needs of the juvenile offenders that should be addressed by a programme to which the offender will be referred or allocated. This line of thinking is virtually in line with what is purported by both the Correctional Services Act and the White Paper on Corrections above.

A study by Brogan, Haney-Caron, NeMoyer and DeMatteo (2015) agrees with the claims made by Wormith and Zidenberg above. This study focuses on trying to understand the significance of first establishing what aspects relate to juvenile offenders' responsivity to treatment when corresponding interventions to single offenders' needs. The authors cite the work of Bonta and Andrews (2007) who contend that the 'n' part of the RNR model focuses on the importance of defining the distinct needs that the rehabilitation programmes should be geared towards dealing with and address. The authors further categorise the needs as being dynamic and static.

Dynamic needs are defined as those criminogenic needs that if appropriately dealt with are likely to result in the lessening of recidivist tendencies amongst juvenile offenders (Brogan, Haney-Caven, NeMoyer and DeMatteo, 2015:279). This assertion is an affirmation for DCS in its endeavour to address the criminogenic needs of high-risk juvenile offenders to reduce recidivism. The authors conclude their debate by stating that it is of critical importance for DCS to consider the significance of providing beneficial factors known to be generally effective and toning the juvenile offenders' rehabilitation to their individualities including character and demographic characteristics.

The views expressed by Brogan and colleagues (2015) above are echoed by Basanta, Farina and Arce (2017:136). These authors draw a thin line between criminogenic and non-criminogenic needs on the grounds that the previous one has a straight impact on juvenile offenders' recidivist tendencies, whereas the latter does not. According to Basanta, Farina and Arce (2017), the RNR model was originally projected for community-based contributions but was projected to the rehabilitation initiatives in additional settings. The study by Basanta et al. (2017) sampled 101 young lawbreakers who have been convicted and sentenced by the Spanish court. The purpose of this study was to ascertain if the risk-need-responsivity model does indeed benefit the high-risk young lawbreakers more than low risk young lawbreakers after having participated in intervention programmes. In-depth, interviews and quasi-experimental methodology were used in a forensic evaluation style (Basanta et al., 2017:139).

The outcomes of the study were very interesting in that they explained the juvenile offenders' response to treatment in four different aspects. These aspects were the effect of rehabilitation programmes on juvenile offenders' school failure, behavioural ailments, psychological modifications and social abilities.

In far as the school failure was concerned, the study revealed that for high-risk offenders, the likelihood of having to redo the course (criminogenic need) was pointedly greater than juvenile offenders classified as low risk. The outcome of behavioural disorders indicates a significantly higher possibility of behavioural disorders were observed amongst the high-risk offenders as compared to the low-risk offenders. When it comes to the results that pertained the psychological adjustment, the study discovered the differentiated effects of both low vs high risk factor. Similarly, the results on social skills demonstrated a substantial multivariate effect. The study observed that there was less social compassion, less obedience with social rules and norms and more withdrawn from others amongst high-risk offenders. There was no discrepancy in social skills amongst low-risk offenders (Basanta et al., 2017:140). These are the areas that the Department of Correctional Services in South Africa should focus upon in their rehabilitation planning.

The choice of RNR by DCS as a rehabilitation model for juvenile offenders is also informed by the study conducted by Newsome and Cullen (2017). These authors view RNR as an example of what in the behavioural science is commonly known as evidence-based intervention. The authors quote from the work of Andrews and Bonta (2010) who argue that all the efforts aimed at juvenile offenders' rehabilitation should abide by a number of detailed values of intervention, one of which being the offenders' needs. It is against this background that the Department of Correctional Services has emphatically indicated in both the Correctional Services Act and 2004 White Paper on Corrections that offenders will, on admission be assessed, to ascertain their respective needs and allocate them accordingly.

In the most recent study by Viglione (2018), a suggestion is made that the need principle as championed by DCS should focus on the criminogenic needs of the offenders or such factors that openly relate to offending which are agreeable to change. The author cites Andrews and Bonta (2010) as suggesting that the vibrant nature of criminogenic needs render them appropriate for rehabilitation programmes. In what the authors refer to as “central eight”, Andrews and Bonta (2010) are quoted as having recognised the eight active aspects which are most prognostic of offending. These factors range from the history of anti-social conduct, anti-social character design, anti-social perception, anti-social acquaintances, family matrimonial circumstances, school/work, leisure/recreation and drug abuse. The author concludes his discussion by citing the work of Smith, Gendreau and Swartz (2009) who discovered that rehabilitation programmes aiming at criminogenic needs have sizeable effects on juvenile offenders. This observation by these authors cements DCS conviction on emphasising the need assessment as the springboard for all its correctional efforts and programmes.

3.6 CHALLENGES FACING THE REHABILITATION OF JUVENILE OFFENDERS

In the previous paragraphs, this chapter focused on the rehabilitation programmes for juvenile offenders and their implementation in DCS by different professionals within the structures of the department. In this part of the chapter, a focus shall be on the challenges that professionals face when implementing rehabilitation programmes regardless of the models used. At the outset, from the work of Viglione (2018), it is suggested that one of the challenges facing the implementation of rehabilitation programmes is the failure on the part of correctional institutions to totally change from what the author calls the main thoughts, which focus on control and power to a more salutary and rehabilitative beliefs. The author further argues that in probation organisations, the implementation of certain models of rehabilitation programmes for juvenile offenders like RNR and evidence-based practices (EBPs) necessitate changes in central thoughts from focus on castigation and control to more healing and treatment-based philosophies.

Viglione's (2018) views are agreed upon by Langa (2017) whose work titled, "Reintegration of ex-offenders: Opportunities for the community work programme to assist in the community re-integration of ex-offenders", where ex-offenders who included juveniles were asked questions that rehabilitate programmes. The responses of the ex-offenders were mind blowing. Some ex-offenders indicated that after having participated in some programmes, they find it very problematic to earn the communal reliance in the communities into which they were expected to be reintegrated. This kind of feedback is a setback for DCS because the department advocates that rehabilitation is also a societal responsibility. It, therefore, renders institutionally based rehabilitation programmes worthless if the benefactors find rejection from their respective communities or are treated with suspicion. Langa (2017) further discovered that ex-offenders in South Africa felt that the absence of reception by their families and communities at large often led to offenders relapsing into crime. One of the main challenges that Langa (2017) also discovered was the ex-offenders felt that the vocational skills and other educational skills acquired in prison are sometimes not used because potential employers are sceptical about employing them. The criminal record hangs over them for the rest of their lives, concludes Langa (2017).

A completely different dimension to challenges facing juvenile offenders' programme implementation is brought to light by a study conducted by Nieuwoudt and Bantjies (2018). The authors focused their attention on the difficulties faced by juvenile offenders who were finding it difficult to cope inside the correctional facilities of DCS, which resulted in them attempting to commit or even committing suicide. According to Nieuwoudt and Bantjies (2018), the South African correctional centres are naturally inhabited by young males who have a history of drug abuse, distress and emotional health. This, the authors base on the work by Carli (2011) who opines that the fact that these young offenders normally complain of finding it hard to sleep at night, explains why they eventually become a high risk to commit suicide.

Nieuwoudt and Bantjies (2018) further indicate that failure to cope with and adapt to life within a correctional centre may exacerbate the suicidal tendencies among juvenile offenders. In this study, the authors sampled a group of 10 professionals and semi-structured interviews were conducted relating their experience of providing care to offenders and their perception of the factors contributing to juvenile offenders' suicidal tendencies. It was discovered that the atmosphere within correctional centres is a chief causative aspect. The contributors described the milieu as insecure, hazardous, traumatic and despondent for the juvenile offenders. There were issues of structural concerns that were raised by these professionals, which included psychopathology, viciousness, gangsterism and drug abuse. Overpopulation, poor mental health resources and disgrace about cerebral illness were also revealed to be challenges hindering on the implementation of rehabilitation programmes which would assist them to deal with their suicidal habits within DCS correctional centres, concludes Nieuwoudt and Bantjies (2018:6).

Lambie and Randell (2013) in their study, focus more on the challenges that juvenile rehabilitation programmes face, which could be attributable to their incarceration in adult correctional facilities. The authors opine that there is evidence, which confirms the assertion that when juvenile offenders are incarcerated with adult offenders; confinement misses the mark in meeting the growing and non-criminogenic needs of juvenile offenders and has the inadequate capability to offer suitable rehabilitation initiatives. According to Lambie and Randell (2013), this confinement arrangement often results in adverse behavioural and health consequences, including ongoing offending behaviours.

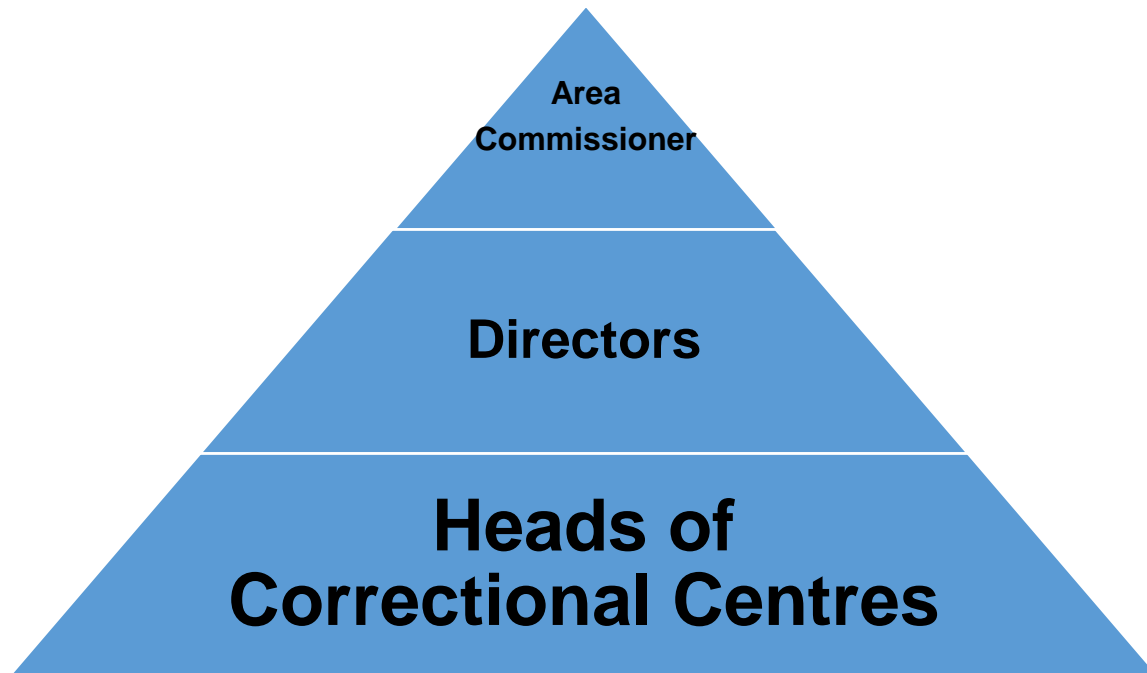
The authors continue their argument by stating that juvenile offenders' undecorated behavioural problems could be attributed to multifaceted and collabourative discrete and environmental factors which cause and preserve offending behaviour. The authors thus suggest that the juvenile offenders' rehabilitation programmes should focus on treatment that addresses their criminogenic needs in an atmosphere which is conducive for such.

A very interesting study was conducted by Adetunji and Nel (2017) because it seeks to understand the challenges faced by juvenile offenders concerning their competencies in literacy and numeracy. According to Adetunji and Nel, (2017), numeracy and literacy are very significant skills to juvenile offenders. However, the attainment of these skills through rehabilitation programmes seems to be a challenge for practitioners and juvenile offenders alike. The authors quote from the work of Natale (2010), where it is said that these challenges relate to the absence of inducements that encourage juvenile offenders to engage in education.

Clark (2008) in Adetunji and Nel (2017) points out that there is a wide range of emotive, knowledge and attention deficit disorders that could be the contributing factors to juvenile offenders' mastery of literacy and numeracy lessons. A study by Colenut and Teye (2012) cited by Adetunji and Nel (2017) paints a picture of hardships faced by juvenile offenders like elimination from family, society and school, unsettling jail official practices, scarce resources, emotive and behavioural disorders and awkward efforts as contributing factors to failed rehabilitation programmes that pertain to literacy and numeracy. Adetunji and Nel (2017) found that the major problem was the prison system's failure to establish the level of literacy and numeracy of juvenile offenders on admission. The other factor was the teachers' qualifications, where in some cases there are teachers without the prerequisite qualifications to teach a subject such as numeracy.

3.7 DURBAN MANAGEMENT AREA

This correctional centre was established in 1986 after the demise of Central and Point prisons. It is located on the western part of Durban and is close to the Pavillion shopping mall. It was initially known as Durban-Westville Command and comprised of five correctional centres and the Community Corrections office which is based in Durban central business district (CBD). After the new demarcation of regional and management areas by DCS, this centre became the Durban Management Area, and it incorporated the Umzinto correctional centre which was previously a stand-alone correctional facility. The following is the organogram of the centre.



This correctional institution is chiefly regulated by legislation like The Correctional Services Act, 111 of 1998 as amended by Acts 5 of 2001 and 32 of 2008. The White Paper on Corrections, 2004 serves as a blueprint that regulates the programmes which are delivered by DCS to offenders. The Constitution of the Republic of South Africa Act, 108 of 1996 is seen as the underpinning policy which regulates the day-to-day business of this centre. This centre is funded from the allocation of a budget which comes from the National treasury allocation of all South African government departments. The centre offers rehabilitation programmes to all categories of sentenced offenders according to the provisions of the country's constitution, the Correctional Services Act and the White Paper on Corrections, 2004.

3.8 CONCLUSION

This chapter has provided in-depth review of the legislative framework that regulates the rehabilitation of juvenile offenders in South Africa. The different rehabilitation programmes for juvenile offenders were identified as formal education, vocational education and

training, social work services, psychological services and spiritual care programmes. These programmes are delivered to the juvenile offenders on the basis of the risk and need that are determined by DCS on admission to correctional centres. The chapter unpacked the challenges that are faced by both the juvenile offenders and professionals in the journey towards rehabilitation and reintegration into society. Chapter Four will provide an in-depth discussion of the research methodology and design that were used to collect and analyse data pertinent to the study.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 INTRODUCTION

This chapter focuses on unpacking the research methodology and design, which were used during the collection of both primary and secondary data at Durban Management Area on the rehabilitation programmes for juvenile offenders in the Department of Correctional Services. The chapter further will discuss how the research study was conducted, as well as how the problems that emerged were addressed to ensure the study's success.

4.2 RESEARCH OBJECTIVES

The study intended to attain the following objectives through the use of both primary and secondary data:

- To explore and describe the strategies, models, policies and institutional capacities that exist to implement rehabilitation programmes.
- To ascertain the meanings that juvenile offenders attach to rehabilitation programmes.
- To examine how the effectiveness of rehabilitation programmes are measured.
- To investigate if the social climate impacts on the effectiveness of the rehabilitation programmes.
- To explore the challenges and opportunities faced by the implementing officials of the rehabilitation programmes in the Department of Correctional Services.

4.3 RESEARCH QUESTIONS

This study aimed to answer the following questions:

- What were the different types of rehabilitation programmes offered?
- What informed them?
- How juveniles participated (who decided and when)?
- How were the programmes received or what was the rate of participation and why?
- What were the juveniles' understanding of rehabilitation programmes?
- How do social workers/educators/spiritual care workers/ psychologists determine a rehabilitated juvenile?
- How did they measure the success of their programmes?
- What impact did the social climate have on the delivery and effectiveness of the treatment programmes for juvenile offenders?
- What were the challenges faced by the implementing officials of rehabilitation and reintegration programmes in the Department of Correctional Services?

4.4 HYPOTHESIS

The study sought to test the following hypothesis:

- H₁: The juvenile offenders do not participate in rehabilitation programmes for their own development but do so in order to pass the time and for parole consideration.
- H₂: The juvenile offenders see no meaning and value in rehabilitation programmes which are meant to prepare them for life outside the correctional setting.
- H₃: The social environment has no impact on the effectiveness of rehabilitation programmes for juvenile offenders.
- H₄: The rehabilitation programmes have no effect in changing the criminal mindset of juvenile offenders, and their effectiveness cannot be measured.

4.5 PHILOSOPHICAL WORLDVIEWS FOR THE STUDY

Creswell and Creswell (2018) opine that it is imperative that the researcher should explain the philosophical ideas underlying their studies. This study has used both postpositivist worldview and constructivist worldview. The rationale for this choice emanated from the views expressed by Creswell and Creswell (2018) who stated that postpositivist philosophy develops knowledge which is based on careful observation and numeric measurement in the study of the behaviour of individuals. This philosophy advocates quantitative rather than qualitative methodology. On the other hand, the authors present constructivist philosophy as more inclined towards qualitative research. It was, therefore, crucial for this study to consider using both philosophies since mixed methods have been employed to collect data for this study.

The rationale to use both these philosophies was informed by the fact that the study had used the mixed methods design. To be precise, the reason for choosing the mixture of these philosophies emanated from Creswell's (2018) work where the author presents postpositivist philosophy as more inclined towards quantitative methodology research design, whilst on the other hand, the author mentions that the constructionist philosophy is inclined towards qualitative methodology design. This, therefore, had resulted in these philosophies complementing each other the same way that quantitative and qualitative methodologies would. The relevance of these philosophies to the study was that it was aimed at understanding the phenomenon of rehabilitation programmes for juvenile offenders, whilst at the same time it sought to put forth the empirical measurement of the phenomenon through quantitative data. It should also be mentioned that the use of both philosophies assisted the study to clarify the issues of rehabilitation programmes for the juvenile offenders from different perspectives and enhanced the validity of the study's findings. Data produced through quantitative methodology was effectively cross-checked against the data produced through the qualitative methodology.

4.6 RESEARCH METHODOLOGY

Scientific studies should always take into cognisance the philosophy or paradigm under which they will be conducted. Saunders and Lewis (2018) postulate research methodology as a philosophy, which refers to a system of beliefs and assumptions pertaining to the development and nature of knowledge. The above view is supported by Wilson (2014), who views research methodology in general as an approach and strategy employed by the researcher to conduct a study. The author further argues that research methodology pertains the overall approach, which was utilised in the entire research process to provide answers to the critical research questions that were highlighted above, and also as a justification for the procedures and framework for producing research data and knowledge creation. This study employed the mixed methods approach. The section below will further explain the research design used for this study and the benefits thereto or the rationale for the choice of the said research design.

4.7 RESEARCH DESIGN

Masuku (2014) cites Layton, Burnham, Lutz and Grant (2008) presenting research design as the area or stage of engagement for researchers in relation to the social studies affecting the world. Masuku's (2014) argument is further escalated by Gravetter and Forzano (2016) who opine that research design involves making decisions about the specific methods and procedures to be used to conduct the research study. The arguments above are concurred by Easterby-Smith, Thorpe, Jackson and Jaspersen (2018), who view the crux of research design as centred around decision making pertaining choices that relate to what will be researched and how. The authors further contest that research designs are not one size fits all but differ in accordance with the underlying orientation of the researcher.

Trochim, Donnelly and Arora (2016) in support of the views held by Easterby-Smith and colleagues (2018) have identified some basic components of research design and their classification into different chief types, which are experimental and quasi experimental. Regardless of the type of research that researcher opts for, the authors conclude their

argument by stating that a properly outlined research design will assist the researchers to put together all the incongruent fragments of their study, the contributors or sample and data analysis.

This study had used the case study design by Yin. Yin (2003) cited by Wilson (2014) defines case study design as an empirical enquiry which researches a contemporary phenomenon in its real-life context. This design was best suited for this study because rehabilitation programmes are a contemporary phenomenon which was investigated in its rightful context. Why did you choose a case study? What are its strengths/benefits in this study? Why did you choose this correctional service? Provide valid reasons. Wilson's (2014) assertion is supported by Thomas (2016), who regards the case study design as a method which focusses on one thing, which is looked at in depth and from a number of angles. The rehabilitation programmes and their impact were enquired upon from the angle of those that are currently benefiting from them and those who have since left the prison environment who are expected to demonstrate whether participating in these programmes changed their circumstances, which led them to crime. It is also important to state that another angle from which this study had enquired about these programmes, was the contribution to the study which was made by all the stakeholders who in terms of the Correctional Services Act, 111 of 1998 are expected as a specialised occupational group of educators, social workers, psychologists and spiritual care workers to deliver rehabilitation services.

Thomas (2016) further suggests that a case study design is good for uniqueness and provisioning of a rich picture with boundaries in a research project. According to Tashakkori and Teddlie (2010) (eds), one of the weaknesses of the case study approach concerns the ability of the researcher to provide generalisable information based on a single case study.

4.7.1 MIXED METHOD APPROACH

According to Hesse-Biber (2010), mixed methods research design refers to the combination of methods which involves the collection, analysis, and integration of quantitative and qualitative data into a single or multiphase study. The rationale for the choice of this approach, as Leedy and Ormrod (2015) opine, some research problems practically need to use both qualitative and quantitative methodologies. This, as the authors further argue, will result in among others, the completeness, complementarity, and triangulation of the study. The above definitions are supported by Creswell (2015) who views mixed method approach as a research approach which requires the researcher to use both quantitative and qualitative data and draw conclusions based on the two sets of data to comprehend the research problems. The relevance of this approach for this study as indicated by Hesse-Biber (2010) mixed methods assist the researcher's total understanding of the research problem. The author further states that using mixed methods to assist with fortifying and enriching the study's conclusions and making them more acceptable advocates to both qualitative and quantitative methods. The proponents of mixed methods approach have put forth a strong argument where they state that it is possible to "use a series of frameworks to structure our thinking about research" (Plowright, 2011:3).

Plowright (2011) advocates the use of both qualitative and quantitative methodologies in one scientific study. This, the author argues, prevents a situation where a sole research style will prescribe to a researcher to embrace a particular logical position before undertaking a study. For the study at hand, this was relevant since data was collected from different sets of informants in different settings. Getting primary data from the juvenile offenders who were still serving their respective sentences and who were in the process of undergoing rehabilitation, will be different from an ex-juvenile offender who is either on parole or has finished the parole period and had benefited from the rehabilitation programmes. It was therefore advisable to use an integrated approach to deal with these respondents because of their different circumstances and experiences regarding rehabilitation programmes. In deciding on the methodology to use, the study also took

into cognisance the fact that staff members in DCS will form part of the sources of primary data. It was, therefore, essential that a data collection method be designed to suit their circumstances and the depth of the data that was likely to be provided by them. The use of a single research method would not have assisted in achieving the objectives of the study, and the reliability and validity of the study would have been questionable. Furthermore, a mixed method was used in this study to buttress the qualitative and quantitative methods, as well as triangulation of the research results.

According to Creswell (2015), the basic designs are regarded as the backbone essential for all mixed methods research studies. The author identified three types as consisting of a convergent design, an explanatory sequential design and an exploratory sequential design. Creswell and Creswell (2018) advance the above argument by stating that the mixed methods research design encompasses the use of both quantitative and qualitative data in the same study. The authors also indicate that mixed can manifest itself as convergent, explanatory sequential or exploratory sequential. This study has adopted the convergent design mixed methods. The rationale for this was informed by Creswell and Creswell's (2018) assertion that a convergent mixed method design refers to a situation whereby the researcher uses or merges quantitative and qualitative data to afford an all-inclusive analysis of the research study.

When data was collected for this study, both qualitative and quantitative data were collected and analysed at the same time. Since the study comprised of three different sets of informants, it was important to use the mixture of qualitative and quantitative methodologies in one study. This assisted the study in assuring that there was validity and reliability since data were collected from the employees in DCS and from the current and former juvenile offenders which complemented each other. The use of mixed methods enabled the study to triangulate the analysis of primary data, which made the study replicable.

4.7.1.1 RATIONALE FOR MIXED METHODS CHOICE

Clark and Ivankova (2016) put forth a strong argument for the use of mixed methods in scientific research. The authors strongly argue that the angle method alone is not enough to deal with the study's research problem and purpose. The authors, to further argue their case, quote from the work of Greene et al. (1989) who opine that mixed methods allow researchers to get more comprehensive conclusions by complementing qualitative and quantitative methods in one study with a view to getting complementary outcomes. The views expressed by Clark and Ivankova are supported by Hesse-Biber (2017) whose take on the rationale for using mixed methods is that the use of this method provides the researcher with an opportunity to have a fuller and complete conception of the research problem.

The use of mixed methods for this study provided the researcher with an opportunity to understand the phenomenon of the rehabilitation programmes from the spoken words of social workers, educators, spiritual care workers and ex juvenile offenders. Data from the above participants was sought through the use of semi-structured interviews. These respondents were able to express their understanding of juvenile offenders' rehabilitation programmes from their own perspectives and it was expressed verbally. Closed-ended questions were administered to the juvenile offenders currently serving their terms of imprisonment at Durban Medium D. This was a quantitative method. Similar themes were tested in these both instances, and the researcher was able to perfectly understand the research problem through triangulation of the research results. The choice of this method for this study is supported by Hay (2016) who states that adopting this approach was likely to cement the credibility of the findings, therefore, enhancing the possibility that the findings could be applied to enhance the delivery of the rehabilitation programmes for juvenile offenders' country wide.

4.7.2 RESEARCH METHODS AND INSTRUMENTS

4.7.2.1 IN-DEPTH INTERVIEWS

In order to collect primary data, this study used in-depth interviews and structured questionnaires. Literature review as a data collection method or technique was used to collect secondary data which was also equally important for the current study. As consideration for the collection of primary data, the current study used the structured to semi-structured personal interviews. Thomas (2016) postulates structured interviews are a predetermined list of questions. The author opines that structured interviews can be administered relatively easily and quickly, and the responses of interviewees could be easily coded. On the other hand, Saunders and Lewis (2018) are of the view that interviews cannot be fully structured but semi-structured. This, the authors further argue, will require a researcher to have a list of topics to be covered and questions to be asked, although the order in which they are asked will vary depending on the responses from the interviewees.

The variation alluded to by Saunders and Lewis (2018) is clearly depicted by Wilson (2014), who presents interviews in general allowing the researcher to gain insight into the interviewee's beliefs and attitudes towards a particular subject, as well as allowing the researcher to examine both verbal and non-verbal messages. A total of 24 semi-structured interviews were conducted with the participants in the study who were drawn from the population representing social workers, educators, spiritual care workers and ex juvenile offenders. There were so many issues which transpired during these interviews, which were not predetermined but added value to the entire study, hence their inclusion in the report. Creswell and Clark (2011) opine that usually, the number of respondents who form part of the qualitative sample within the mixed methods design is smaller. This enabled the researcher to have an in-depth exploration of qualitative data produced by the in-depth interviews (Creswell and Clark, 2011:183).

Some of the questions that were asked from the educators and social workers during in-depth interviews to collect qualitative data are as follows:

- (i) What informs the rehabilitation programmes that juvenile offenders participate in?
- (ii) Do juvenile offenders participate in rehabilitation programmes because they see value? If so, why?
- (iii) How do you determine a rehabilitated juvenile offender?
- (iv) What impact does the social environment have on the delivery of rehabilitation programmes for juvenile offenders?
- (v) What are the challenges faced by your profession in the delivery of rehabilitation programmes for juvenile offenders?
- (vi) Which model do you use for the rehabilitation of juvenile offenders?

Ex-juvenile offenders also had their own sets of questions which were summarised below:

- (i) Did you participate in the rehabilitation programmes because you saw value in them or just to qualify for parole?
- (ii) Were the rehabilitation programmes in line with your criminogenic needs? If so, how?
- (iii) Are you leading a crime-free life now? If so, why?
- (iv) Are the skills, acquired from the rehabilitation programmes, assisting you now?
- (v) Which rehabilitation programme benefited you most and how?

4.7.2.2 STRUCTURED QUESTIONNAIRES

Thomas (2016) defines questionnaires as a written form of questioning, which may comprise of closed or open-ended questions. This view is supported by Saunders and Lewis (2018) who regard questionnaires as a widely used method for collecting primary data. Saunders and Lewis (2018) identified the following advantages of using questionnaires:

- Questionnaires allow the researcher to ask similar standardised questions to a larger number of respondents.
- The respondents have time to think about their responses.
- The data collected by questionnaires can be used either for descriptive research such as the juvenile offenders' opinions about the rehabilitation and reintegration programmes or explanatory research to test a theory like the use, benefit and relevance of risk, need and responsivity theory to rehabilitate juvenile offenders in South Africa.

The dimensions that were covered by the structured questionnaires were the attitudes of juvenile offenders towards the rehabilitation programmes and whether they saw any value or benefit in participating in such programmes. The main theme that was covered by the in-depth interviews revolved around the impact and role of rehabilitation programmes in changing the criminal mentality of the juvenile offenders and the challenges that are faced by the implementers of rehabilitation programmes for juvenile offenders. The structured questionnaires were administered to a population of 890. A sample of 150 juvenile offenders was drawn, and the response rate was 100%.

(i) Description and purpose of a questionnaire

The questionnaire for this study was structured according to the specific research objectives and questions. The questionnaires were distributed to juvenile offenders who are currently serving their prison sentences. These are offenders who according to the

provisions of the Correctional Services Act 111 of 1998, as amended by Act 32 of 2001 and Act 5 of 2008, are expected to participate in rehabilitation programmes. The questionnaire comprised following dimensions:

SECTION A: Biographical data

SECTION B 1: Perceptions and experiences of juvenile offenders about the rehabilitation programmes in general

SECTION B 2: The juvenile offenders' experiences and perceptions of education and training programmes

SECTION B 3: The juvenile offenders' account on social workers and psychologists' services

SECTION B 4: Juvenile offenders' perceptions and experiences of spiritual care work services

4.8 POPULATION

This study targeted the sentenced male and female juvenile offenders who are serving a minimum of two years to life imprisonment. However, it was discovered that there were no female juvenile offenders in the Durban Management Area. The study did not target juvenile offenders according to their crimes nor the length of their sentences. The rationale behind this was that when the rehabilitation programmes are delivered, the nature of crime and sentence length are not considered as a requirement, as the policy clearly states that an offender must at least serve a minimum of TWO years' imprisonment. The DCS policy does not really state why they are targeting offenders from two years' imprisonment and not lesser sentences. There is no scientific study which has been carried out to justify that juvenile offenders or offenders, in general, serving a shorter sentence have lesser rehabilitation needs than those who are sentenced to two years and above. The study targeted a population of 890 juvenile offenders detained at Durban Medium D, a correctional facility which, according to DCS policy, is designated to detain juvenile offenders serving minimum to medium sentences. A total of 150 juvenile

offenders who were drawn as a sample, all responded to the administered questionnaires which constituted a 100% response rate.

Through the Community Corrections office, the current study was able to identify the juvenile offenders who were on parole to ascertain if the rehabilitation programmes they participated in during their imprisonment were assisting them to reintegrate smoothly to their respective societies or communities. These offenders were selected from amongst the IsiZulu and English-speaking offenders. However, to avoid a language barrier, questionnaires were translated into IsiZulu. The officials in the Department formed part of the target population since it was imperative to ascertain from their perspectives the challenges facing the delivery of rehabilitation and reintegration programmes for juvenile offenders. The officials in the Department comprised of educators, social workers, psychologists and spiritual care workers.

The study managed to conduct semi-structured interviews with 11 educators, three social workers, and one spiritual care worker. the study conducted a semi-structured interview with the Case Assessment Officer (CAO) who provided the invaluable data to the study to establish and understand the assessment procedures which are carried out when juvenile offenders are admitted to the correctional centre. The inclusion of the CAO in the study, who initially was not part of the informants list was triggered by the first interview which was conducted with one of the social workers who mentioned that as social workers they were not responsible for the allocation and assessment of juvenile offenders to different rehabilitation programmes; that responsibility was given to the CAO of the entire correctional centre. Unfortunately, the psychologist was not available for the interviews until the study was concluded. Therefore, the perspective of the psychologist regarding the rehabilitation programmes in the Durban Management Area is missing in this study. These professionals were at the centre of the delivery of rehabilitation programmes. It was imperative to conduct in-depth personal interviews with managers from education, social work, and psychological and spiritual services to ascertain their perspectives pertaining to the delivery of these programmes. The population of juvenile offenders in

Westville prison as at 15 July 2019 was 890. Fifteen percent (15%) of the population was drawn as a sample in order to draw a fully representative sample of the population.

4.8.1 PARTICIPANTS IN THE STUDY AND THEIR BIOGRAPHICAL DATA

Clark and Ivankova (2016) are quoted saying: "... research participant considerations form another important aspect of interpersonal contexts to address and include issues related to gaining access and recruiting study participants, involving community members as research partners, studying vulnerable populations, and considering cultural contexts that shape participants' experiences." The Durban Management Area, in this regard, comprises six correctional centres plus the Community Corrections office which are based in Durban central business district (CBD). These correctional centres are Medium A, Medium B, Medium C, Medium D (also known as a Youth Centre), Medium E (also known as a Female correctional centre) and Umzinto correctional centre. This study only focused on participants from Medium D (Youth centre). The rationale for the choice of this correctional centre or facility is that in terms of chapter III, section 7, subsection 2 of Correctional Services Act, 111 of 1998, juvenile offenders are supposed to be separated from adult offenders. Medium D is, therefore, a correctional institution in the Durban Management Area which is designated strictly for juvenile offenders. This means that the sample drawn from this centre will be adequately representative of the juvenile offenders in the Durban Management Area. One hundred and fifty (150) juvenile offenders currently serving their sentences responded to the questionnaires that were administered to them. Three were Indian, four Coloured and 143 Black African respondents.

Their sentences ranged from two years to life imprisonment and were aged between 16 and 25. The other set of participants were ex-offenders who participated in the rehabilitation programmes as juvenile offenders in the past but were now back in their communities. This set of respondents comprised young men who were mostly in their 30s and were in possession of a matric certificate, which they acquired whilst they were incarcerated. The study managed to locate 11 of them who were sparsely located all over

the country. Of the 11 respondents, five of them had university degrees and were employed, whilst three of them were currently enrolled at different universities and studying towards different academic qualifications. The remaining respondents had matriculated. All these ex-juvenile offenders were Black and aged between 30 and 35 years but were incarcerated when they were between the ages 17 and 21. The third set of participants were educators based at Usethubeni Youth School and involved in AET (Adult Education and Training).

The school is called Usethubeni because it was registered full-time as a school under the Department of Basic education. Fifteen educators were based at Usethubeni and AET, respectively. The study managed to interview 11 educators; all were black and qualified—five were males, and six were females. The other four educators were left out because they were new in DCS, and therefore, could not add any value to the study as they were still ‘learning’. All these educators had university degrees and diplomas, which were in line with the prescribed requirements of educators.

The study also included three social workers who were working directly with juvenile offenders. Two were Black and one Indian and all were females. They were all in possession of social workers’ qualifications and duly registered with the respective professional body or structure. The perspective of rehabilitation from the spiritual care workers was also essential; hence, the study was able to engage with one person who was the coordinator of spiritual care services within the Medium D or Youth centre. This gentleman did not hold a post matric qualification, and he was Black African. It is also crucial to understand the procedure which used to allocate juvenile offenders to different programmes on admission to the centre. The Case Assessment Officer (CAO) provided invaluable data in this regard. The officer was a black African male who held a degree in Behavioural Sciences. It is imperative that it should be mentioned that the ex-juvenile offenders were given pseudo names to conceal their identities. However, the other respondents in the form of educators, social workers and spiritual care workers would be reported upon as they introduced themselves during personal interviews.

4.9 SAMPLING METHODS

In this study, a probability sampling method, namely proportional stratified sampling was used to select a group of respondents to participate in this study. Perry, Jr. (2017) states that there are a number of ways that a sample is chosen to do research. The two general paradigms are representative (probability) and purposeful (nonprobability). Babbie (2016) cautions that however, appropriate to some research purposes, nonprobability sampling methods cannot guarantee that the sample observed is representative of the whole population. Harvey and Land (2017) point out that probability sampling is the selection of a proportion of the population using random procedures.

Random selection occurs when each element of the population has an equal and independent chance of being included in the sample (LoBiondo-Wood and Haber, 2014: 240). In stratified random sampling, the researcher samples equally from each layer in the overall population (Leedy and Ormrod, 2015: 179). This strategy overcomes the shortfalls of simple random sampling. Using stratified random sampling, the population is divided into strata or sub-groups from which the sample is selected randomly. Examples of strata could include age, gender, ethnic group or geographical location (Harvey and Land 2017: 197; LoBiondo-Wood and Haber, 2014: 241).

This sampling method was best suited for the selection of paroled juvenile offenders, who on their own were representative of the specific layer, that is, juvenile offenders who had gone through the rehabilitation programmes or interventions. Over and above stratified random sampling, the study used the purposive sampling method or technique. The rationale for the choice of this sampling was, as Bryman, Bell, Hirschosohn, Dos Santos, Du Toit, Masenge, Van Aardt and Wagner (2017) put it, purposive sampling is applicable to the study where the researcher is sampling the cases on the study and then to people within the cases. The authors further state that purposive sampling is a non-probability form of sampling which enables the researcher not to generalise to a population. This sampling, as indicated above already, was best suited for the current study in as far as the sampling of the paroled juvenile offenders were concerned.

Leedy and Ormrod (2015) point out that stratified random sampling has the advantage of guaranteeing equal representation of each of the identified strata. Proportional stratified sampling is appropriate when various strata are different in size (Leedy and Ormrod, 2015: 180). Furthermore, Devlin (2017) adds that when you move to proportionate sampling or stratification, you take the additional step of making sure that the sample you draw from each stratum is proportionate to the percentage of people in that subgroup in the population as a whole.

Proportional stratified sampling was the most appropriate sampling method for this study because it gives a fair representation of the strata that make up the target population. As of 5 July 2018, there were more than 890 male juvenile offenders incarcerated in the Durban Management Area. As stated by Leedy and Ormrod (2015) above, the juveniles were divided into different strata; one layer will comprise those who go to school from AET to grade 12, as well those who are studying through UNISA and other distance learning institutions. The second layer comprised those who were involved in skills training like carpentry, woodwork, or bricklaying.

However, it should be noted that the study discovered that currently the Technical or Vocational training unit for juvenile offenders was currently not operational because the workshops were declared a hazard by Head Office and were shut down. The only juvenile offenders who were found were those who benefitted from this section before it was closed. The third layer was those juvenile offenders who didn't participate in education and training programmes but in other prison-based rehabilitation programmes. The last stratum comprised of juvenile offenders who were currently on parole. It should be taken into account that it was not possible to conduct a preliminary investigation in the prison because of the peculiarity of the circumstances under which the organisation operates. Therefore, it was impossible to articulate the actual number of juvenile offenders who would have been participating in different rehabilitation programmes. According to De Vaus (2014), non-probability sampling refers to a situation where cases are judged as typical of some category of cases of interest to the researcher.

As it has been mentioned in the preceding paragraphs that this study had used in-depth interviews and semi-structured and structured questionnaires, it is imperative that these instruments are created in the manner that will assist the proposed study to attain its objectives and answer the research questions adequately. The current study, in creating in-depth interviews, considered the views of King and Horrocks (2014:25). King and Horrocks (2012) opine that when a researcher is using in-depth interviews as a research instrument, he or she has to consider these issues (a) the type of the question, (b) the scope of the question, (c) the need to avoid presuppositions in the question, and (d) the need to consider the extent to which the research question itself might change in the process of carrying out a qualitative study.

All these considerations were made when creating in-depth interview questions. When creating the structured questionnaires, the current study followed Greene and Browne's (2011) model, who advise that certain principles ought to be considered when creating questionnaires as the research instrument. Greene and Browne (2011) suggest that a researcher should consider the project design, excess mental demands, and biased responses when creating structured questionnaires.

4.9.1 SAMPLING IN A CONVERGENT DESIGN

Creswell (2015) argues that sampling in the convergent design of the mixed methods is informed by the collection of both qualitative and quantitative data. The author further indicates that when the researcher is sampling in a mixed methods approach, the quantitative sample is derived from a random or non-random sampling procedure whilst on the other hand the qualitative sample is derived from the purposeful sampling. Creswell and Creswell (2018) escalate this debate by stating that convergent design is the most popular of the fundamental and multifaceted mixed methods approaches. Creswell (2015) also indicates that there are two issues pertaining to whether the participants should come from the same population or whether both samples should be of equal size also need to be addressed by the researcher. It was indicated, in the

previous section, that this study used both random and purposeful sampling techniques. According to Creswell and Clark (2011), one of the benefits of sampling in the convergent design is that the researcher is able to draw two samples with different sizes where the size of the qualitative sample is smaller than the size of the quantitative sample. This, the authors further argue, will put the researcher in a position where he/she will be able to get an in-depth qualitative examination and labourious quantitative analysis of the phenomena under investigation.

Table 4 1 Composition of sample

VARIABLE	FREQUENCY	PERCENT
GENDER	FREQUENCY	PERCENT
Male	150	100
Total	150	100.0
AGE	FREQUENCY	PERCENT
16 - 20	45	30
21 - 30	105	70
Total	150	100
EDUCATION	FREQUENCY	PERCENT
Below matric	114	76
Matriculation	33	22
Trade Certificate	2	1.3
Degree	1	0.7
Total	150	100.0

VARIABLE	FREQUENCY	PERCENT
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RACE	FREQUENCY	PERCENT
Africans	139	92.6
Indians	4	2.7
Whites	1	0.7
Coloureds	6	4.0
Total	150	100.0

TYPE OF OFFENDER	FREQUENCY	PERCENT
First-time offender	118	78.7
Repeat offender	32	21.3
Total	150	100.0

SENTENCE LENGTH	FREQUENCY	PERCENT
2 – 5 years	63	42
6 – 10 years	58	38.7
11 – 15 years	15	10
15 years and above	14	9.3
Total	150	100.0

Table 4.1 represents the composition of the sample in terms of biographical data of juvenile offenders in the Durban Management Area at the Department of Correctional Services according to gender, age, education levels, sentence length and whether they are first time or repeat offenders. The above data will be presented per dimension below.

Table 4 2 Racial composition

	Frequency	Percent
African	139	92.7
Coloured	6	4.0
Indian	4	2.7
White	1	0.7
Total	150	100.0

Table 4.2 depicts a disproportionately high number of African juvenile offenders at 93% followed by Coloureds at 4%, Indians at 3% and White juvenile offenders at 1%. The findings in the racial composition of the respondents depicted in Table 4.2 are congruent with the findings of a study in South Florida, USA by Cochran and Mears (2015) whose study revealed that in USA, the white youths were less likely to be rigorously reprimanded by the criminal justice system of that country than minorities, especially blacks. Concurrently, white youths were less likely to be participating in rehabilitation programmes.

Table 4 3 Type of offender

	Frequency	Percent
First-time	118	78.7
Repeat	32	21.3
Total	150	100.0

Table 4.3 shows a disproportionately high number of respondents being first-time offenders in the study. A total of approximately 79% of them were new in the correctional system, and therefore, participating for the first time in rehabilitation programmes followed by repeat offenders at 21% of the sample. This implies that the majority of juvenile offenders who participated in the study were first-time offenders. However, there was also a worrying representation of the repeat offenders. These findings are similar to those of Baker and Nadine (2017) who found that offenders come in many forms and shape. It is, therefore, imperative that when designing programmes, the different characteristics of offenders be taken into cognisance.

Table 4 4 Age of respondents

	Frequency	Percent
16 – 20	45	30.0
21 – 30	105	70.0
Total	150	100.0

Table 4.4 depicts that 70% of the juvenile offenders who responded to the questionnaire were between 21 and 30 years of age. This number was followed by 30% who were aged between 16 and 20. These findings are harmonious with the study by Walker and Bishop (2016) who found that skills acquisition during the rehabilitation of offenders could be associated with age.

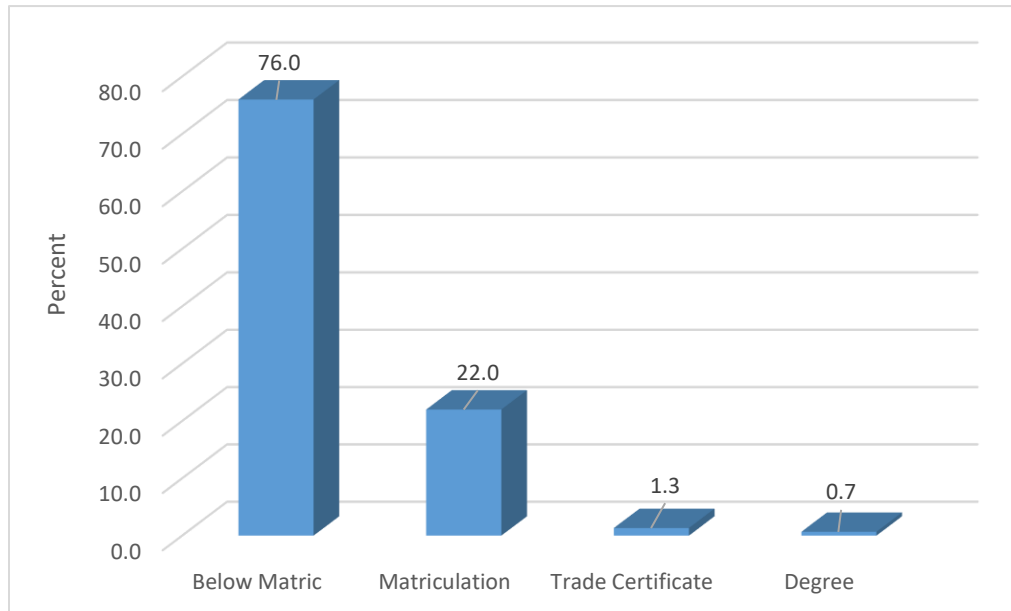


Figure 4.1 Education levels

Figure 4.1 depicts a disproportionately high percentage of 76% of the juvenile offenders who are below matric followed by 22% with matriculation, 1.3% with a trade certificate and 1% with a degree. The findings reflected in Table 4.1 are consistent with the findings of study conducted by Lockwood and Nally (2016) in Indianapolis Metropolitan area where the results revealed the highest percentage at 50% of juvenile offenders who participated in the study had a high school diploma, followed by 37% with education below matric and 4% with a two-year college diploma. This, therefore, implies that the lesser the education achievement the more likely that the juveniles will be involved in crime.

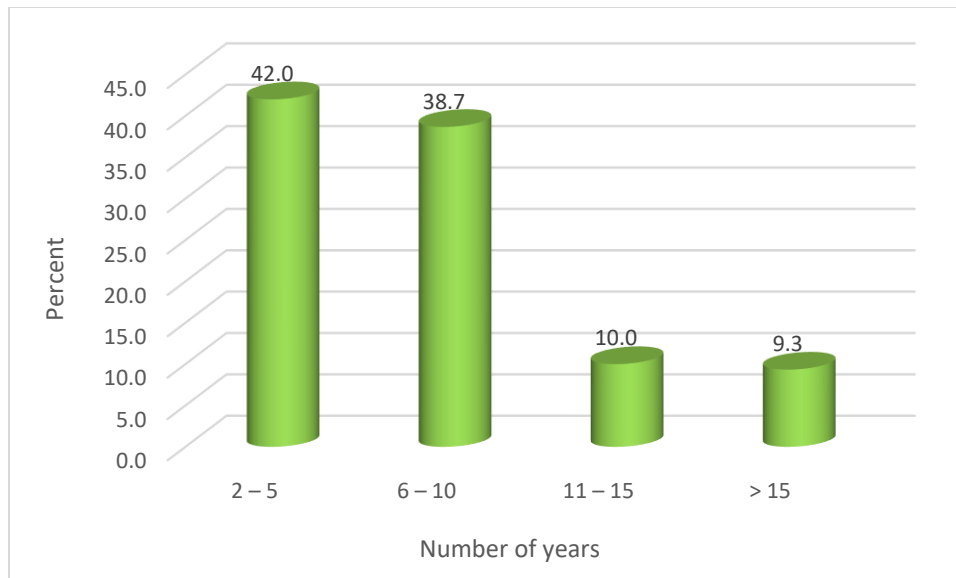


Figure 4.2 Sentence length

Figure 4.2 above demonstrates that 42% of juvenile offenders were sentenced between 2 - 5 years. This was followed by those sentenced between 6 and 10 who stood at 38%. Those sentenced between 11 and 15 years were standing at 10% were serving sentences above 15 years. The findings reflected in Figure 4.2 are consistent with those of Walker and Bishop (2016) who found that there was no relationship between the sentence length and impact of rehabilitation programmes.

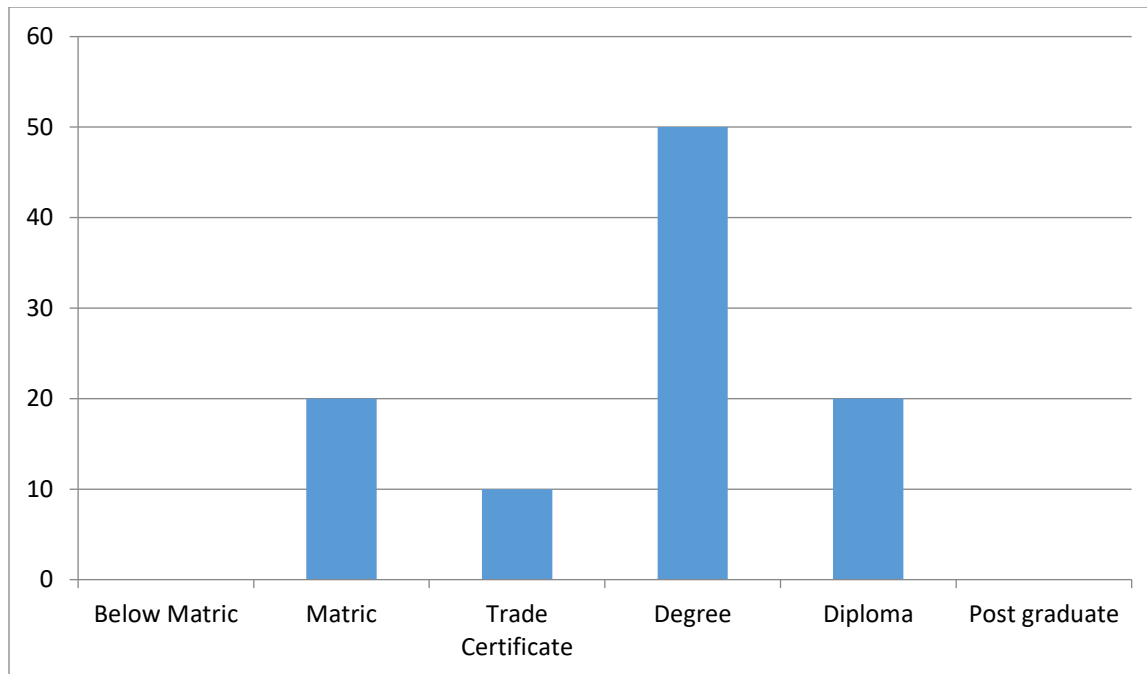


Figure 4.3 Education levels of ex-juvenile offenders

Figure 4.3 portrays 50% of the ex-juvenile offenders being in possession of university degrees. They are followed by 20% with diplomas and matriculation certificates. A total of 10% of them have trade certificates. The outcomes depicted in Table 4.3 are in line with the findings of study conducted by Lockwood and Nally (2016) in Indianapolis Metropolitan area where the results revealed the highest percentage at 50% of juvenile offenders who participated in the study had a high school diploma, followed by 37% with education below matric and 4% with a two-year college diploma. This, therefore, implies that the lesser the education achievement, the more likely that the juveniles will be involved in crime.

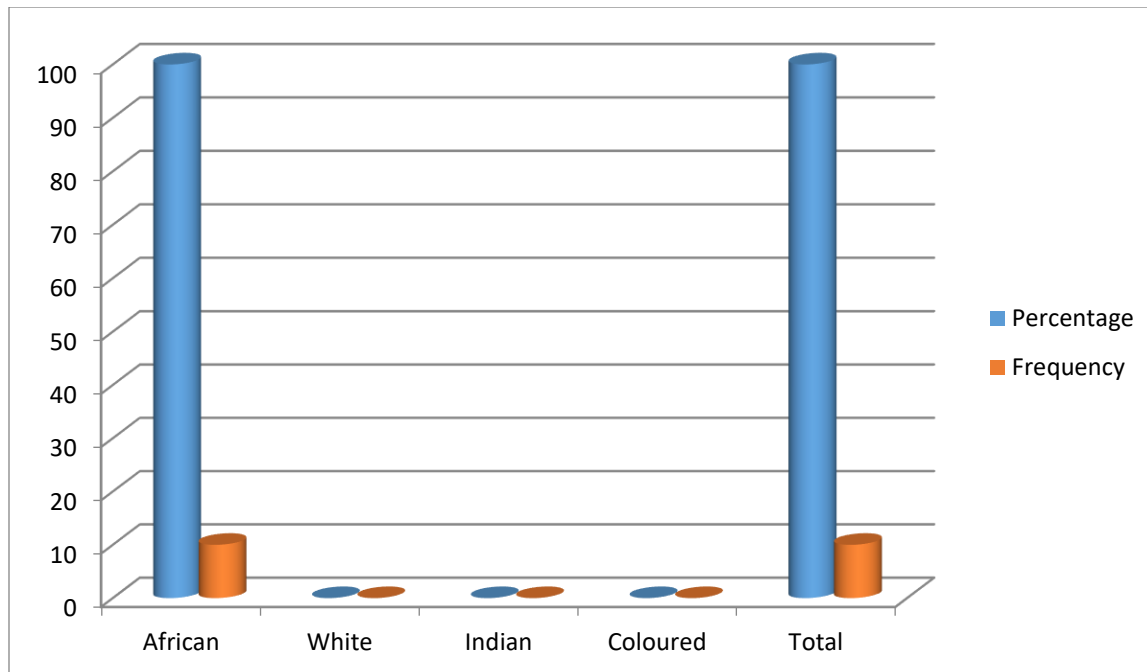


Figure 4.4 Racial composition of ex-juvenile offenders

Figure 4.4 above depicts a disproportionately high number of ex-juvenile offenders being 100% Africans. The results in the racial composition of the respondents depicted in Table 4.4 are similar to the results of a study in South Florida, USA by Cochran and Mears (2015) whose study revealed that in USA the white youths were less likely to be rigorously reprimanded by the criminal justice system of that country than minorities, especially blacks. Concurrently, white youths were less likely to participate in rehabilitation programmes.

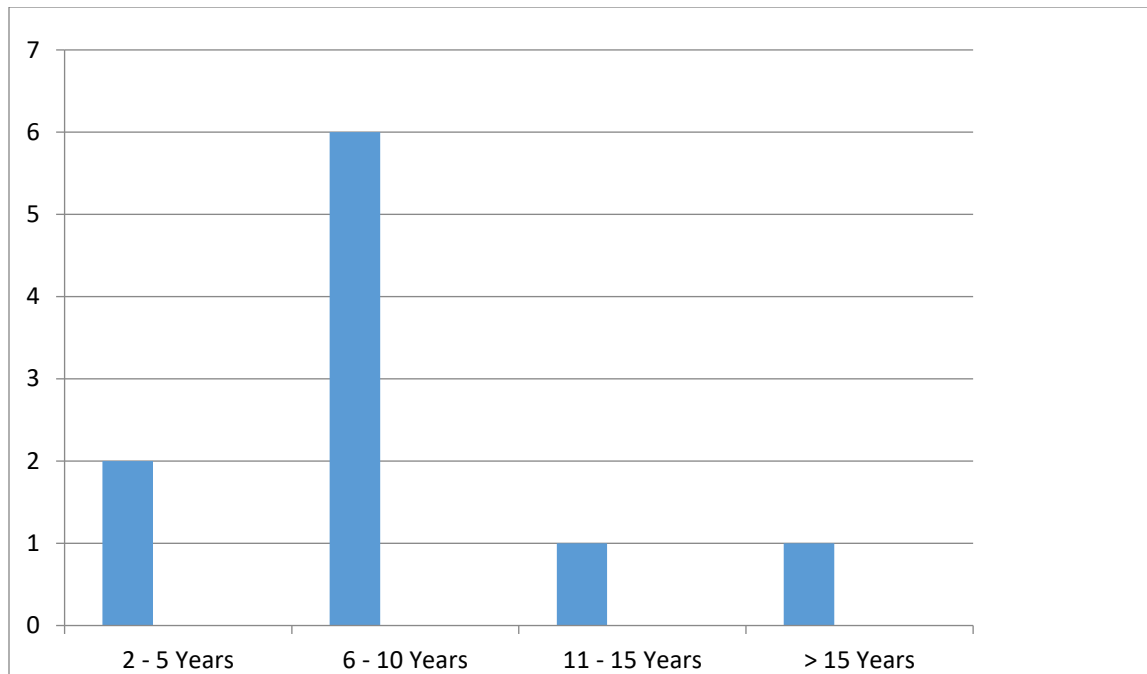


Figure 4.5 The juvenile offenders' sentence length

Figure 4.5 above depicts that 60% of the ex-juvenile offenders were serving sentences between 6 and 10 during their time of incarceration, followed by 20% of those who were serving sentences between 2 and 5 years. A total of 10% represents those who were serving between 11 and 15 years and the last 10% were those served sentences longer than 15 years. The outcomes demonstrated in Figure 4.5 are consistent with those of Walker and Bishop (2016) who found that there was no relationship between the sentence length and impact of rehabilitation programmes.

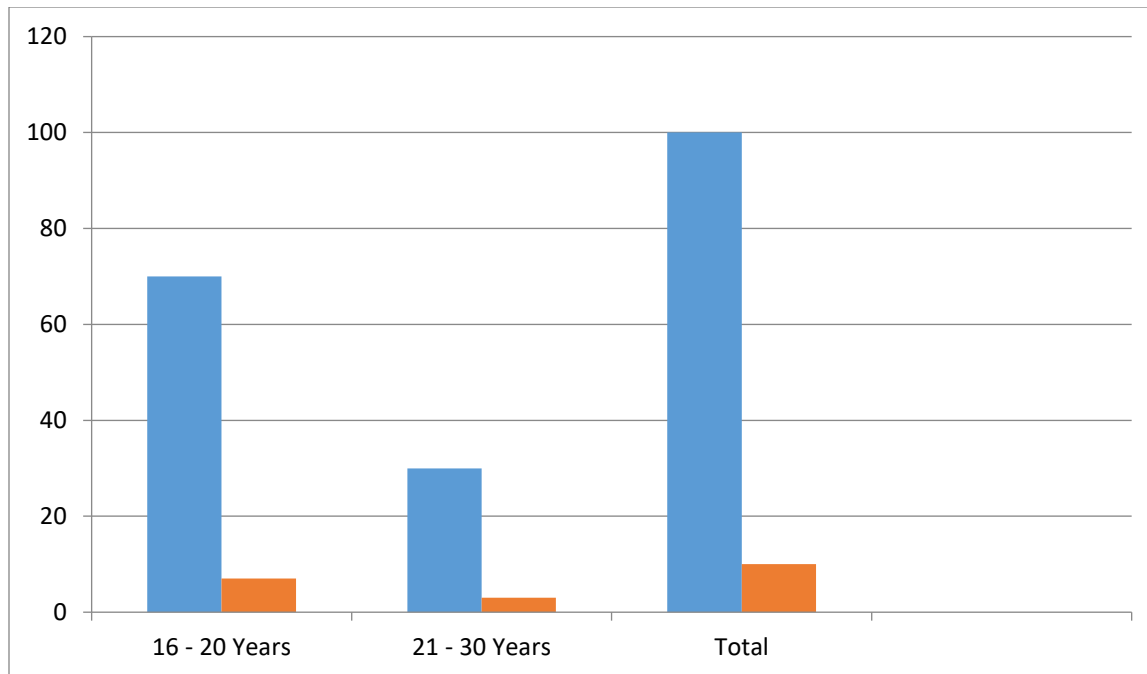


Figure 4.6 Age of ex-juvenile offenders

Figure 4.6 demonstrates a disproportionately high number of ex-juvenile offenders aged between 16 and 20 years standing at 55%, followed by those aged 21 and 30 seating at 45%. These findings are congruent with the study by Walker and Bishop (2016) who found that skills acquisition during the rehabilitation of offenders could be associated with age.

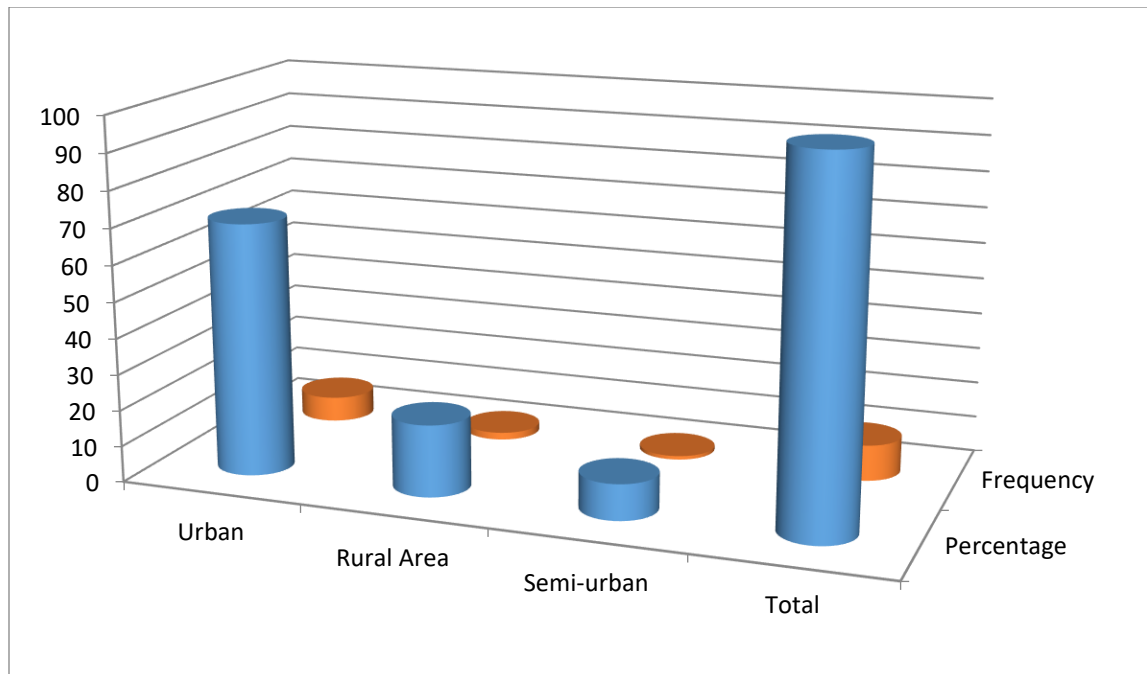


Figure 4.7 Geographical location or area

Figure 4.7 depicts the highest percentage of respondents residing in urban areas at 70%, followed by 20% who reside in rural areas and 10% from semi-urban areas. A study by Blackmon, Robison and Rhodes (2016) found that juvenile offending was problematic across all geographical areas. This means therefore that there is over-representation of ex-juvenile offenders coming from urban areas in Figure 4.7

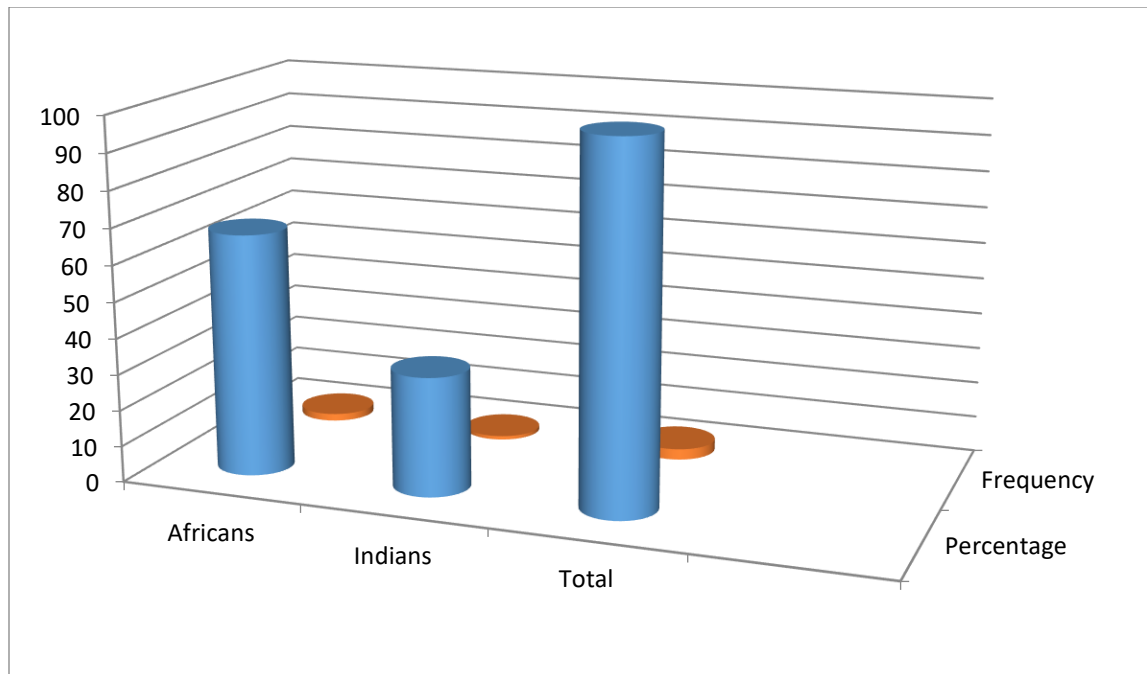


Figure 4.8 Social workers' racial composition

The figure above shows the highest percentage of 67% of social workers who participated in the study being Africans followed by Indians at 33%. There is no literature in Behavioural Sciences which explains the racial composition of social workers as reflected in this table.

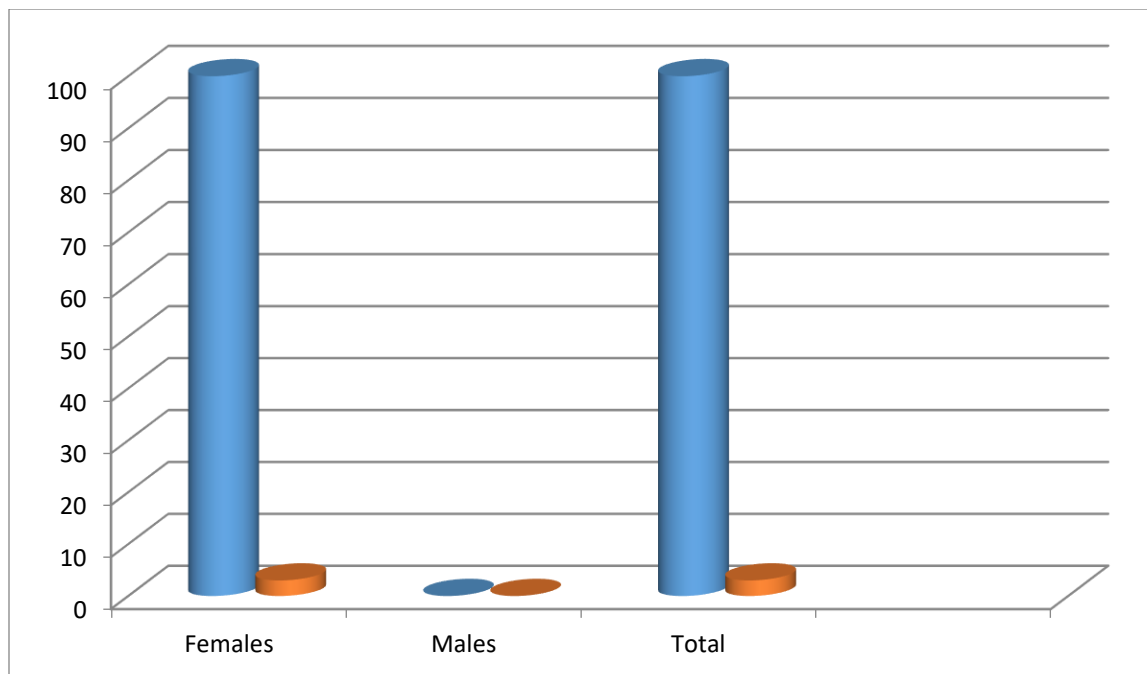


Figure 4.9 Social workers' gender distribution

Figure 4.9 shows that a disproportionately higher percentage of 100% were female respondents. Literature to explain this gender distribution is non-existent.

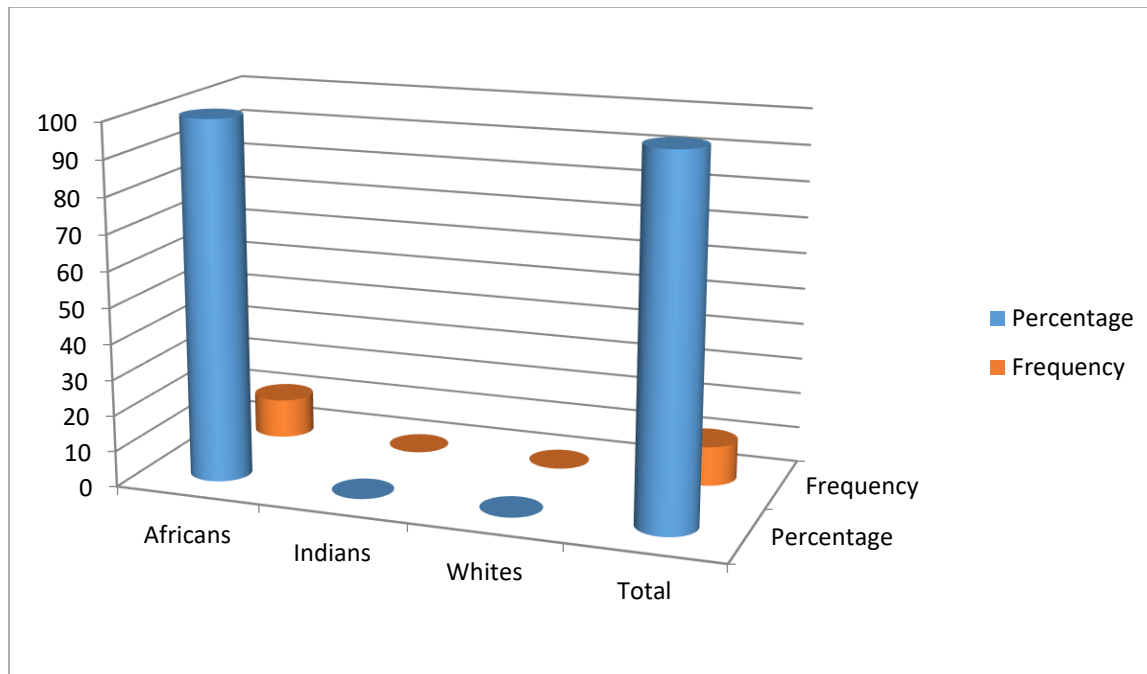


Figure 4.10 Educators' racial composition

The above figure depicts a predominantly Black African composition of the educators' sample at 100%. Literature does not exist which sheds light on the racial composition of the educators.

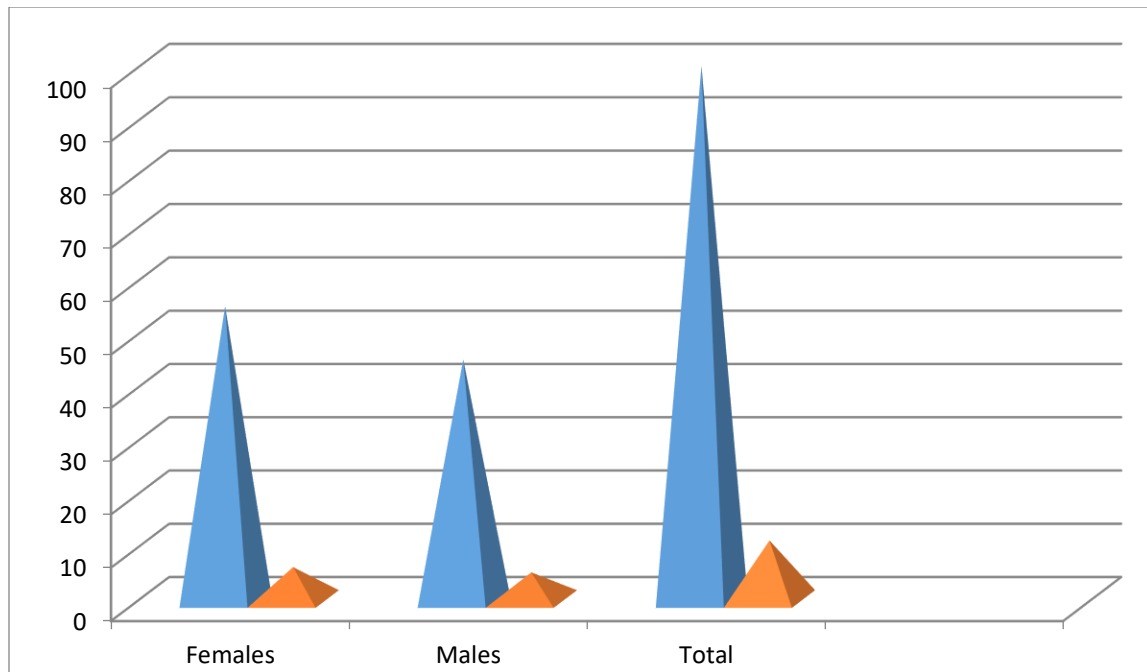


Figure 4.11 Educators' gender distribution

The figure above shows that a higher percentage of 55% of respondents were females, followed by 45% male respondents. There is no literature which explains the gender composition of educators.

4.10 SOURCES OF DATA

Mkhize (2017) argues that as much as data is of critical importance to any scientific study, the same should be said about the source of data. Mason (2002) is cited by Mkhize (2017) as indicating that data source may be places where and even the phenomena through which scholars think data could be derived. Mkhize (2017) concludes by stating that from Mason's (2002) perspective, human beings are a very reliable source of primary data. This study identified and used six types of data sources. These were: the juvenile offenders currently serving their incarceration terms at Medium D, the educators, the social workers, the ex-juvenile offenders, the spiritual care official and the Case Management Officer. The biographical data of these sources of data have been covered in the previous section.

4.11 RESEARCH INSTRUMENTS

The research instruments that were used for this study were based on the questions of the study. The questionnaire which covered all the four dimensions of the study were based on the research questions and the objectives of the study.

4.12 VALIDITY TESTING

According to Gravetter and Forzano (2016), validity testing is a measurement procedure which is used to ascertain the degree to which the measurement process measures the variable that it claims to measure. This argument is supported by Saunders and Lewis (2018) who postulate validity as concerning whether the findings are really about what they appear to be about. The current study used the face validity to ensure that the measurement process does measure the variable it claims to measure. The rationale for this selection was informed by Gravetter and Forzano (2016), who state that face validity is the simplest and least scientific validity testing instrument.

These authors further opine that face validity is concerned with the superficial appearance or face value of a measurement procedure; hence, this will be most appropriate for the proposed study. Creswell and Creswell (2018) citing Gibbs (2007) sheds some light on the relationship between qualitative validity and qualitative reliability; stating that qualitative validity refers to a situation where the researcher tries to establish the accuracy of the research findings by using certain measures whilst on the other hand, qualitative reliability is indicative of the researcher and his/her approach being consistent across different researchers and projects.

The validity of the quantitative data in this study was declared by the experts in the field of statistics and numerical data analysis. On the other hand, the reliability of qualitative data was done on the investigative instrument validity sheet. To further test the validity of the questionnaires as the research instrument, factor analysis was employed where a common variance was extracted from all variables and put in a common score. Over and

above the argument to test qualitative reliability, Creswell and Creswell (2018) suggest the use of eight primary strategies which are: triangulation of different data, the use of a rich, thick description, clarification of bias brought by the researcher to the study, presentation of negative or discrepant information, spending of prolonged time in the field, using of peer debriefing, and the use of external auditor. This study opted to use triangulation of different data. The rationale for the choice of this primary strategy was that the study tried to demonstrate the convergence across qualitative and quantitative data since the questions that were asked were similar. Another reason for this choice was that the study sought to converge several perspectives from informants who were different sources of data, for example, juvenile offenders currently serving their imprisonment terms were asked through a structured questionnaire if their participation in rehabilitation programmes was based on them seeing value and need of the programmes or not. A similar question was asked ex-juvenile offenders through semi-structured interviews. The responses of these two sets of different informants indicated that there was consistency in the manner that they answered this question.

4.13 RELIABILITY TESTING

Saunders and Lewis (2018) argue that the reliability of a research study must use data collection techniques and analysis procedures which produce consistent findings. These authors further unpack consistency as referring to the degree to which, amongst others, the measures used will produce similar outcomes when used on other occasions. Saunders and Lewis' (2018) confirms Gravetter and Forzano (2016) argument who postulate the reliability of a measurement procedure as the stability or consistency of the measurement. This, as Gravetter and Forzano (2016) further opine, should be seen when the same individuals are measured under the same conditions, a reliable measurement procedure will produce identical measurements. The Cronbach's alpha mean will be used to measure the internal consistency of the in-depth interviews as a data collection and research instrument (Tavakol and Denwick, 2011:34). The study obtained the reliability testing results which are reflected in the Table 4.5 below.

Table 4 5 Dimensions

	Section	Number of Items	Cronbach's Alpha
B	Perceptions and experiences of juvenile offenders about the rehabilitation programmes in general	22	0.793
C	The juvenile offenders' experiences and perceptions of education and training programmes	7	0.714
D	The juvenile offenders' account of social workers and psychologists' services	11	0.734
E	Juvenile offenders' perceptions and experiences of spiritual care work services	4	0.801

Gibbs (2007) in Creswell and Creswell (2018) to demonstrate qualitative reliability, proposes some qualitative reliability procedures which include verifying transcripts for possible mistakes committed during transcriptions, ensuring that there is not a drift in the description of codes and checking codes established by different researchers. This study employed the first procedure, which is the verification of transcript mistakes. This was done by the language specialists where a sample of about seven interview transcripts was randomly selected and checked if they had any transcription related mistakes. No mistakes were picked up by the language specialist in the transcriptions.

4.14 DATA ANALYSIS

4.14.1 QUALITATIVE DATA ANALYSIS

Since this study used the mixed method approach, it essentially means that there were two types of data which needed to be analysed differently. Wilson (2014) states that qualitative data analysis is exploratory in nature whilst on the other hand, quantitative data analysis is numerical in nature. It is imperative that light is shed on what qualitative

and quantitative data analysis entails. Bernard (2013) presents qualitative data analysis as focusing on themes in the study and trying to comprehend how these themes are related to each other. Lune and Berg (2017) in response remark that qualitative data analysis also involves the development of grounded themes and identification of analytic themes. This study has opted to use the thematic analysis. Grbich (2013) explains thematic analysis as referring to reducing data in order to allow the researcher to focus on aspects of the study, which are proving to be central. This form of data analysis also allows the researcher a chance to identify issues which may not be considered to be at the epicentre of the research question/s. Twenty-four interviews were carried out and recorded in this study. It was vital for the recordings to be transcribed so that they could be printed using Microsoft word. These transcriptions included data, which were collected from social workers, educators, ex-juvenile offenders, spiritual care worker and the case assessment officer. When this transcription was done, data was sorted according to different themes. The qualitative data was analysed based on these themes. It should also be noted that the thematic analysis was done in line with the research questions and objectives.

4.14.2 QUANTITATIVE DATA ANALYSIS

The study also used quantitative data analysis, which is explained by Bernard (2013) as involving the conversion of data from words into numbers. One hundred and fifty questionnaires were distributed to the juvenile offenders currently serving their prison terms. All 150 questionnaires were returned and correctly completed. These questionnaires were used to gather quantitative data from the participants. This study used the Statistical Package for the Social Sciences, commonly known by its acronym, SPSS, to carry out correlation and regression analysis in order to identify the relationship between the rehabilitation programmes and offending behaviour of juvenile offenders. The data collected from the responses were analysed using SPSS version 25.0. The results presented the descriptive statistics in the form of graphs, cross tabulations and other figures for the quantitative data that was collected. Inferential techniques include

the use of correlations and chi-square test values, which were interpreted using the p-values.

Bernard (2013) states that SPSS and other major statistical packages could be used for the identification of the underlying factors. Since it was mentioned in this section that the mixed methods approach was used, it should be noted that each tradition was not used as an entity on its own when data was analysed. It was necessary that triangulation is carried out. Lune and Berg (2017) present triangulation as the inclusion of several theoretical standpoints and numerous analysis, in addition, to multiple data collection techniques. Triangulation was also conducted with a view to obtaining valid conclusions about the phenomena under investigation through the direct comparison of results obtained from qualitative methods against those received from quantitative methods for convergence and divergence (Clark and Ivankova, 2016:84).

4.15 FACTOR ANALYSIS

According to Trochim, Donnelly and Arora (2016), factor analysis is an advanced statistical procedure which assists researchers to comprehend the structure of a construct. The authors further escalate their argument by stating that factor analysis employs the intercorrelations between test objects to ascertain whether three factors exist. Simply put, factor analysis “is a multivariate statistical analysis that uses observed correlations as input and identifies a fewer number of unobserved variables known as factors, that describe the original data more efficiently” (Trochim, Donnelly and Arora, 2016:159). The above sentiments are shared by Bernard (2013) who regard factor analysis as a set of methods which researchers use to unpack information and reduce data. Bernard (2013) is cited as saying, “.... factor analysis is based on the simple, compelling idea that if things we observe are correlated with each other, they must have some underlying variable in common.” The Kaiser-Meyer-Olkin (KMO) for sampling adequacy and Bartlett’s test of sphericity were used for the purpose of factor analysis. The results of this exercise are reflected in the table below:

Table 4 6 Bartlett's Test of Sphericity

		Bartlett's Test of Sphericity			
	Section	Kaiser-Meyer-Olkin Measure of Sampling Adequacy	Approx. Chi-Square	Df	Sig.
B	Perceptions and experiences of juvenile offenders about the rehabilitation programmes in general	0.807	802.560	153	0.000
C	The juvenile offenders' experiences and perceptions of education and training programmes	0.746	331.164	55	0.000
D	The juvenile offenders' account on social workers and psychologists' services	0.791	338.449	55	0.000
E	Juvenile offenders' perceptions and experiences of spiritual care work services	0.749	210.789	10	0.000

4.16 ETHICAL CONSIDERATIONS

Clark and Ivankova (2016) further remark that one of the ethical considerations that have to be made by researchers using mixed methods is the fact that they must consider the context and demands of both qualitative and quantitative research procedures and settings. Swain (2017) looks at ethical consideration in general by stating that the term ethics usually refers to the moral principles or rules of conduct, which are held by a group or profession that guide the conduct of the research, whether it be sociologists, psychologists, medical doctors or others. Coe, Warring, Hedges and Arthur (2017) add that one interpretation of ethics is that it refers to all the values that ought to inform the work of the researcher. Ethical considerations were followed in this study, more so as the

study involved people in custody of DCS and where a lot of legal procedures had to be followed.

Respondents were not forced to participate, and their rights to privacy were retained. All the participants who were juvenile offenders were not required to disclose their identities in terms of personal details, the sentences they were serving, as well as the offences they had committed. Each piece of data provided was treated as confidential.

Special consideration was given to the ex-juvenile offenders whose identities were protected, but they were allocated pseudo names. The identities of the social workers, educators and a spiritual care worker were also concealed. Ethical clearance and gatekeeper permission were sought from the University's Ethics Committee before the study was conducted, with a view to ensuring that ethical concerns were taken into account. Ethical clearance was also sought from the Department of Correctional Services Research Ethics Committee.

4.18 CONCLUSION

The research design, population, sample size and methods, data collection techniques and methods were elaborated upon in this chapter. Validity, reliability, data analysis and procedures and ethical considerations were explored. The greater part of the chapter focused on drawing the picture clear picture of the methodology used by the researcher when collecting and analysing both qualitative and quantitative data. It is also vitally important to indicate that the methodology used for this research study is valid and reliable. This is based on the evidence cited from the experienced writers who were referenced in this chapter. The next chapter focuses on the triangulation of data.

CHAPTER FIVE

STATEMENT OF FINDINGS, INTERPRETATION AND DISCUSSION OF QUANTITATIVE DATA

5.1 INTRODUCTION

This chapter presents the results and discusses the findings obtained from the questionnaires in this study. The questionnaire was the primary tool that was used to collect data and was distributed to 150 respondents. These respondents were at the time of data collection serving their different terms of incarceration. The data collected from the responses was analysed with SPSS version 25.0. The results will present the descriptive statistics in the form of graphs, cross tabulations and other figures for the quantitative data that was collected. Inferential techniques include the use of correlations and chi-square test values, which are interpreted using the p-values.

5.2 THE SAMPLE

150 questionnaires were dispatched and 150 were returned which gave a 100% response rate.

5.3 STRUCTURED QUESTIONNAIRE

The research instrument consisted of 49 items, with a level of measurement at a nominal or an ordinal level. The questionnaire was divided into 5 sections which measured various themes as illustrated below:

5.4 DIMENSIONS

Section A: Biographical data of respondents

Section B: Perceptions and experiences of juvenile offenders about the rehabilitation programmes in general

Section C: The juvenile offenders' experiences and perceptions of education and training programmes

Section D: The juvenile offenders' account on social workers and psychologists' services

Section E: Juvenile offenders' perceptions and experiences of spiritual care work services

5.5. DIMENSION B FINDINGS

Perceptions and experiences of juvenile offenders about the rehabilitation programmes in general

Table 5 1 Perceptions and experiences of juvenile offenders about the rehabilitation programmes in general

		Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Chi-Square p-value
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	
I was informed of rehabilitation programmes when I was admitted to the prison	B1	103	68.7 %	34	22.7 %	3	2.0 %	7	4.7 %	3	2.0 %	0.000
I was made aware of the benefits of participating in the rehabilitation programmes	B2	82	54.7 %	50	33.3 %	5	3.3 %	9	6.0 %	4	2.7 %	0.000
The social environment is conducive for me to be rehabilitated	B3	60	40.0 %	55	36.7 %	24	16.0 %	7	4.7 %	4	2.7 %	0.000
I see value in the rehabilitation programmes delivered to me	B4	99	66.0 %	37	24.7 %	8	5.3 %	3	2.0 %	3	2.0 %	0.000
The rehabilitation programmes are changing my attitude towards crime	B5	111	74.0 %	31	20.7 %	3	2.0 %	2	1.3 %	3	2.0 %	0.000
I am a rehabilitated juvenile and ready for community reintegration	B6	120	80.0 %	25	16.7 %	2	1.3 %	1	0.7 %	2	1.3 %	0.000

		Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Chi-Square p-value
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	
I will never commit crime again	B7	120	80.0 %	19	12.7 %	8	5.3 %	2	1.3 %	1	0.7 %	0.000
We support and encourage each other with my friends to participate in rehabilitation programmes	B8	72	48.0 %	61	40.7 %	10	6.7 %	5	3.3 %	2	1.3 %	0.000
I am a first-time offender and therefore participating for the first time in rehabilitation programmes	B9	90	60.0 %	28	18.7 %	6	4.0 %	13	8.7 %	13	8.7 %	0.000
I am a repeat offender and had participated before in the rehabilitation programmes	B10	19	12.7 %	9	6.0 %	19	12.7 %	39	26.0 %	64	42.7 %	0.000
I participate in rehabilitation programmes voluntarily	B11	90	60.0 %	39	26.0 %	7	4.7 %	6	4.0 %	8	5.3 %	0.000
The social environment is conducive for me to adapt and rehabilitate fully	B12	78	52.0 %	49	32.7 %	9	6.0 %	11	7.3 %	3	2.0 %	0.000
The rehabilitation programmes have empowered me with sufficient knowledge and skills to lead a crime free life upon release from prison	B13	92	61.3 %	27	18.0 %	13	8.7 %	6	4.0 %	12	8.0 %	0.000
My parents play a significant role in my rehabilitation	B14	85	56.7 %	31	20.7 %	9	6.0 %	11	7.3 %	14	9.3 %	0.000
Rehabilitation programmes are not helping me to change my attitude towards crime	B15	4	2.7 %	10	6.7 %	4	2.7 %	34	22.7 %	98	65.3 %	0.000
My rehabilitation needs were assessed before I was placed into the rehabilitation programmes	B16	53	35.3 %	37	24.7 %	31	20.7 %	20	13.3 %	9	6.0 %	0.000

		Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Chi-Square
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	p-value
I adapted well to the rehabilitation programmes because they were in line with criminogenic needs	B17	66	44.0 %	54	36.0 %	12	8.0 %	9	6.0 %	9	6.0 %	0.000
The rehabilitation programmes will assist me to effectively reintegrate to the society	B18	101	67.3 %	40	26.7 %	6	4.0 %	2	1.3 %	1	0.7 %	0.000
My risk level was ascertained prior to being allocated a rehabilitation programme	B19	49	32.7 %	44	29.3 %	30	20.0 %	12	8.0 %	15	10.0 %	0.000
I enjoyed participating in all rehabilitation programmes	B20	98	65.3 %	41	27.3 %	4	2.7 %	4	2.7 %	3	2.0 %	0.000
The rehabilitation programmes I participated in will assist me to reintegrate to the society	B21	91	60.7 %	43	28.7 %	9	6.0 %	3	2.0 %	4	2.7 %	0.000
My rehabilitation needs were assessed before I was placed into the rehabilitation programmes	B22	59	39.3 %	41	27.3 %	31	20.7 %	9	6.0 %	10	6.7 %	0.000

Table 5.1 shows a disproportionately high percentage (91%) of the respondents who agreed that they were informed of the rehabilitation programmes available to them at the Durban Management Area when they were admitted. This number is followed by 7% of the respondents who disagreed that they were in any way informed of the rehabilitation programmes during their admission with a total of 2% of the respondents who were neutral. These results coincide with a claim which was made by the Case Assessment Officer (CAO) who during the semi-structured interviews was quoted as saying: “... when juvenile offenders are admitted, they are assessed to establish their rehabilitation needs, and they are informed about the rehabilitation programmes which are available to address

their rehabilitation needs. A case assessment procedure begins or starts within six hours of admission into the correctional centre of juvenile offenders. After establishing what the rehabilitation needs are of each case, we inform them about the rehabilitation programmes which are available to address their needs.”

The study findings in Table 5.1 indicate that a disproportionately high percentage (88%) of the respondents agreed that they were informed of the benefits of participating in the rehabilitation programmes followed by 9% who disagreed and 3% who were neutral. This finding is congruent with the claim made by the spiritual worker during the personal interviews, who mentioned that he informed juvenile offenders participating in programmes like restorative justice about what they stood to benefit from participating in that form of rehabilitation programme. The spiritual worker said:

“...we explain to the juvenile offenders why it is important to meet and have a dialogue with their victims of crime. We also indicate to them how will meeting their victims assist in their rehabilitation journey and ultimately their reintegration to their communities.”

The ex-juvenile offenders also confirmed the claim made by the spiritual care when they were interviewed. One ex-juvenile offender testified that, had it not been for the explanation of benefits of participating in the victim offender-dialogue (VOD) he would have missed a great opportunity to reconcile with his victim and it was going to be difficult for him to reintegrate to his community since his victim was from the same community.

The findings depicted in Table 5.1 also demonstrated a high percentage at 77% of the respondents who agreed that the social environment was conducive for rehabilitation to take place followed by 7% who disagreed and 16% of the respondents chose to be neutral on this one. Qualitative from one of the educators who was interviewed agreed with the respondents that the social environment was conducive for rehabilitation. The educator stated that classroom infrastructure made it possible for the learners (as they are called

at school) to feel like they are in the school outside. The social environment was very conducive for teaching and learning to take place. The educator remarked as follows:

“...at school, learners are not locked; they move freely and socialize amongst each and educators. The social environment at school psyches the learners positively and enhances productivity.”

This finding coincides with a study conducted by Harding (2014) in Australia. The author raises a pertinent question, which is “does ‘what works’ work better in a prison with a positive social climate or environment than in one with a negative one?” A study conducted by Harding (2014) in Australia seems to be harmonious with the findings of this study. The author discovered that certain validated tools and instruments used to measure social environment or climate in prisons have revealed that there are certain regime factors which will be apt to make the jail experience less undesirable for the juvenile offenders. The author further mentions that from the understanding in other human service areas, there is strong evidence which suggests that when rehabilitation programmes are carried out in a positive jail environment or climate, they are more likely to be effective than those carried out in the deleterious environment. The findings in this study confirm this assertion where educators indicated that education programmes being delivered in school buildings outside the prison premises created a social environment that was conducive to teaching and learning.

Table 5.1 shows a high percentage (91%) who agreed that their participation in rehabilitation programmes was because they saw value in them and followed by 4% who disagreed and 5% was neutral. This quantitative data was in line with the qualitative data which was collected from the ex-juvenile offenders who were asked the same question. The ex-juvenile offenders mentioned that they participated in rehabilitation programmes because they saw value in them. They indicated that their participation was not for parole only. One of the ex-juvenile offenders had this to say:

“...I honestly took a wise decision to participate in rehabilitation programmes as they have empowered me to lead a crime-free life, and I have easily reintegrated to my community.”

In a study which was conducted in the Netherlands by Van der Helm, Kuiper and Stams (2018) the authors wanted to establish if there was any correlation between self-determination theory (SDT) and the effectiveness of the treatment programmes. The study found that there are three basic psychological needs (autonomy, competence, and relatedness) which are essential for treatment motivation which are characteristics of a positive residential group climate. The proponents of the Good Lives Model more or less agree with the above argument. Leaming and Willis (2016) cite Ward (2002) and Ward and Stewart (2003) saying that the good lives model is intended to make treatment or intervention programmes more meaningful and inherently motivating to the benefactors. The authors cited above agree with this study in the sense that the juvenile offenders, current and former, who participated in the rehabilitation programmes were intrinsically motivated. They were not coerced into participating in the programmes, but they consciously made their decision because they saw the value of and attached meaning to the rehabilitation programmes.

According to the findings depicted in Table 5.1, there was a disproportionately high percentage of 95% of respondents who agreed that the rehabilitation programmes had changed their attitudes towards crime followed by 3% of the respondents who disagreed and 2% who were neutral. This quantitative data was supported by the qualitative data collected through semi-structured interviews where the ex-juvenile offenders were asked more or less the same question. All ten ex-juvenile offenders who were interviewed praised the rehabilitation programmes for changing their criminal mindsets. One of the ex-juvenile offenders said:

“...in terms of life skills, they are assisting me to adapt and behave in a manner which is acceptable to my family and society in general.”

Different scholars in the field of rehabilitation had written extensively about this. Vandala (2017), for instance, singles out education for juvenile offenders as a vehicle, which will

take them to greater heights in life. The author further argues that education as a rehabilitation programme results in juvenile offenders developing a positive attitude and becoming productive members of their respective societies. Vandala (2017) draws from the work of Ward and Fortune (2013) by arguing that there is a relationship between formal education and the Good Lives Model (GLM). The author's argument is that education will capacitate the juvenile offenders to rise above the inadequate social environment which resulted in them committing crime and that through education, they will acquire social skills to deal with any temptation to relapse into crime.

The findings in Table 5.1 show a disproportionately high percentage at 97% of the respondents who agreed that they were rehabilitated and ready for community reintegration, followed by 2% who disagreed and 1% was neutral. This quantitative data was confirmed by the qualitative data collected from the semi-structured interviews with educators. Most educators who were asked a similar question stated that they could tell from a number of signs that certain learners were really making remarkable progress in their rehabilitation, and therefore, ready to reintegrate into their respective societies. Educators cited the change in character and the increased levels of commitment to schoolwork as some of the indicators which supported their claim that certain learners were rehabilitated and ready for community reintegration. This assertion coincides with a report authored by the Sunday Independent journalist. Makgatho (2018) who found that the aim of education programmes was not only to produce a society which will not offend again but instead a collection of offenders and parolees who were ready to contribute meaningfully to the construction of more industrious, interconnected and safer communities. Vandala (2017) escalates this discussion by stating there is a connection among involvement in custodial education courses and the reduction of recidivist tendencies amongst juvenile offenders. The author further contends that because of this, correctional educators can change juvenile offenders based on certain facets which relate to the improvement of social and economic life in their communities. Vandala (2017) concludes her argument by citing Van Wyk (2014), who states that when the juvenile

offenders' academic qualifications are upgraded, their self-belief and self-confidence are augmented.

Table 5.1 shows a high percentage at 93% of the respondents who agreed that they would never commit crime again, followed by 2% who disagreed and 5% who were neutral. Qualitative data collected through structured interviews from the ex-juvenile offenders revealed that all 10 of them who were interviewed were of the view that they will never commit crime again. One of the ex-juvenile offenders was quoted saying:

“...education rehabilitation programmes gave me something that I never had, something that I never thought I would have. I was a dropout when I was arrested and convicted. When I got admitted to the correctional facility, I was informed that there was a school which was operating the same way as normal schools outside. I enrolled at the school, passed my matric and registered at UNISA for a B. Comm Economics degree. Today I am permanently employed and had reintegrated well to my community, all because of education. Therefore, criminal life is a no for me.”

The findings shown in Table 5.1 present a high percentage at 88% of the respondents who agreed that they encouraged each other to participate in rehabilitation programmes, followed by 5% who disagreed whilst 7% of the respondents were neutral. This quantitative data is supported by the qualitative data collected from the educators who mentioned that they would give their learners tasks which compel them to work in groups as part of the rehabilitation programme. Those tasks, according to the educators, could not be carried out or done without the group encouraging and motivating each other to play their meaningful roles.

As presented in Table 5.1 a high percentage at 78% of the respondents agreed that they were first-time offenders, and therefore, participating for the first time in rehabilitation programmes, followed by 18% who disagreed and 4% were neutral. Qualitative data from ex-juvenile offenders confirm this quantitative data as all of them were first-time offenders.

Most of those ex-juvenile offenders had been away from prison without ever being arrested again for more than ten years.

The results in Table 5.1 depict a high percentage at 69% of the respondents disagreeing that they were repeat offenders, and therefore, had participated before in rehabilitation programmes. The semi-structured interviews with ex-juvenile offenders produced the qualitative data which disputed this quantitative data as all of them were participating for the first in rehabilitation programmes during their incarceration in the Durban Medium D correctional centre.

According to the findings depicted in Table 5.1, a high percentage at 86% of the respondents agreed that they were voluntarily participating in the rehabilitation programmes, followed by 9% who disagreed and 5% who were neutral. During the interview with the CAO, it transpired that juvenile offenders were not compelled to participate in rehabilitation programmes. This qualitative data, therefore, confirmed the quantitative data produced by the questionnaires administered to 150 respondents.

The findings in Table 5.1 show that a high percentage at 79% of the respondents agreed that the rehabilitation programmes had empowered them with sufficient skills to lead a crime-free life after their release from prison, followed by 12% who disagreed and 9% who were neutral. This quantitative data was confirmed by the qualitative data from the ex-juvenile offenders who were of the view that the rehabilitation programmes made them the persons that they were now. Some mentioned that they owned their own businesses, some were university graduates, and employed permanently, all because of the knowledge and skills that they acquired whilst in custody. One of the ex-offenders expressed his experiences as follows:

“...I took a decision to participate in education programmes because I was given an opportunity which I missed outside. I ended up completing my matric, and I am outside now studying at UKZN towards a law degree.”

The results shown in Table 5.1 demonstrate that 78% of the respondents agreed that their parents played a significant role in their rehabilitation, followed by 16% who disagreed and 6% who were neutral. The educators' interviews produced the qualitative data which support this quantitative data. The school manager indicated that like a normal school, at the end of every term, parents were invited to attend a parents' meeting. She put it this way:

"...every time at the end of the term we invite the learners' parents to attend the parents' meeting where they each and every educator who updates them about the academic progress being made by their sons. We do so because we want parents to be involved in the rehabilitation of their sons. It is also crucial that as educators, we get support from the parents."

Table 5.1 shows a disproportionately high percentage at 88% of the respondents who disagreed that the rehabilitation programmes were not helping them to change their attitudes towards crime, followed by 10% who agreed and 2% of the respondents chose to be neutral. Qualitative data produced by the semi-structured interviews of the ex-juvenile offenders produced qualitative data which supported these quantitative findings. The ex-juvenile offenders were instead of the view that rehabilitation programmes assisted them to change their criminal mindsets.

The findings in Table 5.1 depict a moderate percent at 60% of the respondents who agreed that their rehabilitation needs were assessed before they were placed into rehabilitation programmes, followed by 19% who disagreed and 21% were neutral. This quantitative data coincides with the qualitative data collected through semi-structured interviews with the ex-juvenile offenders, educators, social workers, spiritual care worker and the Case Assessment Officer (CAO). All these participants agreed that juvenile offenders' needs were assessed before their placement in different rehabilitation programmes. It transpired from these interviews that due consideration was given to

therapeutic needs, education needs, and spiritual or religious needs before they were placed into programmes. One of the social workers had this to say:

“... each and every program that we offer to juvenile offenders is needs-based.”

This assertion is confirmed by different scholars in the field of behavioural sciences. The respondents' perspectives above were in line with the argument put forth by Antwi (2016). The author states that when rehabilitation programmes are designed, they should mostly be inclined towards and satisfy the psychic needs of offenders. Antwi's (2016) view is shared by Davis (2018) who emphasises that the rehabilitation programmes should prioritise cognition as the cause of the behaviour and take it that emotions are an impediment to rational and logical thinking. The White Paper on Corrections, 2004 also clearly states that the rehabilitation programmes offered by the Department of Correctional Services (DCS) are needs-based. It will, therefore, be expected of the implementers of such programmes to be considerate of the offenders' needs when designing and placing juvenile offenders to programmes.

According to the outcomes reflected in Table 5.1, a high 76% of respondents agreed that they adapted well to the rehabilitation programmes because they were in line with their criminogenic needs, followed by 12% who disagreed and 12% of the respondents chose to be neutral. This quantitative data was congruent with the qualitative data collected from the ex-juvenile offenders who were asked the same question, and they responded by agreeing that their criminogenic needs were taken into account, which resulted in them adapting well to the rehabilitation programmes. In support of the respondents' views above, Andrews et al. (2011) postulate the need principle of the risk-need-responsivity model as denoting the criminogenic desires or those offender desires that are functionally related to the offending tendencies or behaviour. This argument is supported by Antwi, Barkhuisen and Petrus (2017) who view the need principle as putting more emphasis on the basic requirements of the offenders in terms of their criminogenic needs. The authors advance their argument by specifically defining the need principle as referring to those active characteristics which must be attended to, addressed, and altered so that re-offending will ultimately be prevented.

Table 5.1 above shows a disproportionately high 94% of respondents who agreed that rehabilitation programmes would assist them to reintegrate to society, followed by 2% who disagreed and 4% were neutral. Qualitative data provided by the semi-structured interviews of ex-juvenile offenders were consistent with the quantitative data collected from the juvenile offenders currently serving prison terms. All ten ex-juvenile offenders who were interviewed and asked the same question, agreed that the rehabilitation programmes had assisted them to reintegrate to their respective societies. One of the ex-juvenile offenders said:

“... in terms of life skills, they are assisting me to adapt and behave in a manner which is acceptable to my family and society in general.”

Vandala (2017) makes a very interesting remark about this, as the author particularly relates readiness for reintegration with participation in education programmes. The author argues that formal education will capacitate the juvenile offenders to rise above the inadequate social environment which resulted in them committing crime and that offenders will, through education acquire social skills that they could use to deal with any temptation to relapse into crime.

According to the results depicted in Table 5.1, a moderate 62% of respondents are shown as agreeing with the fact that their risk levels were ascertained before their allocation to rehabilitation programmes, followed by 18% who disagreed and 20% who chose to be neutral. This quantitative data is disputed by the qualitative data provided through the semi-structured interviews by the ex-juvenile offenders. About 90% of them agreed that their risk levels were ascertained before they were placed in rehabilitation programmes. The importance of risk assessment before placing juvenile offenders to programmes is emphasised by Day, Howells and Rickwood (2004). The authors indicate that after an offender has been assessed, and it is discovered that he/she is likely to re-offend, the offender should, therefore, be put in or receive intensive rehabilitation programmes.

The findings in Table 5.1 show a high 92% of respondents who agreed that they enjoyed participating in all rehabilitation programmes, followed by 5% who disagreed and 3% of the respondents were neutral. This quantitative data was compatible with the qualitative data provided by ex-juvenile offenders who also agreed that they enjoyed their participation in rehabilitation programmes. One of the ex-juvenile offenders had this to say:

“... I took a decision to participate in education programmes because I was given an opportunity which I missed outside. I ended up completing my matric, and I am outside now studying at UKZN towards a law degree.”

The proponents of the Good Lives Model (GLM) support the assertions made by current and ex-offenders above. Leaming and Willis (2016), for instance, present the Good Lives Model as a framework for rehabilitation which is aimed at making treatment or interventions to be more meaningful and inherently motivating to the benefactors. This argument by Leaming and Willis (2016) explains the overwhelming number of respondents agreeing that they enjoyed their participation in rehabilitation programmes.

5.6 DIMENSION C FINDINGS

Table 5 2 The juvenile offenders’ experiences and perceptions of education and training programmes

		Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Chi-Square
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	p-value
Education and training programme	C23	115	76.7 %	23	15.3 %	3	2.0%	2	1.3%	7	4.7%	0.000

		Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Chi-Square
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	p-value
s have developed my positive self-esteem												
I have not benefited anything the education and training programmes	C2 4	6	4.0%	1	0.7%	5	3.3%	25	16.7%	113	75.3%	0.000
I participate in education and training programmes just to pass time	C2 5	11	7.3%	9	6.0%	6	4.0%	27	18.0%	97	64.7%	0.000
Education and training programmes have changed my attitude towards crime	C2 6	98	65.3%	35	23.3%	4	2.7%	2	1.3%	11	7.3%	0.000
I benefited more from	C2 7	45	30.0%	37	24.7%	24	16.0%	15	10.0%	29	19.3%	0.001

		Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Chi-Square
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	p-value
vocational training												
I benefited more from AET and main-stream education	C28	73	48.7 %	36	24.0 %	17	11.3 %	14	9.3%	10	6.7%	0.000
Being called a learner or student by educationists improved my positive self-esteem and changed my attitude towards crime	C29	102	68.5 %	37	24.8 %	5	3.4%	1	0.7%	4	2.7%	0.000
Education and training programmes will enable me to resist rejection by my	C30	73	48.7 %	49	32.7 %	14	9.3%	6	4.0%	8	5.3%	0.000

		Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Chi-Square
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	p-value
communities												
The vocational skills that I have acquired will assist me to be self-employed and desist from crime	C3 1	70	46.7 %	37	24.7 %	24	16.0 %	7	4.7%	12	8.0%	0.000
I benefit and participate most in education and training programmes	C3 2	102	68.0 %	36	24.0 %	6	4.0%	3	2.0%	3	2.0%	0.000
I attend the prison school programmes	C3 3	111	74.0 %	34	22.7 %	2	1.3%	1	0.7%	2	1.3%	0.000

Table 5.2 shows a disproportionately high 92% of respondents agreed that education and training programmes had developed their positive self-esteem, followed by 6% who

disagreed and 2% of the respondents were neutral. The quantitative data presented here is harmonious with the qualitative data provided by the ex-juvenile offenders who were interviewed. These ex-juveniles remarked that education and training programmes developed their positive self-esteem. One ex-juvenile offender had this to say about education programmes: *“... education and training rehabilitation programmes gave me something that I never had, something that I never thought I would have. I was a dropout when I was arrested and convicted. When I got admitted to the correctional centre, I was informed that there was a school which was operating the same way as normal schools outside. I enrolled at the school, passed my matric and registered at UNISA for a B. Comm Economics degree. Today I am permanently employed and had reintegrated well to my community, all because of education.”* This sentiment was also echoed by the educators.

One educator said, *“... I don’t want to sound like I am blowing my own horn. But the fact that we refer to the juvenile offenders attending our school as learners makes them to feel ‘free’ and think beyond the prison walls. They get a sense and feeling of importance, and that warms them to us as educators.”*

The findings in Table 5.2 show a high percentage (92%) of the respondents who agreed that they had not benefitted anything from education and training programmes, followed by 5% who agreed that they have benefitted from education and training programmes. 3% of the respondents chose to be neutral. Data derived from the qualitative approach in the same study where ten ex-juvenile offenders were interviewed confirmed this finding. One of the ex-offenders said, *“... when I enrolled at Usethubeni (name of the prison school) I was at ABET level 4. I passed my grades until I reached grade 12. On completion of grade 12, I enrolled at UNISA and studied towards a B. Comm degree which I completed in record time. Had it not been for the education I got whilst I was in custody, I wouldn’t be where I am today. I have a property business of my own, and I employ graduates in my offices. The education I got in prison opened doors for me.”* This testimony confirms the claims made by Vandala (2017) in a study conducted in KwaZulu-Natal and Gauteng provinces. The author found that education and training programmes promoted offender transformation, resulted in reduced re-offending, and improved the

quality of life of ex-offenders. This, therefore, means that the author is in agreement with the findings of both quantitative and qualitative data provided by this study.

According to the findings in Table 5.2 a high 83% of the respondents disagreed that they participated in education programmes just to pass the time, followed by 13% who agreed. 4% of the respondents were neutral. This quantitative data is in agreement with the perspectives shared by the educators who mentioned that the high levels of commitment of their learners were indicative of the people who were serious about their education.

Table 5.2 shows a disproportionately high percentage (88%) of the respondents agreed that education and training programmes had changed their attitudes towards crime, followed by 8% who disagreed and 4% of the respondents were neutral. Qualitative data from the interviews held with ex-juvenile offenders is similar to the quantitative data from the juvenile offenders currently serving their sentences. The ex-juvenile offenders mentioned that the education and training programmes opened doors for them, which were shut. One of the ex-offenders commented as follows: “.... *education made me see things and life in general differently.*” This finding is agreed upon by Vandala (2017) who in her study found that once juvenile offenders have been given formal education, they could be released with a positive attitude and become productive members of their respective societies.

The findings depicted in Table 5.2 show that a moderate 55% of the respondents agreed that they benefitted most on vocational training, followed by 29% who disagreed and 16% of the respondents were neutral. This quantitative finding is harmonious with the qualitative finding from the ex-juvenile offenders who also indicated that they did not benefit most from the vocational education and training. This finding is in conflict with the findings of the study conducted by Du Plessis in the Bethal Management Area where the author found that the respondents participated in vocational training in order to get adequate skills which will make to be employable upon release from prison.

The results in Table 5.2 show a high 73% of the respondents who agreed that they benefitted more on formal education, followed by 17% who disagreed and 11% who were neutral. This quantitative data is consistent with the qualitative data the ex-offenders and educators alike who were interviewed. The ex-offenders indicated that participating in formal education build capacity in them, readied them for community reintegration and equipped them with sufficient skills to lead a crime-free life. All educators interviewed also shared the same sentiments as ex-juvenile offenders. One educator remarked as follows: *“... during his tenure as a university student, this former learner used to come back to consult me about his university studies, and when I asked him why he was so determined to finish his studies, his answer was education in the correctional centre really changed him. So, this is one of the examples of learners who have been impacted positively by our education programmes.”*

According to Table 5.2, the results show a high percentage (82%) of the respondents agreed that education and training programmes would enable them to resist rejection by their families, followed by 9% who disagreed and 9% who were neutral. The quantitative data presented here is in agreement with the qualitative data collected from the ex-juvenile offenders who indicated that as much as there were resistance and suspicion amongst the members of their communities, but they were able to adapt because when they came out of prison, they had something that they never had in terms of their attitudes and interpersonal relations skills, which were learnt in class during Life Orientation periods. Vandala (2017) agrees with this finding by stating that educators have the most important responsibility of transforming the learners.

Table 5.2 demonstrates a high 94% of the respondents agreed that being called learners by educators improved their positive self-esteem and changed their attitude towards crime, followed by 3% of those who disagreed and 3% of those who were neutral. The quantitative data agree with the qualitative collected from the educators and ex-juvenile

offenders. On answering this question, the ex-juvenile offenders stated that when educators addressed them as learners, it took away the mentality that they were in prison. It created amongst them a feeling that they were learners outside and as such behaved as learners not as offenders. This kind of behaviour, according to the ex-juvenile offenders, became internalised to such an extent that whoever deviated felt like an outcast amongst them. The educators echoed this by mentioning that calling the juvenile offenders learners, psyched them to a certain degree to think beyond the prison walls.

The findings in Table 5.2 reflect a high percentage of 72% of the respondents who agreed that the vocational skills will assist them to be self-employed and therefore desist from crime. This figure is followed by 13% of the respondents who disagreed and 16% who were neutral. The quantitative data collected from the juvenile offenders currently going through the rehabilitation programmes is in direct contradiction with the qualitative data collected from the ex-juvenile offenders who once participated in rehabilitation programmes at the same correctional centre. As far as the ex-juvenile offenders were concerned, they were not given an opportunity to attend the vocational training because the unit which was providing such training was closed. The ex-juvenile offenders mentioned that they were told that the reason for the closure of the vocational training section was that it was hazardous for the entire correctional centre. The educators also concurred with the claims made by the ex-juvenile offenders that vocational training was dysfunctional at Medium D correctional centre. This finding goes against the findings in Boksburg Management Area by Makgatho (2018) who found that the juvenile offenders in that correctional facility were equipped with vocational skills not only to be employable but also to be able to start businesses of their own after their release from prison. Makgatho's findings are also supported by Newton, Day, Giles, Wodak, Graffam and Baldry (2018) who conducted a study in Australia and concluded that it was incumbent upon prison administrators to address the challenges of poor skilling of ex-offenders who are expected to compete for job opportunities with the general population.

According to Table 5.2, the findings show a high 97% of the respondents agreed that they were attending the prison school programmes, followed by 2% who disagreed and 1% of

the respondents were neutral. The quantitative data provided by the juvenile offenders serving their time was congruent with the qualitative data provided by the ex-juvenile offenders whom all agreed that they were part of the school programmes when they were serving time.

5.7 DIMENSION D FINDINGS

5.7.1 THE JUVENILE OFFENDERS' ACCOUNT ON SOCIAL WORKERS AND PSYCHOLOGISTS' SERVICES

Table 5 3 The juvenile offenders' account on social workers and psychologists' services

		Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Chi-Square
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	p-value
I was informed of the availability of social work programmes during admission to prison	D3 4	88	58.7 %	43	28.7 %	8	5.3 %	8	5.3 %	3	2.0%	0.000
Social work programmes have reignited my feeling of self-worth and hopefulness	D3 5	82	54.7 %	47	31.3 %	8	5.3 %	6	4.0 %	7	4.7%	0.000
The instable background that I come from was the cause	D3 6	55	36.7 %	30	20.0 %	19	12.7 %	17	11.3 %	29	19.3 %	0.000

		Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Chi-Square
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	p-value
of my criminal behaviour												
Social workers programmes are assisting to deal with the instability at home after my release	D3 7	74	49.3 %	51	34.0 %	11	7.3 %	6	4.0 %	8	5.3%	0.000
Failure to control my emotions led me to committing crime	D3 8	78	52.0 %	37	24.7 %	9	6.0 %	9	6.0 %	17	11.3 %	0.000
Before I came to prison, I had a feeling of helplessness and hopelessness	D3 9	69	46.0 %	43	28.7 %	14	9.3 %	8	5.3 %	16	10.7 %	0.000
Social workers programmes are assisting me to deal with and control my emotions	D4 0	90	60.0 %	46	30.7 %	11	7.3 %	2	1.3 %	1	0.7%	0.000

		Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Chi-Square
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	p-value
I benefit and participate most in social workers programmes	D4 1	82	54.7 %	46	30.7 %	13	8.7 %	3	2.0 %	6	4.0%	0.000
I participate and benefit most in psychologist programmes	D4 2	56	37.3 %	39	26.0 %	22	14.7 %	19	12.7 %	14	9.3%	0.000
Being addressed as a client by social workers and psychologists improves my self-esteem and changes my attitude towards crime	D4 3	76	50.7 %	39	26.0 %	18	12.0 %	11	7.3 %	6	4.0%	0.000
Psychologists' services are assisting with my emotions which contributed to me committing crime	D4 4	60	40.0 %	34	22.7 %	25	16.7 %	18	12.0 %	13	8.7%	0.000

Table 5.3 shows a high percentage (88%) of the respondents agreed that they were informed of the social workers' programmes during their admission to the correctional centre, followed by 7% who disagreed and 5% chose to be neutral. This quantitative data is consistent with the qualitative data which was provided by the CAO who mentioned that when juvenile offenders were admitted to the centre, they were assessed to determine their rehabilitation needs and referred accordingly to specialists dealing with their needs. The services of social workers were also communicated to the juvenile offenders on admission as well, further reported the CAO.

The findings in Table 5.3 demonstrate a high 86% of the respondents agreed that the social work programmes had reignited their feeling self-worth and hopefulness. This is followed by 9% who disagreed and 5% who were neutral. This quantitative data is harmonious with the qualitative data collected through semi-structured interviews with ex-juvenile offenders. Some respondents from the ex-juvenile offenders indicated that when they were arrested and eventually sentenced to imprisonment, they did not have any support structure except for their grandparents. These ex-juvenile offenders had no hope of a better life in future for them. However, when they attended the social workers' programmes, hope and feelings of self-worth were reignited in them. These findings are supported by Lindblom, Eriksson and Hiltunnen (2017) in a study conducted in Sweden where the authors feel that social workers and rehabilitation, in general, should not only focus on risk reduction of re-offending but must also focus on increasing the well-being of the benefactors of the programmes.

According to Table 5.3 a moderate 57% of the respondents agreed that the instability of the backgrounds they were coming from was the cause of their criminal behaviour, followed by 30% who disagreed and 13% were neutral. This quantitative data is congruent with the qualitative data was provided by the social workers on the similar sub-dimension. The social workers agreed that there were cases of juvenile offenders who found themselves leading a criminal life because there was no support structure where they were coming from. These juveniles were either staying their grandparents or being

brought up relatives because their parents were dead. Sometimes it happened that the juvenile offenders would be having issues with his family, which may have resulted in him committing a crime.

One of the social workers was quoted saying: *“.....family also play a crucial role in the rehabilitation of juvenile offenders, no matter how bad the environment is, but if the juvenile offender has sound family support.”* This finding was also supported by the spiritual care worker who remarked as follows: *“.....the main challenge that the department of correctional services has which relates to recidivism comes from juvenile offenders whose backgrounds show that they are coming from broken families. These are juvenile offenders whom it was discovered that they were raised by their ailing and ageing grandparents. Parents are not there in a sense that they are both dead or one is dead, and the other one is not known or has disappeared. The worst-case scenario will be a situation where the father is himself incarcerated within one of our correctional institutions.”*

The outcomes reflected in Table 5.3 show a high 83% of the respondents agreed that the social workers' programmes were assisting them to deal with the instability at home after their release, followed by 9% who disagreed and 7% who chose to be neutral. This quantitative data seems to be harmonious with the qualitative produced through semi-structured interviews with the social workers, educators and ex-juvenile offenders. One of the educators in support of this finding was recorded as saying: *“.... you find sometimes that there are parents who disown their kids once they commit crime.”* The educators, therefore, felt it was imperative to equip juvenile offenders with the necessary skills to deal with this situation. The ex-juvenile offenders also registered their concerns about the pain and agony of being rejected by their families. They stated though that life skills programmes offered by social workers and spiritual care workers went a long way in preparing them to deal with the instability at home. These study findings are supported by Du Plessis (2017), who found that the social workers are change agents for the people they are working with. The author further found that the social workers possess proficiencies and abilities to support offenders in increasing life-skills, suitable customs

and morals and other social interaction preferences. Du Plessis' findings, therefore, agree with 83% of the respondents that the social workers' programmes were assisting them because they possess the proficiencies and abilities needed of them as change agents.

Depicted in Table 5.3 is a high 77% of the respondents who agreed that their emotions led them to commit crime, followed by 17% who disagreed and 6% who were neutral. The qualitative data collected from ex-juvenile offenders is in conflict with the quantitative data that was collected from juvenile offenders serving their terms of imprisonment in Durban Medium D. All ten ex-juvenile offenders who were interviewed did not mention the failure to control their temper as causal factor to them committing crime. The casual factors raised by the ex-juvenile offenders ranged from peer pressure, poverty, family background etc.

Table 5.3 shows a high percentage (75%) of the respondents agreed that before they came to prison, they had a feeling of helplessness and hopelessness. This is followed by 16% who disagreed and 9% who were neutral. This quantitative data is inconsistent with the qualitative data collected from the ex-juvenile offenders as they expressed their helplessness and hopelessness did not require therapeutic interventions, but skills-based programmes that would empower them to be marketable in a highly competitive South African job market. Marsay, Scialli and Omar (2018) concur with this finding in a study titled: 'A hope-infused future orientation: a pilot study with the juvenile offenders in South Africa'. This study was conducted against the backdrop of prevailing socio-political and economic difficulties faced by young people in South Africa, especially those in correctional centres.

The findings in Table 5.3 show that a high 91% of the respondents agreed that the social workers' programmes were assisting them to deal with and control their emotions. This was followed by 2% who disagreed, and 7% were neutral. These quantitative findings are consistent with the qualitative findings where the social workers were interviewed and

agreed that sometimes they came across of juvenile offenders who had temperamental issues. The social workers also indicated that when these juvenile offenders were put in anger management programmes they were observed to check if there were any changes were taking place or not. One of the social workers commented as follows: *“..... if it transpires that the juvenile offender has been involved in fights within the section, that will be indicative of the fact that our intervention has not worked. If the juvenile offender desists from engaging in fights and squabbles within the section even if provoked, that will be seen as indicating the success of our interventions and a sign that, that particular offender is rehabilitated.”* These findings are agreed upon by the proponents of the evidence-based approach to rehabilitation. These proponents include Claes et al. (2015) who argue that every rehabilitation effort must demonstrate proof that the practices in question are in line with what they are intended to achieve.

According to Table 5.3 a high percentage (86%) of the respondents agree that they benefitted and participated the most in social workers programmes, followed by 6% who disagreed and 8% who were neutral. The quantitative data presented in this table coincides with the qualitative data collected from the ex-juvenile offenders who were interviewed in this study. The ex-offenders indicated that amongst other programmes which were offered by social workers, they benefitted the most from life skills and restorative justice or victim offender-dialogue (VOD). One ex-juvenile had this to say, *“... The VOD initiative assisted me to reach out to my victim and ask for forgiveness. The victim understood my reasons for committing that offence, and he was happy that I was making remarkable progress towards changing my character. The VOD initiative also assisted me with reintegration to my community because I come from the same community as my crime victim.”* The findings in this dimension are agreed upon by the study conducted by Moss, Lee, Berman and Rung (2018) in Australia where the authors found that offenders who were prepared to engage in restorative justice initiative with their crime victims were more likely to change their criminal behaviours after their release from incarceration. It was in this context that one of the ex-juvenile offenders in the study mentioned and agreed that he benefitted most from the social workers' programmes.

Demonstrated in Table 5.3 is a moderate 63% of the respondents who agreed that they participated and benefitted most from psychologist programmes, followed by 22% who disagreed and 15% who were neutral. The quantitative findings demonstrated were in direct contrast with the qualitative findings from the ex-juvenile offenders. The ex-juvenile offenders, except for the sexual offenders, reported that for the entire incarceration, they seldom participated in psychologists' programmes. One ex-juvenile offender reported as follows: *"... I only attended two sessions of the psychologist because they were required by the parole board for me to get parole because I was a sexual offender. That was my first and last time I attended such programmes."*

The findings in Table 5.3 depict a high 77% of the respondents who agreed that being addressed as clients by social workers and psychologists improved their self-esteem and changed their attitudes towards crime, followed by 11% who disagreed and 12% who chose to be neutral. These quantitative findings are in contrast to the qualitative findings of the social workers who were interviewed in the study. The social workers mentioned that they do not necessarily refer to the offenders as clients but instead address them by their names if they were familiar with their names. One of the social workers was cited, saying: *"... I sometimes call them by their names or boys if I am not yet familiar with their names. To me, calling them clients is not appropriate considering the environment in which we are operating"*.

According to Table 5.3, a moderate 63% of the respondents agreed that the psychologists' services were assisting with their emotions which contributed to them committing crime. This is followed by 21% who disagreed and 17% who were neutral. This quantitative data is again inconsistent with the qualitative data provided by the ex-juvenile offenders. Out of ten ex-juvenile offenders who were interviewed, only one admitted to having participated in the psychologists' services. His participation was on the

basis that he was a sexual offender and was compelled by the parole board to attend psychologist's assessment before he could be given a release date.

5.8 DIMENSION E FINDINGS

5.8.1 JUVENILE OFFENDERS' PERCEPTIONS AND EXPERIENCES OF SPIRITUAL CARE SERVICES

Table 5 4 Juvenile offenders' perceptions and experiences of spiritual care services

		Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Chi-Square
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	p-value
Attending spiritual care workers programmes has changed my personality	E45	7 8	52. 0%	4 0	26. 7%	1 4	9.3 %	9	6.0 %	9	6.0 %	0.000
I was a religious person before I came to prison	E46	4 6	30. 7%	3 7	24. 7%	1 3	8.7 %	2 6	17. 3%	2 8	18. 7%	0.000
Spiritual care workers have assisted to cope with temptations that resulted in me committing crime	E47	7 2	48. 0%	3 6	24. 0%	2 6	17. 3%	8	5.3 %	8	5.3 %	0.000
I am no longer a violent person because of the spiritual care services	E48	8 7	58. 0%	3 9	26. 0%	1 7	11. 3%	5	3.3 %	2	1.3 %	0.000
Spiritual care programmes are most beneficial to me	E49	8 6	57. 3%	3 9	26. 0%	1 4	9.3 %	4	2.7 %	7	4.7 %	0.000

Table 5.4 shows a high percentage (79%) of the respondents agreed that attending spiritual care workers' programmes had changed their personality. This is followed by 12% of those who disagreed and 9% who were neutral. These quantitative findings were consistent with the qualitative findings of the qualitative data provided by the ex-juvenile offenders through semi-structured interviews who agreed that they were impacted positively by the religious services provided by the spiritual care workers. One of the ex-offenders reported as follows: "... when I was incarcerated, I attended the spiritual care

services which resulted in me repenting and accepting Jesus Christ as my saviour. I also did bible studies which were coordinated by the spiritual care workers.”

Another ex-juvenile offender said, “... *the bible teachings that I received from the spiritual care workers made me change my character. I understood what the ten commandments meant to my life.*” These claims by ex-juvenile offenders were supported by the coordinator of spiritual care services who stated that if juvenile offenders were positively impacted by spiritual services, every other rehabilitation programme would enjoy a great of success and the juvenile offenders themselves will be able to resist the temptations of re-offending. These findings are congruent with the findings of Akunesiobike (2016), whose study revealed that there was a remarkable change in the character of offenders which could be attributed to spiritual care programmes. The author concluded that the spiritual care programmes had great influences on individual personalities.

The findings in Table 5.4 show a moderate 56% of the respondents who agreed that they were religious persons before they came to prison. This is followed by 36% who disagreed, and 8% chose to be neutral. This quantitative data confirms the qualitative data that was received from the ex-juvenile offenders. Almost 50% percent of them agreed that they participated in religious programmes, and 20% disagreed whilst the remaining 30% said they did not want to comment. It was therefore taken as though they were neutral in that regard. These findings were further confirmed by the coordinator of spiritual care services who was quoted as saying: “..... *when we engage juvenile spiritual, we don’t necessarily consider whether they have a religious history or nor. We also don’t use their denominations as the measure to allocate them to spiritual services. But we consider their religious or spiritual needs in general and then place them to relevant spiritual related programmes.*” These findings are compatible with those of Masango and Makhathini (2016) who in their study, found that divine care must be provided to offenders on the basis of their needs inside a multidisciplinary framework of devotion.

Demonstrated in Table 5.4 is a high percentage of 72% of the respondents who agreed that the spiritual care workers had assisted them to cope with temptations that resulted in them committing crime. This figure is followed by 11% who disagreed and 17% who were neutral. The qualitative data collected from the coordinator of spiritual care workers is consistent with the quantitative from the juvenile offenders currently serving their terms of imprisonment. The spiritual care worker had this to say: “...*our belief as spiritual care workers is that, of all rehabilitation programmes that are available for juvenile offenders, once they seriously participate in spiritual care programmes, they will go out of the correctional centre fully rehabilitated, and they will never come back*”. These findings are similar to those of Connolly and Granfield (2017) whose study focused on offenders with drug addiction and how faith-based organisation could assist them to resist the temptations of relapsing back to drugs which were a cause of their incarceration. The authors found that faith-based organisations and spiritual care workers play a significant role in making available the recovery strength and support which most of the substance abuse offenders are deficient of.

According to the outcomes of Table 5.4, a high 84% of the respondents agreed that they were no longer violent because of the spiritual care services, followed by 5% who disagreed and 11% who were neutral. This quantitative data was confirmed by the qualitative data from the ex-juvenile offenders where they were asked the similar question. One of the ex-juvenile offenders mentioned that before he was arrested, he used to love guns a lot and was very violent. The ex-juvenile offenders stated that he participated in spiritual care programmes he repented and accepted Jesus Christ as his saviour, which resulted in him becoming less violent. These findings were also confirmed by the spiritual care worker who mentioned that the effects of spiritual care programmes cut across all the rehabilitation needs of juvenile offenders.

Presented in Table 5.4 is a high 83% of the respondents who agreed that the spiritual programmes were most beneficial to them, followed by 8% who disagreed and 9% who were neutral. This quantitative data was confirmed by the qualitative data for the

interviews with ex-juvenile offenders where some did agree that they were positively impacted by the spiritual care programmes. These ex-juvenile offenders reported that their participation in spiritual care programmes changed them holistically. These findings are congruent with the findings by Masango and Makhathini (2016) who in their study revealed that chaplains in the Department of Correctional Services (DCS) must be able to handle the different life challenges faced by juvenile offenders.

5.9 CROSS-TABULATION ANALYSIS

In quantitative analysis, it is important to test relationships between (dependent and independent) variables. As a result, the researcher sought to understand the influence of some independent variables to other dependent variables. For this purpose, there had to be data manipulation to compare between various variables:

- 'Strongly agree' and 'agree' responses were combined to one value (= '**positive**')
- 'Strongly disagree' and 'disagree' were merged into one value (= '**negative**')

The first analysis sought to understand the relationship between the level of education and other dependent variables and the results are indicated in Table 5.5. It is assumed that the level of education will have an influence on other variables. The result indicates that among those who had completed matric and above, more than 75% agreed with the statement "*I benefited more from vocational training*" as compared to those whose level of education was below matric (62%). However, this finding was not statistically significant ($p=0.165$). Regarding the statement "*The vocational skills that I have acquired will assist me to be self-employed and desist from crime*", there were no major differences as among those with matric and above agreed 83.9% with the statement compared to 85.3% ($p=0.851$). With regard to the statement "*I attend the prison school programmes*", the result was not statistically significant ($p=0.084$). This was also the case for the statements "*I benefit and participate most in education and training programmes*" ($p=0.598$) and "*I participate in education and training programmes just to pass the time*" ($p=0.328$). From these findings, it can be concluded that the level of education did not seem to influence

whether the respondents had positive or negative views/attitudes towards the training programmes.

Table 5 5 Cross-tabulation: Education

Level of Agreement	Below Matric	Matric and Above	Total	p-value
I benefited more from vocational training				
Positive	61.9%	75.9%	65.1%	0.165
Negative	38.1%	24.1%	34.9%	
The vocational skills that I have acquired will assist me to be self-employed and desist from crime				
Positive	85.3%	83.9%	84.9%	0.851
Negative	14.7%	16.1%	15.1%	
I attend the prison school programmes				
Positive	99.1%	94.4%	98.0%	0.084
Negative	0.9%	5.6%	2.0%	
I benefit and participate most in education and training programmes				
Positive	96.3%	94.3%	95.8%	0.598
Negative	3.7%	5.7%	4.2%	
I participate in education and training programmes just to pass time				
Negative	90.6%	74.2%	86.9%	0.328
Positive	9.4%	25.8%	13.1%	

There are other variables which of interests. For example, 20 respondents agreed with that the statement “*I participate in education and training programmes just to pass time*”. The researcher was convinced that it was important to investigate the characteristics of these respondents. Table 5.6 shows the results with regard to this. Among those who agreed with the statement, a significant higher number (85%) of respondents had below matric. With other statements, the result indicated no major differences (see Table 5.6).

Table 5 6 Cross-tabulation: I participate in education and training programmes just to pass time

Variable	n	%
Level of Education		
Below Matric	17	85.%
Matriculation	3	15.%
<i>I see value in the rehabilitation programmes delivered to me</i>		
Positive	18	94.7%
Negative	1	5.3%
<i>The rehabilitation programmes are changing my attitude towards crime</i>		
Positive	19	95.%
Negative	1	5.%
<i>I have not benefited anything the education and training programmes</i>		
Positive	4	23.5%
Negative	13	76.5%
<i>I enjoyed participating in all rehabilitation programmes</i>		
Positive	18	90.%
Negative	2	10.%

The next question was influenced by those respondents who disagreed with the statement '*I participate in rehabilitation programmes voluntarily*' (n=14). The researcher sought to understand the level of agreement or disagreement and how did this influence other variables. Table 5.7 indicates that there were no major differences; meaning, those who disagreed with the statement '*I participate in rehabilitation programmes voluntarily*' (n=14) did not have different responses that were statistically significant compared to those who agreed with the statement.

Table 5 7 Cross-tabulation: I participate in rehabilitation programmes voluntarily'

Variable	n	%
<i>I was informed of the availability of social work programmes during admission to prison</i>		
Below Matric	11	84.5%
Matriculation	2	15.4%
<i>Social work programmes have reignited my feeling of self-worth and hopefulness</i>		
Positive	10	83.3%
Negative	2	16.7%
<i>I participate and benefit most in psychologist programmes</i>		
Positive	8	66.7%
Negative	4	33.3%

5.10 FACTOR ANALYSIS

Principal Component Analysis (factor analysis) with rotated component matrix was conducted to examine the underlying structure for the all the sections of the questionnaire. Principal components analysis is one of the useful statistical procedure when trying to “reduce large number of variables to a smaller number of variables that still capture the

same information”. All conditions for performing factor analysis were met as Kaiser-Meyer-Olkin Measure of Sampling Adequacy was greater than 0.50 (see Table 5.8).

Table 5.8 Bartlett's Test of Sphericity

		Bartlett's Test of Sphericity			
	Section	Kaiser-Meyer-Olkin Measure of Sampling Adequacy	Approx. Chi-Square	df	Sig.
B	Perceptions and experiences of juvenile offenders about the rehabilitation programmes in general	0.807	802.560	153	0.000
C	The juvenile offenders' experiences and perceptions of education and training programmes	0.746	331.164	55	0.000
D	The juvenile offenders' account on social workers and psychologists' services	0.791	338.449	55	0.000
E	Juvenile offenders' perceptions and experiences of spiritual care work services	0.749	210.789	10	0.000

Table 5.8 shows the factor analysis for the section two of the questionnaire: *Perceptions and experiences of juvenile offenders about the rehabilitation programmes in general*. **Principal component 1** was named 'The efficacy/the impacts of rehabilitation programmes". Within this group, six variables indicated strong correlation:

- I see value in the rehabilitation programmes delivered to me (0.654)
- The rehabilitation programmes are changing my attitude towards crime (0.769)

- I am a rehabilitated juvenile and ready for community reintegration (0.750)
- The social environment is conducive for me to adapt and rehabilitate fully (0.588)
- The rehabilitation programmes will assist me to effectively reintegrate to the society (0.644)
- The rehabilitation programmes I participated in will assist me to reintegrate to the society (0.680).

Table 5 9 Rotated Component Matrix, Section B

Rotated Component Matrix ^a						
B	Component					
	1	2	3	4	5	6
I was informed of rehabilitation programmes when I was admitted to the prison	0.098	0.054	0.074	0.875	- 0.105	0.016
I was made aware of the benefits of participating in the rehabilitation programmes	0.218	0.181	0.070	0.781	0.135	0.139
I see value in the rehabilitation programmes delivered to me	0.654	0.057	- 0.063	0.084	0.244	- 0.009
The rehabilitation programmes are changing my attitude towards crime	0.769	0.183	0.011	0.142	0.287	- 0.020
I am a rehabilitated juvenile and ready for community reintegration	0.750	0.104	0.202	0.209	0.062	- 0.033
I will never commit crime again	0.320	- 0.042	0.393	0.179	0.477	0.147
We support and encourage each other with my friends to participate in rehabilitation programmes	0.228	0.091	0.179	0.135	0.601	0.182
I am a repeat offender and had participated before in the rehabilitation programmes	-0.038	- 0.146	- 0.111	0.155	- 0.020	0.817
I participate in rehabilitation programmes voluntarily	0.127	- 0.047	0.771	0.146	0.153	- 0.029
The social environment is conducive for me to adapt and rehabilitate fully	0.588	0.122	0.295	- 0.102	- 0.066	0.472

Rotated Component Matrix^a

B	Component					
	1	2	3	4	5	6
The rehabilitation programmes have empowered me with sufficient knowledge and skills to lead a crime life upon release from prison	0.000	0.397	0.159	- 0.015	0.394	0.493
My parents play a significant role in my rehabilitation	0.099	0.057	0.021	- 0.143	0.743	- 0.142
My rehabilitation needs were assessed before I was placed into the rehabilitation programmes	0.093	0.772	0.252	0.124	0.053	- 0.022
The rehabilitation programmes will assist me to effectively reintegrate to the society	0.644	0.219	0.313	0.162	0.159	0.025
My risk level was ascertained prior to being allocated a rehabilitation programme	0.273	0.588	- 0.136	0.004	- 0.050	0.031
I enjoyed participating in all rehabilitation programmes	0.264	0.275	0.719	- 0.031	0.096	0.001
The rehabilitation programmes I participated in will assist me to reintegrate to the society	0.680	0.128	0.381	- 0.023	- 0.046	0.002
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.						
a. Rotation converged in 6 iterations.						

Principal component, named 'enjoyment of rehabilitation' showed strong correlation between two variables:

- I participate in rehabilitation programmes voluntarily (0.771).
- I enjoyed participating in all rehabilitation programmes (0.719).

These findings suggest that it was essential for participants to join the rehabilitation programme at their own will in order to enjoy the rehabilitation programme.

Principal component 3 was named 'awareness' and indicated strong correlation between two variables:

- I was informed of rehabilitation programmes when I was admitted to the prison.
- I was made aware of the benefits of participating in the rehabilitation programmes.

Table 5 10 Rotated Component Matrix, Section D

Rotated Component Matrix			
D	Component		
	1	2	3
I was informed of the availability of social work programmes during admission to prison	0.717	0.139	-0.018
Social work programmes have reignited my feeling of self-worth and hopefulness	0.580	0.325	-0.007
The unstable background that I come from was the cause of my criminal behaviour	0.033	-0.056	0.689
Social workers programmes are assisting to deal with the instability at home after my release	0.589	-0.114	0.195
Failure to control my emotions led me to committing crime	0.291	0.036	0.577
Before I came to prison, I had a feeling of helplessness and hopelessness	-0.048	0.407	0.672
Social workers programmes are assisting me to deal with and control my emotions	0.635	0.422	0.206
I benefit and participate most in social workers programmes	0.711	0.175	0.085
I participate and benefit most in psychologist programmes	0.081	0.813	0.033
Being addressed as a client by social workers and psychologists improves my self-esteem and changes my attitude towards crime	0.318	0.720	-0.032
Psychologist's services are assisting with my emotions which contributed to me committing crime	0.119	0.725	0.162
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.			
a. Rotation converged in 5 iterations.			

Table 10.5.3 shows the factor analysis of the section D of the questionnaire: *'The juvenile offenders' account on social workers and psychologists' services.'* In **principal component 2**, there is strong correlation between the variables:

- I participate and benefit most in psychologist programmes.
- Being addressed as a client by social workers and psychologists improves my self-esteem and changes my attitude towards crime.
- Psychologists' services are assisting with my emotions which contributed to me committing crime.

Principal component 3, named 'emotions' reveal correlations between three variables:

- The unstable background that I come from was the cause of my criminal behaviour.
- Failure to control my emotions led me to committing crime.
- Before I came to prison, I had a feeling of helplessness and hopelessness.

This suggests that emotional control or regulation is an important factor for one to avoid committing crime.

Table 5 11 Rotated Component Matrix, Section E

E	Component	
	1	2
Attending spiritual care workers programmes has changed my personality	0.775	-0.282
I was a religious person before I came to prison	0.052	0.951
Spiritual care workers have assisted to cope with temptations that resulted in me committing crime	0.778	-0.007
I am no longer a violent person because of the spiritual care services	0.781	0.293
Spiritual care programmes are most beneficial to me	0.847	0.183
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.		
a. Rotation converged in 3 iterations.		

Lastly, Table 5.11 indicates the factor analysis for the Section E of the questionnaire: *Juvenile offenders' perceptions and experiences of spiritual care work services*. The correlations are between four variables:

- Attending spiritual care workers programmes has changed my personality.
- I was a religious person before I came to prison.
- Spiritual care workers have assisted to cope with temptations that resulted in me committing crime.
- I am no longer a violent person because of the spiritual care services.
- Spiritual care programmes are most beneficial to me.

5.11 CONCLUSION

The chapter provided the analysis of quantitative data received from the juvenile offenders who were serving their terms of imprisonment when the study was conducted. Five dimensions were analysed, namely, the biographical data, perceptions and experiences of juvenile offenders about the rehabilitation programmes in general, the juvenile offenders' experiences and perceptions of education and training programmes, the juvenile offenders' account on social workers and psychologists' services and the juvenile offenders' perceptions and experiences of spiritual care work services. The next chapter will be focusing on the presentation of qualitative data collected from social workers, educators, spiritual care, the Case Assessment officer and the ex-juvenile offenders.

CHAPTER SIX

QUALITATIVE DATA PRESENTATION

CORRECTIONAL DIMENSION, SPIRITUAL DIMENSION, SOCIAL WORKERS AND EUDCATORS

6.1 INTRODUCTION

This chapter will focus on the analysis and presentation of data which was produced through questionnaires and semi-structured interviews. In the previous chapter, it was stated that the participants in the study comprised of juvenile offenders currently serving their terms of imprisonment and those who are no longer in correctional institutions but who once participated in the rehabilitation programmes for juvenile offenders. Over and above the offenders as participants in the study, the other set of participants are social workers, educators, the spiritual worker and the case assessment officer who served as an invaluable source of data for this study. Since this research used the mixed method, data obtained will be analysed both qualitatively and quantitatively. It is also imperative that this chapter presents the data that was obtained before its analysis.

6.2 PRESENTATION OF QUALITATIVE DATA

6.2.1 ASSESSMENT PROCEDURES AND PLACEMENT OF JUVENILE OFFENDERS TO REHABILITATION PROGRAMMES

In line with the provisions of the White Paper on Corrections, 2004, which states that the rehabilitation programmes are needs-based, each correctional centre has to conduct a thorough assessment of offenders before they are placed into rehabilitation programmes, Durban Youth Correctional centre also follows this procedure. The respondent who held the rank of COG 2 (correctional official grade 2) is a Case Assessment Officer (CAO) who was responsible for the assessment of juvenile offenders in this correctional centre before they were placed in different rehabilitation programmes. This process, according to the respondent, was also referred to as the case assessment procedure. This assessment

pertained to assessing each individual juvenile offender as a case which was unique and required individual interventions to deal with his unique rehabilitation needs.

This was done so that ultimately what needed to be addressed by the Department of Correctional Services as per its constitutional mandate, which is to correct unwanted behaviours, was achieved. A case assessment began or started within six hours of admission into the correctional centre of juvenile offenders. During this stage of case management, a few elements were expected to be established from the juvenile offender. Amongst them was the state of mind, the real gender (in case a juvenile offender who is homosexual who may need protection from heterosexual offenders). The CAO stated that they also verified, with the assistance of a professional nurse, the health conditions of a juvenile offender to ascertain if he might have a contagious disease like Tuberculosis. After this, there was a need to classify the juvenile offender to ascertain if he was a maximum, medium or minimum offender. In this instance, the procedure was to try to ascertain if the juvenile offender being admitted was a repeat offender or whether the offence committed was low, medium or high risk. This assisted in placing the juvenile offender properly into the rehabilitation programmes that will address his unique needs. This second assessment was expected to be conducted within 24 hours of admission to the correctional centre.

The CAO further explained that the main assessment that directly fed to the rehabilitation programmes placement was supposed to be conducted within 21 days of admission. This assessment procedure was referred to as the comprehensive risk and needs assessment. During this assessment, everything about the juvenile offender beginning at childhood is established, including amongst other things were:

- If the juvenile offender was ever involved in crime before.
- The level of education before or during his arrest.

- Whom the juvenile offender was staying with when he was arrested and sentenced.
- If he was working or not during his arrest.
- If he belongs to any church or subscribes to any religious doctrine.
- If the offender was previously placed in a reformatory school.
- If the offender is addicted to any substances.
- If, the juvenile was under any intoxicating substances at committal.
- If the offender was once mentally disturbed.
- If he has ever tried to commit suicide.

The CAO was quoted as saying:

“... as the name states that this is a comprehensive assessment, we try to get everything that is going to assist the juvenile offender in his journey towards rehabilitation during his term of imprisonment here. This document assists us to compile what is called a sentence plan.”

The CAO continued his response by indicating that the sentence plan served the purpose of providing a structure for the juvenile offender’s time in the correctional centre and set targets which must be achieved with the chief goal of reducing the possibilities of re-offending in future. This document must be approved by the chairperson of the Case Management Committee (CMC) before it was actioned.

The CAO was quoted saying, *“... if during the comprehensive assessment, it is established for instance that you committed murder with aggravating circumstances because you were on drugs, it will therefore be essential that in the juvenile offender’s sentence plan there must be sessions which deal with anger because there are elements of violence in his case as well place him under substance abuse programme because the*

crime was committed when he was under the influence of drugs. When we do the needs assessment, and we discover that the last school grade which the juvenile offender did was grade 10 (which was not passed maybe), it will be essential that in his sentence plan, he is placed at school for education needs. If there is a psychological need that we pick up during this comprehensive need and risk assessment, we include psychological services in his sentence plan”.

After all this has been done, the CAO further mentioned, the juvenile offender would be referred to the professionals who were directly responsible for the delivery of all these intervention measures that appear in the sentence plan. In order to ensure that the sentence plan was strictly adhered to by the juvenile offender; a document that was used as a check tool to ascertain if the juvenile offender satisfied all the requirements for his sentence. This document was referred to as the sentence review framework. The drawback about this whole exercise was that juvenile offenders may choose not to participate in the programmes as per the provisions of the sentence plan. However, the CAO stated that it was important to state that the parole board will never consider a juvenile offender for parole without having satisfied the provisions of the sentence plan put together by the CAO after having conducted the comprehensive risk and needs assessment. This, therefore, served as a driver for participation not that some of them see a need to participate in these programmes said the CAO.

6.2.2 THE SPIRITUAL WORKER’S BRIEFING ON THE REHABILITATION PROGRAMMES FOR JUVENILE OFFENDERS

Every Correctional Centre in the Department of Correctional Services in terms of the provisions of Chapter three, section 14, paragraph (1) of the Correctional Services Act, 111 of 1998, all offenders must be allowed freedom of religion, belief and opinion. It is against this background that the spiritual worker based at Durban Medium D correctional centre was interviewed to establish how juvenile offenders are afforded the above freedoms and what role does religion play in rehabilitating juvenile offenders.

6.2.2.1 ON THE ROLE OF SPIRITUAL CARE IN THE REHABILITATION OF JUVENILE OFFENDERS

The respondent, who was serving as the coordinator of spiritual care services at Durban Medium D correctional centre held the rank of the Correctional Officer Grade 2 (COG 2). At the outset, the respondent indicated that when juvenile offenders were admitted to the correctional centre, they were normally assessed by the case assessment officer (CAO), who amongst other areas, tried to establish if the juvenile offenders belonged to any religion or faith. These details were captured by the CAO on the file of the offender. The spiritual care worker stated that this was done to ensure that juvenile offenders' religious rights were protected and enforced. For instance, the needs of a juvenile offender who subscribed to the Nazareth Baptist Church, also commonly known as Shembe and Islam were different from those of juvenile offenders from other denominations. This group of juvenile offenders had special calendar dates that their faith observed. Therefore, our role as the spiritual care office was more focused on the religious needs of individual juvenile offenders. The respondent went further and hinted at the fact that their spiritual care services were not only confined to those juvenile offenders who had the history or the backgrounds of belonging to certain churches when they were outside. The respondent also stated that sometimes they got juvenile offenders who had never been to church because they lived on the streets of Durban. The spiritual care worker was quoted as saying: *'... our belief as spiritual care workers is that, of all rehabilitation programmes that are available for juvenile offenders, once they seriously participate in spiritual care programmes, they will go out of the correctional centre, fully rehabilitated and they will never come back'*. This, the respondent explained, happened as a result of the juvenile offenders being aware of and accept that they have to conduct and behave themselves according to the values espoused in the Ten Commandments that God gave to Moses.

6.2.2.2 THE CRITERIA FOR PLACING JUVENILE OFFENDERS IN SPIRITUAL REHABILITATION PROGRAMMES

When the respondent in the spiritual care office was asked to share the criteria that his office used to place juvenile offenders into spiritual care, he started by stating that

placement to these programmes did not consider the denomination of the offenders. He stated that the programmes were more needs-based than denomination based. Spiritual care programmes, according to the respondent, were informed by the nature of the offence of the offenders. In his deliberation, the respondent was quoted saying: *“...in a nutshell we consider the background and the crime committed by the offender and thereafter come up with intervention mechanisms to address the needs of the offenders. Sometimes an offender may need to be placed in the family life programme because of his background or may be on anger management because there is evidence that when the crime was committed there was an element of anger”*.

6.2.2.3 DIFFERENT TYPES OF SPIRITUAL CARE REHABILITATION PROGRAMMES

When asked what were the different rehabilitation programmes that were offered by his office, the spiritual care worker responded by saying that they offered a wider range of programmes which ranged from combating HIV through spiritual ethics (CHETSET) pre-release, offender rehabilitation path, anger management, restorative justice, victim-offender mediation (VOM) and victim-offender dialogue (VOD). When asked what these programmes entailed, the respondent unpacked them as follows:

(i) Offender rehabilitation path (ORP)

The respondent summarised the Offender rehabilitation path (ORP) by saying: *“... it assists us in spiritual care when we open a case file for the juvenile offender. It tells us the state of the juvenile offender in as far as the religion is concerned. It is in the ORP where it is established if the juvenile was active or not religiously outside. If the offender was an active member of the church, the ORP ascertain his level, for example, it might happen that the offender was ordained pastor outside, a deacon etc. His previous position in the church outside will, therefore, determine if there is any need for an intervention from a representative of his specific church in the path towards his rehabilitation. Hence this programme is offender rehabilitation path. This programme basically looks at the status*

of the juvenile offender religiously before his admission to determine the level and the extent to which interventions from his previous church are going to be needed to assist him in his journey towards rehabilitation. The ORP facilitator also determines and refer the juvenile offenders to different programmes according to his/her assessment of the juvenile offenders who have participated in this programme”.

(ii) Family life programme

According to the respondent, the family life programme was aimed at reminding the juvenile offenders that even though they were inside the correctional institution, they were part of their families. This programme was aimed at instilling family values. This programme was clarified further by the respondent as follows: “... *the main challenge that the department of correctional services has which relates to recidivism comes from juvenile offenders whose backgrounds show that they are coming from broken families.*

These are juvenile offenders who it is discovered that they were raised by their ailing and ageing grandparents. Parents are not there in a sense that they are both dead or one is dead, and the other one is not known or has disappeared. The worst-case scenario will be a situation where the father is himself incarcerated within one of our correctional institutions. So, this juvenile offender has no idea of what the family values are. He doesn’t know how to behave. Therefore, the family life programme tries to instil a sense of belonging to the juvenile offenders and makes them realise that they are important as individual human beings. The programme also makes them aware of the behaviour which is acceptable and that which is not acceptable”.

(iii) Combating HIV through spiritual ethics (CHETSET)

The following summary was provided by the respondent as follows: “... *Combating HIV through spiritual ethics (CHETSET) assist juvenile offenders who either discover their HIV status when they are already here or who get admitted to the prison with HIV. This programme assists juvenile with counselling. The juvenile offenders are always referred to the centre’s hospital so that they may immediately taking medication or ARVs. This*

programme also assists juvenile offenders who are incarcerated for sexual related offences or themselves have been the victims of sexual offences inside or outside”.

(iv) Anger management

The spiritual care worker explained anger management as dealing with those juvenile offenders who when the crime was committed, displayed an element of anger. The respondent further stated that it meant that, had those offenders been able to control their anger, they would not have committed those offences. The respondent was quoted saying: *“... so this programme assists and empowers the juvenile offenders with the skills to manage their anger even under very provoking situations and circumstances. It also tries to establish the source of anger in the juvenile offenders. Some juvenile offenders are angry for different reasons. Some come from abusive families or backgrounds, which ultimately make them to resort to violence every now and then when there are differences”.*

(v) Restorative justice

The respondent explained restorative justice as aimed at affording the juvenile offenders an opportunity to meet with the victims of their crimes, which resulted in them being incarcerated. The purpose was to get juvenile offenders to ask for forgiveness from the victims of crime. He further mentioned restorative justice worked with victim offender mediation (VOM) or victim offender dialogue. The respondent summarised the VOM/VOD process by saying: *“... in this process, the juvenile offenders are given an explanation of what it means to reconcile with the people that they have wronged in the past. The juvenile offenders are also provided with the reasons and the importance of reconciling with their victims. This is aimed at ensuring that by the time the VOM/VOD process kicks in, juvenile offenders have accepted and understand why it is important that they reconcile with the victims. Sometimes it happens that the juvenile offenders don’t even know who the victims of their crime are and where they stay. The restorative justice programme*

assists in finding out who and where the victims are. In other cases, you find that the victims of crime are the relatives of the juvenile offenders.”

To further explain and emphasise the importance of restorative justice, the respondent had this to say: “... in many instances, the correctional system does not focus on the victims of crime. Restorative justice is an initiative by DCS in trying to ensure that the focus is also given to the victims of crime as well. Restorative justice tries to prepare juvenile offenders for a situation where they will not be rejected by wither their families or their communities or both when they are eventually released from prison. During the restorative justice process, the spiritual care workers invite the victims to the correctional centre and explain to them before they come to prison as to the purpose of their visit is”.

This is done to ensure that the victims are sure of their decision to agree or disagree to meet face to face with the person who may have inflicted pain on them, physically or emotionally. This is where we are now speaking of. We advise them that it will be better that they enter into a dialogue with the offenders so that they will hear them out on for example, why they did what they did to them. Restorative provides the victims with the opportunity to get answers to many questions that they might have. Restorative justice programme, therefore, creates a conducive environment for all parties to engage meaningfully and productively. No rehabilitated juvenile offender will agree to be involved in restorative justice. Its only juvenile offenders who regret their actions who participate actively in this programme”.

6.2.2.4 Measurement of success of the programmes

The respondent was asked as to how they measured the success of the spiritual care programmes in rehabilitating the offending behaviours of juveniles. He responded that it was not easy to measure the impact of their programmes at face value. The respondent was quoted as saying: *“...one cannot put one’s head on the block and say that a certain juvenile offender has definitely changed after having gone through the spiritual care programmes. Sometimes the spiritual care workers will interview the juvenile offenders to ascertain if they have had an impact on them. The answers that we normally get from them are very positive. But it’s a different ball game altogether when juvenile offenders are confronted by the harsh realities outside the prison or in their sections where there are gangsters who work against everything that we try to instil on them. However, there are certain cases where juvenile offenders are making remarkable progress outside, and they get into regular contacts with us when they are already outside. Some grow spiritually, and they become law-abiding citizens. But with others, it is very difficult because when they go back to their families and communities, they will be going to the very same situation or circumstances which made them to commit crime.”* The respondent concluded his remarks by also pointing out that they didn’t have an instrument to measure the success or the failure of their programmes except when they saw the offender who once participated in their programmes coming back to the correctional centre after having been arrested for committing another crime. That according to him would mean that their rehabilitation programmes had failed.

6.2.2.5 NEED FOR PARTICIPATING IN PROGRAMMES

The last question that the respondent was asked, aimed at ascertaining if juvenile offenders participated in spiritual care rehabilitation programmes on the basis that they saw a need in participating or not. He responded directly by stating that it was also difficult to tell. However, his observation was that what was common amongst the majority of them was that they were aware that when they appeared before the case management committee (CMC), their chances of being referred to the parole board would be slim if

they were not attending any programme. Therefore, they would attend whatever programme, from social work to education to improve their chances of being paroled. Some, therefore, did not participate because they did not see any value in rehabilitation programmes, he concluded.

6.2.3 SOCIAL WORKERS' PERSPECTIVES ON REHABILITATION PROGRAMMES

Through semi-structured interviews, primary data were sought from three social workers who are based at Durban Medium D. Two of these social workers hold the rank of Assistant Director (ASD), and the other one is a Correctional Officer Grade 1 (COG 1).

6.2.3.1 TYPES OF REHABILITATION PROGRAMMES AND WHAT INFORMS THEM.

On answering the question on the types of rehabilitation programmes offered by social workers and what informed them, the respondent, the head of social workers in Durban Management Area, indicated that there were quite a number of programmes that were available in the social work profession at DCS. She further stated that regardless of this, what was important was that DCS rehabilitation programmes for juvenile offenders were needs-based. This, as she further explained, meant that as social workers, they looked at the criminogenic needs of a juvenile offender and allocated him into a programme that would directly deal with his peculiar rehabilitation needs. As social workers, the head of social work services stated that they focused more on the behaviour that caused the juvenile offender to commit crime. This senior social worker cited a practical example of a situation where a juvenile offender may have committed murder. As social workers, in this case, she mentioned that they did not focus solely on the violent nature of the crime committed but they delved deeper to establish the causal factors. The head of social workers further remarked by saying: *"... sometimes it may emerge that this particular juvenile offender committed crime because he wanted to satisfy his cravings for drugs. This therefore resulted in him being aggressive. The juvenile may not necessarily be having a problem of anger but needs to be put on a substance abuse programme. This therefore means that as social workers causal factors are more considered than any other factor when placing juvenile offenders to rehabilitation. During this interview it also*

emerged that social workers use their own assessment of cases before them because they believe each case is different from others”.

The same question was posed to the second respondent who held the rank of Assistant Director (ASD) and was serving as head of social workers at Medium D. The respondent indicated that to engage with juvenile offenders, they conducted their own assessment to determine their rehabilitation needs. After conducting the assessment, juvenile offenders were then placed in different programmes as per their needs. Those programmes ranged from anger management, substance abuse, cool and fit to resilience. The head of social workers at Medium D also stated that they looked at the holistic needs of juvenile offenders. The head of social workers at Medium D was quoted saying: “... *sometimes it may happen that an offender is incarcerated for theft. But when you dig deep you discover that the commission of the crime was not about theft per se, but it was committed because the juvenile offender was seeking attention from his family because he felt neglected. This, therefore, means that this particular offender must be involved in what is called family conferencing programme. In this programme the family of the offender is called in by the social workers to make them understand that their son did not commit crime because he was a criminal but because he wanted to draw their attention because he felt neglected. This programme assists the juvenile offender in his journey towards rehabilitation and will make the family to be aware of what should happen once the juvenile offender has been released on parole*”.

The third respondent held the rank of Correctional Officer Grade 1 (COG 1). Her account on the same question pointed to the fact that social workers at Durban Medium D conducted resilience enhancement, sexual offenders’ anger management, substance abuse and many other programmes depending on the need or demand. The rolling out of these services to the juvenile offenders depended on the assessment that social workers conduct. This respondent summed up her comments by saying: “.... *when conducting this assessment, the social workers are able to get the background*

information about where the juvenile offender grew up and history in terms of his schooling, their substance addiction if there was any, the crime that they have committed”.

6.2.3.2 JUVENILE OFFENDERS’ ATTITUDES TOWARDS AND UNDERSTANDING OF THE REHABILITATION PROGRAMMES.

When asked if juvenile offenders saw any value in participating in rehabilitation programmes and their understanding of these programmes, the head of social workers in Durban Management Area responded by stating that social workers’ programmes worked very well if the offenders started with correctional programmes which were offence related. She was captured as saying: “... *it becomes easier for social workers to convince the juvenile offender who may be in denial that, for instance, the reason why he committed crime was because of his addiction to drugs. When we do the victim offender dialogue (VOD) programme, even those who were in denial, realise that that it is essential for them to participate in rehabilitation programmes, otherwise it will not work.*”

On the same question, the head of social workers at Medium D responded by saying that juvenile offenders saw value in participating in rehabilitation programmes. However, she also cautioned that not all of them participated because they wanted to be rehabilitated. However, they participated because they knew that at a given time when they appeared before the case management committee (CMC) and eventually the parole board, a report from social workers would be needed. The head from Medium D was quoted saying: “...*when we receive this category of participants, as social workers we explain to them that participating in these programmes is not solely meant to qualify them for parole, but it is meant to assist them to lead a crime-free life after their release*”. She further made a point that offenders were encouraged to learn from their past mistakes. She concluded her response to the question by mentioning that if the social workers’ programmes could be properly managed, they would have an opportunity to explain to the offenders as to why it was important to participate in rehabilitation programmes voluntarily. The third respondent responded to the similar question by pointing out that some juvenile offenders

saw the need and there were those who did not. She reported that some offenders were compelled by the parole board to undergo certain programmes before they were considered for parole. This meant that that category of offenders participated solely to get parole, nothing more nothing less, concluded the third respondent.

6.2.3.3 DETERMINING A REHABILITATED JUVENILE OFFENDER.

When asked how they determined whether a juvenile offender was rehabilitated, the response of the head of social workers in Durban Management Area, was that as social workers they had an impact assessment tool that they administered after every programme to ascertain the impact made or lack thereof. The respondent made an example of a juvenile offender who was put in anger management programme where they would conduct the assessment to ascertain how often he had attacked other juvenile offenders in the section. The head of social workers was quoted saying: *“... if it transpires that the juvenile offender has been involved in fights within the section, that will be indicative of the fact that our intervention has not worked. If the juvenile offender desists from engaging in fights and squabbles within the section even if provoked, that will be seen as indicating the success of our interventions and a sign that, that particular offender is rehabilitated”*. Further than that the respondent explained that sometimes they got a case where anger was not with the offender but with family. To explain this further she remarked as follows: *“... you often find juvenile offenders who hate their families. In such cases we call the parents and have what is called family conferencing. After family conferencing than you observe if there is some improvement or not. Then you work with both sides and encourage the family to visit the juvenile offender often and at the same time encourage the offender to phone his parents. You also need to phone the parents to get feedback if the juvenile offender is indeed phoning them and whether they are visiting him”*.

In responding to the similar question, the second respondent made it clear that for her it was difficult to be certain that the juvenile offender had changed or rehabilitated because

they were human beings and therefore one could not ascertain conclusively that a particular offender had changed. The second respondent's argument in this regard was that what may transpire or what the juvenile offender may appear to be whilst he was within the centre may suddenly change when harsh realities outside the prison prevailed or resurfaced. She pointed out that juvenile offenders may 'act' as though they had changed because they wanted a good report to be presented for them to the parole board. The second respondent was captured saying: *"... every juvenile offender wants to be released. It therefore is very difficult to measure the extent to which a juvenile offender has rehabilitated"*.

The third respondent also responded to the similar question by mentioning that when they started their programme by assessing the background of the offenders, in terms of the problematic areas with the offenders, they would then allocate them to the programme that they thought was the ideal programme for their situation. She further hinted that as they went through the programme where there was participation from the offender, there might be homework tasks that would be given. The social worker would then start to assess after each session she had and at the end of the programme another evaluation of the participants was done, the third respondent continued her response. She was quoted saying: *"... this helps because the offenders are able to tell us what they have learnt, what they liked and what they didn't like. That gives us an idea if the offender is ready for parole or not"*.

6.2.3.4 CONDUCTIVENESS OF THE SOCIAL ENVIRONMENT FOR REHABILITATION TO TAKE PLACE.

A question was asked to establish if the environment under which rehabilitation programmes are delivered is conducive or not. The first respondent expressed her concerns about the lack of conduciveness of the environment for the rehabilitation of certain juvenile offenders' needs. The first respondent explained these needs as pertaining to those that were not catered for within the centre. She remarked as follows: *"...a practical example is that of a juvenile offender who has substance abuse needs. This*

category of a juvenile offender cannot be successfully counselled without detoxing and availability of drugs stopped. This rehabilitation initiative will turn out to be an information sharing exercise and the offender will benefit minimally if benefiting". The first respondent hinted that with other rehabilitation programmes are life skills oriented, or family related: the environment is conducive. The first respondent was also quoted as saying: "... *family also play a crucial role in the rehabilitation of juvenile offenders, no matter how bad the environment is, but if the juvenile offender has sound family support, he will be applying resilience skills with ease to deal with the social environment. If there is no reception within the family, the juvenile offenders will go to the street and eventually come back to prison*".

The second respondent's response to this question was that the effect of the social environment was not one size fits all. It solely depended on the individual juvenile offender. The second respondent was cited as saying: "... *the will of the offender to implement the information provided to him will determine his ability to deal with the challenges within and outside the correctional centre, including the social environment. Sometimes the juvenile offenders support one another if they have been put into a unit when attending our programmes. They help each other to deal with some of the issues which are brought about by the social environment. Personally, I feel that rehabilitation will only be effective if the offender is willing. Social workers can do all the motivation and expose the juvenile to a variety of therapeutic interventions, but if the offender is not willing to change, nothing will happen*".

The views of the third respondent on this question were that it was difficult to say because the offenders had committed various types of crime. She summarised her response by saying: "... *the question is how much conducive do you make it. Maybe the sections where they leave can be changed to make them more livable and comfortable. Everything has to be humanely okay. Maybe here and there, there could be changes*".

6.2.3.5 CHALLENGES FACING IMPLEMENTATION OF REHABILITATION PROGRAMMES FOR JUVENILE OFFENDERS

When a question was asked to ascertain what challenges the social workers faced in their endeavour to implement rehabilitation programmes; the first respondent responded by identifying accessibility as the first challenge. She further explained that they didn't automatically get offenders to attend their programmes, no matter what system they implemented. She indicated correctional officials would not bring the juvenile offenders to their offices despite having made prior arrangements with them. During the interview, the first respondent was quoted as saying: *"... you end up engaging the other means which are not social worker's scope of operation where you have to go inside the sections to collect the offenders for your programmes."* She identified another challenge as relating to the marketing of social work which had not been done to the extent it deserved but instead the juvenile offenders had been informed that social work was like a passage to go through if they wanted parole. To further expand on this the respondent remarked as follows: *"... this therefore results in juvenile offenders 'pretending' because they know that when they go to the parole board they are asked if they have seen the social worker. If their answer is no, then they are told immediately that they can't be considered for parole because they haven't seen the social worker. So, a juvenile offender will just conform for the sake of meeting the parole board requirements and thus go out of prison. So, there is no rehabilitation because you can see that this one is merely just conforming".* She also mentioned that as social workers, they felt that their services didn't carry that much weight like other stakeholders within DCS as DCS was more interested in prioritising security over rehabilitation.

The second respondent identified group rooms as a major challenge. She remarked by saying: *"... the remote location of the group room is problematic because as social we cannot use it without the presence of the custodial staff member. Since there are always shortages which have been caused by the new shift system, it was very difficult to plan around the group room. In group rooms that's where all the relevant material for a proper*

social work session is kept. These group rooms also provide an environment which is conducive for rehabilitation to take”.

On the same question the third respondent stated that the main challenge to her was the school or education programme which was dictating to her how and when she would be able to discharge her duties as the social worker. She remarked as follows: “... *this was problematic because from 8h00 to 14h30 we don’t have access to school going juvenile offenders. What makes it worse is the fact that during school holidays, it is business as usual with school going offenders because they don’t get such a break*”. The other challenge which was identified by the third respondent was that of the shift system which was being worked by the custodial staff members. According to her, there were days when one division was off and there would be only female staff members working in the sections and therefore couldn’t unlock offenders for security reasons, which meant that whatever they had planned as social workers on that day would never happen because there was a security concern. She also indicated that sometimes offenders would not come on time to her sessions because the custodial members were refusing to escort them to the social workers’ offices.

6.2.3.6 ADEQUACY OF POLICIES AND STRATEGIES USED BY DCS

The social workers were also asked if the policies and strategies that were used in the Department of Correctional Services were adequate to assist them to be effective in implementing rehabilitation programmes. The first respondent mentioned that DCS policies concentrated on the offenders in general. However, she mentioned there was a social workers’ policy within the department. She was captured as saying: “...*as social workers we have policies and procedures which are adequate, and which help us when there are any contradictions. There is a policy on different categories of offenders, that is, adult males, adult females, and juveniles of all genders. I feel that our social workers’ policies are adequate. As for strategies, I feel that they are dependent on the policies and the circumstances as they prevail on a day-to-day basis*”.

The second respondent chose not to comment about the policies and strategies. The response to this question by the third respondent was that as social workers they had policies and strategies which were cascaded down to them from the social work directorate at head office. She also indicated that some DCS policies affected them because of the environment which they operated in. Her observation was that there was no conflict between DCS social work policies and social workers' policies in general since DCS social workers' policies were derived from and were in line with those of social work in general.

6.2.3.7 THE EFFECTS OF THE CRIMINAL RECORD ON REHABILITATION

A question on the effect of a criminal record to undo the rehabilitation efforts of social workers was also asked. The response from the first respondent was that unfortunately as social workers they had no say on the expungement of the criminal records. As social workers, she further explained that the criminal records discouraged their clients (juvenile offenders) from participating in their programmes. She remarked further as follows: *“....in my more than 20 years of experience as the social worker in this department I was invited only once to comment on the possible expungement of the criminal record which was initiated by the employers because they wanted that ex offender to represent them overseas. Our juvenile offenders sometimes get demotivated because they know for a fact that rehabilitated or not, they are going to be rejected by the system when they are out to seek employment”*.

The second respondent said the criminal records affected juvenile offenders negatively more especially if they wanted to work for government. She was quoted saying: *“... to deal with the negative effects of criminal records, ex-juvenile offenders should consider venturing into business”*. However, she pointed out that not all of them will have businesses. Therefore, those who would find themselves having to seek employment, her advice was that they must be honest with their potential employers and declare that they had a criminal record if they were asked that question.

On the same question, the third respondent responded by mentioning that some juvenile offenders were adversely affected by the criminal record. According to her those ex-juvenile offenders who ventured into business stood a better chance of not being affected by the criminal record.

6.2.3.8 SUCCESS RATE OF SOCIAL WORK PROGRAMMES

The study also wanted to check the success rate of the social workers programmes in the rehabilitation of juvenile offenders. The first respondent responded by indicating that with the juvenile offenders their success rate could be somewhere in the range of 40%. But it also depended on the systems, for instance the involvement of the family and other stakeholders. She was quoted as saying: *“... this 40% constitute the juveniles who have been released into the society and are doing well and we have information about what they are doing, that is to say, we have evidence that our programmes impacted them positively”*.

On this question, the second respondent explained that before the programme started a pre-questionnaire was administered to ascertain the juvenile offender's understanding of the programmes that were intended to be rolled to him. After the completion of the programme there was a post-questionnaire to establish if the offender had gained anything from the programme. That, according to the second respondent was a tool that they used to measure the success of a programme. The third respondent's take on this question was that some of the rehabilitation programmes that they were offering were designed by the head office. Those programmes needed to be more simplified and streamlined to suit the target group.

6.2.3.9 MODEL USED FOR THE REHABILITATION OF JUVENILE OFFENDERS

A question was also asked to establish if there was any specific model that social workers implemented to rehabilitate juvenile offenders. The first respondent indicated that as social workers they approached offending as a 'sickness' which needed to be treated. She further elaborated by saying that when they assessed juvenile offenders to place them in rehabilitation/treatment programmes they didn't only focus on the crime committed but they focused on the circumstances under which crime was committed. That, as the first respondent explained would be based on the individual needs of juvenile offenders; hence, they used the risk-need-responsivity model. The second respondent responded to the same by stating that as a point of departure, the needs of juvenile offenders were assessed and considered. Based on the needs of the offenders, appropriate interventions were put in place to deal with the individual offender. So, simply put, the second respondent stated that they used the intervention model. The response on the similar question by the third respondent was that she did not know which model was used as these programmes came from head office and they ran them as head office required.

6.2.4 EDUCATORS PERSPECTIVES OF JUVENILE OFFENDERS' REHABILITATION PROGRAMMES

As it has been mentioned in the previous chapter, educators were also identified as the essential source of data for this study. Semi-structured interviews were conducted with educators to ascertain the role played by education as a programme in the rehabilitation of juvenile offenders.

6.2.4.1 TYPES OF REHABILITATION PROGRAMMES AND WHAT INFORMS THEM

Educators were asked to share the types of programmes that they had and what informed those programmes. On answering this question, the first respondent, a member of the school management indicated that their approach was that when a learner was engaged in education activities or programmes, he could not be taught only by books but there

were also extra-curricular activities that he must be involved in. The senior manager also explained that they taught the juvenile offenders content in class, however, because of their relationship with them, juvenile offenders (learners) confided some of their problems to them and then as educators they would refer them to social workers who were specialists in such areas. The respondent also explained that sometimes they would find a learner in class who was not responsive enough. But when they engaged with the learner, the educators would realise that he was in trouble, hence their referral to the social workers.

The respondent manager also stated that each educator engaged with the parents and the learner to inform the parents about their son's academic progress. She was quoted as saying: *"... you find sometimes that there are parents who disown their kids once they commit crime but once they hear that their son is at school in prison, the parents start developing interest in finding out the reality of the school behind the prison walls. This reinforces and reignites the relationship between the juvenile offender and his parents and family through learner's participation in education programmes. We invite parents again when matric results are announced International Convention Centre (ICC) in town to attend that function their sons' academic performance is recognised and rewarded by the MEC of Education in KwaZulu-Natal. We also send messages to communities whereas the education we appeal to businessmen and women to assist our learners where they can. As educators and as a programme we regard ourselves as the all-rounders"*.

The second respondent was a deputy manager at school who was also asked the same question. He responded by stating that they had AET Levels 1 to 4 which was based inside the Youth Centre Correctional facility. In the school premises which were situated outside the prison they had formal education which starts from Grades 9 to 12. The deputy manager reported they no longer had the skills wing section anymore. He further stated that they used to have the vocational training section, which was based at C1 section, but it was closed for some reasons that he was not familiar with. The respondent was quoted

saying: *“... by right we are supposed to have the skills training part of our education programmes because there are those juvenile offenders who are not academically good but who possess different talents which could be honed through skills training section. I feel that if our technical section was fully functional, we could refer learners that we have identified who are struggling academically but good with their hands”.*

It was mentioned during the interview that at post matric level the learners were assisted to register with distance education institutions like UNISA and others. When they were eventually released, educators also assisted learners to enrol in universities in the country. On what informed the education programmes, he was quoted as saying: *“... when the boy for instance claims that he was going grade 9 at school, we require a school report or get phone number for the said school where we phone and confirm the authenticity of the report information that we are having at our disposal. The educators in the outside school check for us in their schedule as to when was the last time, they had learner so and so. This we do in order to avoid a situation where juvenile offenders may lie and say they were last admitted in higher grades when in actual fact they were in lower grades. Over and above that, especially for Mathematics and English, there is an assessment tool which we use to assess their education needs and level”.*

In responding to the same question, the third respondent who was one of the educators was quoted saying: *“.....we have AET and mainstream education. AET comprises of learners from levels 1 -4. Mainstream has grades 9 – 12. We don't have grade 8. What informs the placement of learners to these programmes is that we engage on a recruitment drive where we go sections within the correctional centre and market our products. When we get the list of juvenile offenders who are interested in coming to school the following year, we create an assessment tool in the form of a test to ascertain the educational needs and level of the offenders whose education background cannot be verified either in the form of his last school report or remove. This test then determines where the learner will be placed. Normally we don't place learners in grade 12 since this might have adverse effects on the learner who may not necessarily cope with that grade.*

It is a normal practice even with schools in the Department of Basic Education (DOE) where there is no intake for grade 12 learners. We instead place them in grade 11”.

The fourth respondent, in her response, stated that the programmes offered by educators were AET and mainstream education as well sports, recreation, arts and culture (SRAC). According to the respondent what informed those programmes were the needs of the juvenile offenders. To explain this further she remarked as follows: “... *for example, a learner who is unable to read and write is placed in AET level 1. The other learners who are placed at AET levels 2 – 4 are those learners who may have quitted school during their early years of schooling or lower grades. However, in order to be certain that learners are placed into correct grades or programmes, there is a placement tool that we are using to establish the competency levels of juvenile offenders. From different scores then as educators we are able to place learners in different levels and according to their educational needs”.*

The fifth respondent who held the rank of Senior Correctional Official (SCO) spoke of education programmes as ranging from AET to mainstream. He further stated that the allocation of learners to either AET or mainstream was informed by or dependent on the school report of the previous school. Over and above that the fifth respondent mentioned that they had designed an assessment tool, which was used to determine the competency of potential learners and place them according to their scores in that competency test. The AET educator responded to this question by indicating that they had academic education and sports, recreation, arts and culture (SRAC). She reported that these programmes were informed by the needs of the learners. She was captured as follows: “... *what happens is that the case assessment officer (CAO) conducts an assessment of all juvenile offenders when they are admitted and determine what their rehabilitation needs are. After having done this assessment the CAO than place juvenile offenders according to their needs. Amongst other areas of interest which are checked by the CAO from the juvenile offenders on admission, will be whether they were still at school when they were arrested and sentenced as well as what their last grades were”.*

In response to the same question, the senior AET educator was quoted as saying: “... we have AET levels 1 – 4 where level 1 is divided into two groups. One group comprises of learners in level 1 A are those who cannot read and write, and level 1 B are those learners who can read and write but who may have dropped out of school between grade 1 and 3 when they were outside. AET level 1 has three learning areas which are Mathematics, IsiZulu and English. These learning areas also apply on level 2. The difference is in level 3 where according to the department of basic education (DOE), the learners are supposed to have two learning areas. But here we have said because level 4 has 7 learning areas let us introduce some of the level 4 learning areas in level 3 so we ended up with 5 learning areas in levels 3 and 4. What informs these placements are the previous school reports that our learners are expected to produce on registration. If these reports are not available for one reason or the other, we use the placement tool where they are required to write a test and then, depending on what they score in the test we place them accordingly”.

The third AET educator also gave an account of the education programmes and what informed them by stating that the education fraternity offered academic and training education; unfortunately, the vocational training was shut down by the head office because it was hazardous for offenders and instructors. This respondent stated that when the skills training section was still operational, their programmes were informed by the set up that they had in the whole centre. He reported as follows: “... initially we had four instructors for four trades, namely, bricklaying, carpentry, welding and block making. I am the sole survivor since all these other instructors left after the section was closed down by head office. The closure of the vocational training was that the workshops were situated below the cells and these cells were leaking. Leaking water from these cells would go down to their section and compromise the safety of instructors and offenders. The closure of the section had a negative impact because there are learners who are not good academically but who have remarkable talent. These learners drop out of the school because they can’t cope since their educational needs are not met nor served by mainstream education or AET. The vocational training section has been closed for more

than four years now. As an instructor feel that there is a need for the section to reopen since it allowed or gave capacity to trainees to be self-employed when get parole instead of seeking employment”.

The last respondent was quoted saying: “...we have academic programmes which start from grade 9 to 12. This is further divided into two streams which are general and commercial streams. In the general we have History, Geography, Life Sciences, Religion Studies, English and IsiZulu and LO. In the commercial stream we have Accounting, Economics, Business Economics, Tourism, Mathematics, IsiZulu, English and LO. We also AET which is adult education and training which is not offered in this site but inside the correctional centre in the old school buildings. These programmes are informed by the curriculum that we have adopted from the Department of Basic Education (DOE) schools in the Chesterville, Umlaza and Pinetown areas. Our learners are attending these programmes on a voluntary basis. However, as educators we sell these programmes to the juvenile offenders and those that are interested and those that have been identified by the CAO according to the needs analysis are then recruited to be part of the school programmes”.

6.2.4.2 LEARNERS ATTITUDE TOWARDS EDUCATION PROGRAMMES

One of the senior managers at the school was asked if learners saw any value, need and importance of participating in the education programmes and she responded in the affirmative that learners did see the need, value and importance of attending their programmes. According to the senior manager, as a result of the publicity that they had received as a consequence of the good matric results that they were producing at the school, they had drawn interest even from juvenile offenders who were not participating in education programmes because of their classification as maximum-security offenders. She stated that now they had learners who were serving life sentences from Medium B a security classified correctional centre. The senior manager also reported their learners had the opportunity to receive laptops from the Department of Basic Education (DOE) if

they had performed well in their matric for schools which were categorised as quintiles 1 to 5.

The deputy manager indicated that their learners participated in their programmes not just to qualify for parole but because they attached an importance, need and value to education. He proceeded in his response and stated that some of them (learners) even said that it was a blessing in disguise for them to be arrested because they didn't have time for school on the outside. So, the fact that there was a fully-fledged school within the correctional centre provided them with the opportunity to make up for the school time lost outside, concluded the deputy manager. The third respondent responded that they saw value in participating in their programmes as demonstrated by their levels of commitment to their schoolwork. She also mentioned that the juvenile offenders from Medium B were part of their school enrolment this year (2019). To the third respondent, it was an indication that juvenile offenders saw value in education as a rehabilitation tool or instrument.

The fourth respondent was captured as follows: *"... learners' attitude towards education programmes is positive. This is demonstrated by their commitment to the tasks that are given to them either as class work or homework. They always adhere to submission dates and time. This is indicative of the fact that they see a need for education in order to turn their lives around and have a brighter future when they eventually get released. However, I have observed that there are those learners who especially at the beginning of the academic year come to school just to test waters. But what they discover when they are at school is that that was a real school offering a curriculum which was recognised by DOE. This then results in the change of attitude of these learners"*.

On the similar question the fifth respondent responded that the learners were showing high levels of commitment to their schoolwork. He indicated that, that could not be done by people who did not see any value in what they were doing. The fifth respondent further

stated that their learners were highly self-driven, and it could be seen that they wanted to achieve something as they behaved like learners in a normal school. The AET educator's take on this question was that her assessment with AET was that learners were there just to pass time. She summarised her comments as follows: *"... today (05 August 2019) I had 9 learners who attended my class instead of 18. This means that 50% of the learners are not at school today and that was not the first-time and probably not the last time. AET learners come to school if they want to. AET learners were not as committed to their schoolwork or education as their counter parts in grades 9 to 12"*. The senior AET educator's response to this question was that learners in AET level 4 were more committed than the lower levels of AET. They pushed themselves to get at least a General Education and Training Certificate (GETC) certificate when they leave the correctional centre. The acquisition of this certificate made them eligible to enrol at TVET colleges, explained the senior AET educator.

The third AET educator respondent's response in this regard was that learners saw value in participating in skills training when their workshop was still up and running. That enthusiasm was derived from the fact that their trainees were very talented and skillful in most of the trades that they were offering.

The respondent from the Further Education and Training (FET) band also indicated that learners understood and saw value, need and importance of education programmes. Learners knew that on completion of matric they would enrol with institutions of higher learning and would be assisted to get bursaries whilst they were still inside. The last respondent stated that between 80 and 90 percent of the learners realised the value, need and importance of education as a key to open gates for them when they were eventually released. However, the last respondent conceded that there was a small number of learners who went to school just to pass time or to qualify for parole. He further remarked as follows: *"... since the inception of the school in 1996, good results have been produced by the learners, year in, year out. This can never be possible if the learners are not committed to their schoolwork. What also entices the learners to be more attracted to*

the school and education programmes are the activities that take place at school where sometimes. We invite learners from the neighbouring high schools to engage in debates and other sporting activities. This therefore makes our learners to realise that we are a real school, hence they develop a positive attitude to their development through education.”

6.2.4.3 THE CONDUCTIVENESS OF THE SOCIAL ENVIRONMENT FOR REHABILITATION TO TAKE PLACE

Educators were asked if the social environment under which they were delivering rehabilitation programmes were conducive to learning or not. The senior school manager stated that the social environment was conducive since they were no longer teaching inside the correctional centre. She further indicated that the learners were also motivated by the fact that when they came to school, they left the correctional centre walls. The senior manager was quoted as saying: “... *at school learners are not locked, they move freely and socialise amongst each and educators. The social environment at school psyches the learners positively and enhances productivity”.*

The deputy school manager's take on this question was that the social environment was conducive to a certain extent. He highlighted that there would be those few limitations, for instance, the fact that they were conducting education within correctional services is like two departments in one. He further indicated that the primary aim of DCS was security, and if something happened in the school, senior DCS management could simply shut down the school for the whole week without considering that educators had a standing programme which was dictated to by school calendar of the Department of Basic Education (DOE).

The third respondent thought that the social environment was conducive for rehabilitation to take place judging from the results that they had produced as a school thus far.

However, she pointed out that there was still a lot of bureaucracy, which hampered their efforts to rehabilitate the juvenile offenders through education. She continued and indicated that learners were not educated only through books, there were also extra-curricular activities that learners needed to engage in but sometimes the learners would not participate in sports because in that environment security was prioritised over education and other rehabilitation initiatives.

On answering this question, the fourth respondent indicated that their expectations as educators were different from those of custodial staff. She hinted that these areas of differences as based on the fact that as educators they treated juvenile offenders as learners whilst they were treated as offenders by custodial staff which created a situation where the learners had to adapt two environments. She remarked further by saying: “... *sometimes we give learners homework where they have to work in groups and when they arrive in their respective sections, they get separated before they finish their homework because they don't stay in the same cell. The environment becomes unfriendly for learning because once the cells are locked there is no movement of offenders. This environment therefore poses a challenge to our learners*”.

The fifth respondent's comments were summarised as follows: “... *having taught outside for many years, I feel that the social environment was not conducive for rehabilitation to take place and that there are quite a number of challenges relating to social environment. As educators work with the mind and therefore the environment does not do good to stabilize the minds of our learners it becomes a big challenge. DCS seems to be prioritising security over rehabilitation. As a mathematics educator I feel that i need to give learners extra exercises but because of security I can't do that. As educators in this environment, we are dealing with special learners in a sense these have been out of the education system for years and when they are back, and there are minimal hours of contact that they have, even the normal schools outside, educators have extra contact hours after school or on weekends and that for a subject like Mathematics one needs to keep on practicing but this can't happen of the bureaucracy within DCS*”.

The AET educator's response to this question was that the social environment was not conducive at all because the correctional officials who were supposed to be assisting them with juvenile offenders, were not doing as they should. She referred to the events of 5 August 2019 where the correctional officials did not bring the learners down to the school. She reported that when as educators, they went to the section to enquire why the learners were not at school, they were told that correctional officials could not open the cells because there were no keys to open the cells. She stated that that was confusing because the first thing that correctional officials did in the morning was to sign for the keys before they proceeded to their respective sections. The AET educator concluded by saying that the social environment was sometimes so hostile that they would feel like quitting and going back to the Department of Basic Education.

The senior AET educator, in answer to this question, indicated that there were so many challenges that related to social environment. She stated that learners may be highly motivated to participate in education but may be demotivated because of the environment in their sections as DCS prioritised security. She cited a practical example of a situation where there would be a searching of the cells by the Emergency Support Team (EST) a night before the learners wrote a test. She was quoted saying: *"... during this search learner will be bullied and their books and other school material will be thrown all over the place by these correctional officials and when we meet the learners in the morning for the test they will be so demoralized such that they will even tell us that they are quitting school. The social environment is very hostile to our learners sometimes and this makes their rehabilitation efforts useless and ineffective"*.

The third AET educator's take on this question was that when they were still operating in their vocational training workshop, the environment was conducive for rehabilitation to take place because of the set up at that time. That according to him was because their trades were feeding off each other. The social environment was such that juvenile offenders were rotating in all three trades so that by the time they completed their sentences, they are well rounded, remarked the third AET educator.

According to the fifth respondent, the social environment was conducive because after hours, learners had ample time to do their schoolwork, especially if they slept in the same cells. She also mentioned that the school going juvenile offenders had been separated from the other offenders who did not participate in school and education programmes, therefore they carried on even after hours to work in groups on tasks that had been given to them by educators.

The last respondent responded to this question by stating that of late he could say that the social environment was gradually improving. He was of the view that previously the environment was not conducive because they used converted detention cells to classrooms, which did not have a school atmosphere like they were experiencing now that the school was located outside the correctional centre. The school infrastructure on its own created a social environment which was conducive to teaching and learning, concluded the fifth respondent.

6.2.4.4 THE ROLE OF EDUCATION IN REHABILITATION

Educators were also asked to share their understanding of the role played by education in the rehabilitation of juvenile offenders. The deputy school manager responded to this question by indicating that education impacted positively on juvenile offenders. His observation was that there was a vast difference between school-going offenders and those who loitered around in the section doing nothing for the whole day. The deputy manager was captured saying: *“... these differences may manifest themselves amongst others in the improvement of personal abilities. Juvenile offenders who go to school end up finishing matric and enrol in institutions of higher like University of South Africa (UNISA). On completion of their academic qualifications, they will be legible for employment and thus desist from participating in criminal activities”.*

The third respondent felt that education went a long way in changing the lives of juvenile offenders. She made an example of a juvenile offender who was once in her class in Grade 11. That learner was a bit older than the rest of the learners in class, but he was so determined to finish his matric, said the third respondent. On completion of matric, the said learner on his own initiative enrolled at UNISA. This was after he was released on parole, further explained the third respondent. The third respondent was quoted saying: *“... during his tenure as a university student, this former learner used to come back to consult me about his university studies, and when I asked him why he was so determined to finish his studies, his answer was education in the correctional centre really changed him. So, this is one of the examples of learners who have been impacted positively by our education programmes”*.

In her response to the question, the fourth respondent was captured as saying: *“... the impact of education on juvenile offenders’ rehabilitation depends on individuals. This is because when we trace the history of certain learners within the school, we sometimes discover that a certain learner started in lower grades until matric than university. And you follow up the learner you also discover that he has completed his degree and is employed or self-employed in some cases”*.

The fifth respondent was of the view that education indeed did rehabilitate. As a mathematics educator, he stated that he had seen ex juvenile offenders who were good in the subject volunteering their services and assisted learners in their neighbouring schools either on weekends or in the afternoon. That kept them away from the life of crime, remarked the fifth respondent.

According to the AET educator education played a huge role because most of the juvenile offenders who participated in their programmes would go as far enrolling at universities in pursuit of an academic qualification. She was quoted saying: *“... in most cases, these ex juvenile offenders do not come back as offenders again. However, not all juvenile*

offenders who excel academically become fully rehabilitated. A case in point was a learner who was released on parole after having passed his matric with flying colours and enrolled at Durban University of Technology (DUT) as a student. Unfortunately, this ex-juvenile offender relapsed back to crime, and he was electrocuted and died trying to break into a house in Durban North”.

The senior AET educator's view on this question was that education did have an impact somehow. However, she felt that external factors minimised the impact of education. These factors, according to the senior AET educator related to the fact that some juvenile offenders didn't have families, they were literally from the streets. Her observation was that when these juvenile offenders were still at school, they responded well. However, when they went back home, the harsh realities of their lives would come back to haunt them, and they would eventually return to the correctional centre. She further stated that they did not return because education programmes had failed, but because there was no support system for them outside. They had to hustle in order to fend for themselves and unfortunately that included engaging in unlawful activities, remarked the senior AET educator.

When asked this question, third AET respondent responded by saying: “... *there is no doubt in my mind that a juvenile offender who leaves with something to survive with outside will never come back to jail. A juvenile offender who gets paroled having received vocational skills will be able to get employment if not creating employment himself. As instructors in the technical section, we are encouraging our trainees to consider self-employment other than seeking employment since the criminal record may stop them from being absorbed by different employers”.*

The last respondent's response to this question was summarised as follows: “... *I regard education as the pillar of all rehabilitation programmes. I feel that education is at the centre of every rehabilitation efforts of juvenile offenders. A juvenile offender may have*

undergone social workers' programmes and those of psychologists and spiritual care workers, but if he does not possess the educational skills to compete in the labour market, there are greater chances that that juvenile offender might relapse into crime. My view is that education opens the minds of juvenile offenders, makes them realise where they went wrong and helps them to pick up the pieces".

6.2.4.5 DETERMINATION OF A REHABILITATED JUVENILE OFFENDER

Educators in Durban Management Area were also asked how they went about determining that a juvenile offender was rehabilitated. The deputy manager responded to this question, saying that it was not easy for him to make that judgement, but he could only assume that the offender was rehabilitated. He indicated that sometimes they might have a well-behaved juvenile offender who also excelled academically, but a few months down the line after his release, he would be found at Medium A as an awaiting trial offender. He indicated that he believed rehabilitation depended on individual persons and could not merely be judged by academic excellence and behaviour at school because it became a different ball game when the juvenile offender was confronted by the harsh realities of the circumstances which made him commit crime in the first place. The deputy manager was quoted saying: *"... I feel that at least those juvenile offenders who have completed matric from our school and completed their academic qualifications and are working or doing well outside, could be described as fully rehabilitated. Currently, there is an ex juvenile offender who is studying towards a Bachelor of Education (B.Ed.) degree at the University of Zululand (UNIZUL) who is doing his teaching practice in the correctional centre school. This ex juvenile Offender could be said to be rehabilitated, and his rehabilitation could be attributed to education".*

The second respondent's take on this question was that they could not really tell whether a learner was rehabilitated because the learners reacted differently to the educators and to the correctional officials. She also hinted that to them what they saw would be a juvenile offender showing respect for educators, his school, and doing well academically, which

made them as educators happy. She further indicated that learners react differently to different educators so she might say that learner so and so was her best learner but only to find that the same learner was the worst to the other educator. The second respondent was quoted as saying: *“... so in that manner I don’t think I can really give you a precise answer and view. When juvenile offenders come back to prison, I don’t think that that should be attributed to the failure of the rehabilitation programmes, but it must be attributed to the failure of the society he is coming from. Government, for example, fails the juvenile offenders on parole. Let me give you an example. There was this boy who was released on parole. When he got home, he was rejected by the family. This boy eventually left and stayed in the street and begged for food on the robots. This boy ended up coming back to prison. I so wish there could be a half-way house where juvenile offenders could be housed if they are rejected by their families for a certain period of time. Here they have turned around their lives, but the realities and environment outside bring them back to prison”.*

On answering this question, the third respondent identified behaviour as the major indicator, which showed that the juvenile offender or the learner as they called them, had changed or was changing. She also pointed out that sometimes they could tell when they were in class that whenever they gave a learner, certain instructions, he carried them out without any deviations. That according to her, was an indication that that person was rehabilitated, and he could reintegrate into the society. She further stated that there were certain elements within the same group of learners who did not respond well to their programmes. In other words, the way in which juvenile offenders respond to their programmes determined their state of readiness to reintegrate into the society as rehabilitated law-abiding citizens remarked the third respondent.

The fourth respondent remarked as follows: *“... when we are teaching, we are not just imparting knowledge as per content of the subject, but we also save time to observe the behaviour of the learners in class. We could tell that certain individuals are likely to cause problems when they are released and therefore try to deal with that re-offending*

behaviour possibility until there is an improvement. Based on our interaction with the learners, we are able to deduce the impact of our programmes on them”.

When asked the similar question, the AET educator responded by saying that with some learners they could tell that they were rehabilitated. She continued with her response by stating that they as educators normally looked at the changes in the behaviour of the learners from the beginning of the academic year. That as she further elaborated, may happen when sometimes they noticed a change in behaviour of a learner who when he first came to school was not well behaved if not plain rude. That according to the AET educator would be an indication of a rehabilitated learner.

The senior AET educator was quoted as follows: “... *Commitment on the part of the learner tells a lot. Where you have to keep on reminding the learner to be in class, do your homework, to bath. This will indicate that that offender is committed, and he know and regrets being in prison”.*

The fifth respondent from mainstream education cited the character change as the indicator that a learner has rehabilitated. She further remarked that rehabilitated juvenile offenders were also highly disciplined, and their academic performance improved for the better and that their level of commitment to schoolwork also changed. She also stated her observation was that the way juvenile offenders related with them as educators and fellow learners also changed.

The sixth respondent indicated that as far as he was concerned a yardstick that he was using was when a learner in grade 10 is about to be released and would come to him to ask for advice as to how should he go about continuing with his education outside, that to him was indicative of someone who has been rehabilitated. According the sixth

respondent, it was a sign that, that particular juvenile was not intending to lead a mischievous life of crime outside, instead he wanted to continue with his studies outside.

On answering this question, the last respondent responded as follows: *“... it’s not something that one can for certain say this particular is rehabilitated, we work closely with a dedicated social worker to deal with cases where social work intervention is required. But we can tell that a particular learner is changing if he gets less involved in malicious activities of the gangsters within the correctional centre. When the juvenile offender starts to solely focus on schoolwork, that is a sign that a learner is changing, or he has changed”*.

6.2.4.6 HOW PROGRAMME SUCCESS IS MEASURED

In this section of the chapter, educators were asked how they go about measuring the success of their programmes. The senior manager in her response remarked that after the learners completed their matric, they supported and assisted them to enrol at institutions of higher learning across the country. She cited the examples of their former learners who were now registered as Chartered Accountants (CA), qualified educators, engineers, or lecturers. She further indicated that some of their learners were currently studying at different universities and some were employed full-time or self-employed.

The deputy manager was quoted saying: *“... it is only through the results because as an educator you look at the percentage that you have achieved. Fortunately for our school for the past three years we have achieved 100% pass rate in matric. That has made us the best nationally in the Department of Correctional Services. We have even performed far better than the schools in Pinetown and surrounding areas. We are always sure that the first five positions of the schools within DCS will be our school called Usethubeni Youth School”*.

The second respondent commented by saying that their success rate was remarkably high. That according to her was based on the number of ex juvenile offenders who were the products of their school leading a crime-free and successful lives outside. She hinted that she had a colleague who lectures at Mangosuthu University of Technology (MUT), where she lectured part time. According to the second respondent, he matriculated in their school and thereafter pursued his tertiary education at DUT and was now lecturing at MUT. She believed that that was their success story as educators in delivering rehabilitation programmes for juvenile offenders.

On answering the same question, the third respondent stated that over the years that she had been there, there were learners that she had taught from grades 10 to 12. When they finished their grade 12, they registered in different universities and completed their degrees and were now working. She further remarked that some of them who were pursuing the teaching career came back to do their teaching practicals there in their school (prison school). Furthermore, she thought that that encouraged other learners to take their programmes seriously when they saw somebody who was a product of that school making inroads into the labour market outside although they were once in prison. Lastly, she indicated that they had some learners whom they had contact with even after they were given parole, who phoned to keep them abreast of the developments which were taking place in their lives.

On answering this question, the fourth respondent stated what motivated them was that they had achieved the 100% pass rate for a number of years. He was of the view that, that on its own was a yardstick that they measured themselves as educators to ascertain if there was any difference that they were making in the lives of their learners.

The AET educator responded as follows: *"... we have had learners in the past who had articulated from the then ABET 3,4 until they matriculated in our school. Some of these learners were enrolled at UKZN doing their degrees. So, we have had a lot of success with ABET because we had long term juvenile offenders who completed our programmes.*

But of late it is difficult to do follow ups on the progress of AET learners to mainstream because the mainstream section is no longer housed here. They are using premises outside the correctional centre. In terms of percentage, we can say we have about 40% success rate as AET”.

To answer this question, the senior AET educator indicated that their real test was AET Level 4 where they wrote an external examination which was set, moderated and marked nationally. When they passed this examination, the respondents as educators could tell that they had done well as a centre. She further remarked that in terms of measuring education as a tool to rehabilitate the juvenile offender, they measured it when the level 4 learner enrolled with TVET colleges and led a crime-free life and pursued a career which would keep him out of prison. In summarising her response, she felt that their programme’s success was determined by the juvenile offenders staying away from crime and not returning to prison.

The third AET educator responded by saying: *“...in terms of the success of our programme on the basis of re-offending, I would say some do come back as offenders again and some don’t. In most of the cases of juvenile offenders who come back to prison after having gone through technical education, is lack of support when they are outside. They don’t have anybody to sponsor them with adequate tools to start their businesses. The support structure is inexistence at all. The only people who are there for him are the very same people who made him commit crime in the first place. This results in this juvenile offender mixing with them and continuing with his previous mischievous activities which land him in prison yet again”.*

The fifth respondent responded to this question by stating that their success academically was measured by passing matric. He continued with his response and indicated that they encouraged and assisted learners to register with institutions of higher learning like UNISA, which offer distance learning. He also stated that learners who were still serving

their sentences, were personally assisted by him in the computer laboratory to apply online for admission at UNISA and for the National Students Financial Aid Scheme (NSFAS). He further remarked that he also assisted them in getting study material after they had eventually registered at UNISA. It was at this stage that he would think that their education programmes would have been successful since the learners would have articulated from basic education to tertiary education, remarked the fifth respondent. He was also quoted saying: *“... the cherry on top would be when the learner does not relapse to crime. You sometimes find a situation for grade 12 learners where they may qualify for parole to be released in June but choose to stay inside until they write their final examination in November because they know that should they go out; they might be disturbed by other “things” and end up not writing their matric. This to me it is a greatest test of character on the part of juvenile offenders”.*

The last respondent's account on this question is summarised as follows: *“... the formula that assists us to measure our success are the results that we get at the end of the academic year especially the grade 12 results. But before we get results, we sometimes observe that there are high levels of commitment of the learners to our programmes. This happens when learners are no longer being pushed to finish their tasks. They are no longer told to be in class after break, but when the educator goes to class, he/she will find them waiting. If five minutes lapses without the educator coming to class, they send a representative to enquire about the whereabouts of the educator. This a demonstration of the impact that our programme would have had on them where they take ownership of the programme. With grade 12 results, that's a cherry on top. We had for the past three years received 100% pass rate. Our school is always on the media, print and electronic. This demonstrates the success as well of the programme. We have produced learners in our school who are CAs, educators, businessmen, lecturers etc. this again points to the success of our programmes”.*

6.2.4.7 THE EFFECTS OF CRIMINAL RECORDS ON REHABILITATION

This was a very critical question to be answered by educators since they directly contributed towards the production of human resources in the country. The senior manager's opinion on this matter was that the criminal record was very problematic for their learners to get employment in industries where their criminal history would disadvantage them. However, she indicated that she had taken an initiative to engage directly with the South African Police Services to try and assist the learners to apply for the expungement of criminal records. According to her that initiative was bearing fruits.

The deputy manager's opinion on this issue was that criminal records impacted negatively on the future prospects of their learners. He remarked further as follows: *"... although criminal record may be expunged after 10 or so years, as we were informed, but the boy has qualified now and wants employment now. As a Business Economics educator, I normally advise them to think along entrepreneurial lines. If they pursue this line of thinking it will make them be their own bosses and provide employment to others even those who will be coming out of prison. DCS should be the first department to employ or absorb our juvenile offenders because the department invests a lot of money in producing a rehabilitated offender. If the department is rejecting its own products, who does it think will embrace and absorb ex juvenile offenders. DCS should set an example by absorbing people who are their products who know and understand the dynamics of the correctional setting. Once DCS has done this the private might also have confidence in ex-offenders and absorb them as well according to the skills that they will be bringing".*

On answering the question, the second respondent made the following submission: *"... it is very problematic because after completion of a qualification once the boy goes out to seek employment and it is discovered that he has a criminal record, he is automatically out. The system does not even check the nature of crime and the circumstances under which crime was committed, the interventions and their effects which were used to deal with criminal mindset of this individual. All what happens is that a name clearance is done*

at criminal bureau and a record is discovered and it's thank you...goodbye. There goes the future of young men who has done a lot to change his life around but find rejection because of his past".

The third respondent reported the criminal record was a major challenge to their programmes. He continued to mention that to try and deal with that, the school once invited a certain Brigadier from SAPS to explain to the learners the procedures that were supposed to be followed when applying for the expungement of a criminal record.

The AET educator gave an account of a situation which once prevailed where their former learners who were employed by a certain company but in the process the employer after some time discovered that they had criminal records. She further reported as follows: *"...fortunately, these boys had provided our former school principal as their reference. So, the former school principal was called to the company and he went there and explained the programmes that were delivered to those boys and their impact. The employer fortunately, took the principal's word and believed him and he allowed them to continue working. There may be some employers who may not go an extra mile and try to ascertain as to what were the events that led to the crime and what interventions and their effect were delivered to the ex-juvenile offenders like the previous employer did. This therefore means that our ex-learners will be disadvantaged by the fact that they have a criminal record. We are of the opinion though as educators that we need to reopen the skills or technical education wing of our programme because once our learners who are not good academically are identified, we will refer them to skills training."* During the interview she also quoted saying: *"... people with such skills as carpentry, welding etc. don't need to go out and seek employment but they can create employment. Our learners have to be encouraged to be self-employed. At the moment, the skills training component has not been operational for about four years now".*

The senior AET educator's response was that criminal records impacted juvenile offenders to such an extent that sometimes learners asked why they should continue with rehabilitation programmes when they would go out with the stigma of a criminal record.

According to the third AET educator the criminal record was a big challenge. He hinted that there were certain employers who asked potential employees to declare their criminal history but not with an intention to isolate them. He shared a story of a juvenile offender he once referred to a friend for employment as *follows ".....I once recommended one boy to a guy who owned a hotel. At first this boy did a job in this gentleman's house and he did it exceptionally well. Then this guy recommended him to his friend who also owned a hotel. He was also impressed with his work and he offered him a permanent job and subjected him for interview. During the interview this boy disclosed that he was still a parolee and this guy was shocked that this boy was an ex offender. Then they called me and asked me if this boy was once in prison. The employer indicated that it was good that this boy disclosed. As we speak now this boy is a maintenance manager of that hotel. So, the criminal record did not stop him from being employed. However, we can't run away from the reality of the negative impact it has for some. In essence, it depends on the policies of different companies"*.

The fourth respondent from mainstream education thought that the criminal record was problematic. She was of the opinion that their learners left the correctional centre rehabilitated but when they got back to society, they were subjected to another 'punishment' because of the criminal records. She found that unfair and going against everything that they had done to turn around the offending behaviour of juvenile offenders. She further hinted that when ex-juvenile offenders were rejected because they had a criminal record, that was an invitation for them to go back to crime where criminals would warmly receive them. She remarked that DCS should lead by example and be the first government department to absorb its 'products'. Her view was that if DCS did not have confidence in the people it claimed to have rehabilitated, how could other departments and private sector absorb ex juvenile offenders into their systems.

The sixth respondent's response can be summed up as follows: *"... I had experiences of ex-juvenile offenders who are working and have no qualms with the criminal record. But this depends on different companies, the nature of the offence and whether or not the ex-juvenile offender was honest by declaring that he has criminal record. But in general, a criminal record is problematic for juvenile offenders' employment prospects".*

In his attempt to answer the question, the last respondent indicated that they did their part in rehabilitating the juvenile offenders, but they were aware that the criminal record could be expunged at a certain stage. He cited the experience they had of a former learner who had just graduated with a B. Comm degree from the University of KwaZulu-Natal (UKZN) who had a problem with a criminal record. They approached Brigadier Bhengu who was currently assisting that ex juvenile offender with his application for the expungement of a criminal record. The last respondent was also of the view that DCS should be leading the pack in employing ex-offenders. He suggested that these offenders may be placed in components of the department where they may not necessarily come into contact with the offenders currently serving their terms of imprisonment.

6.2.4.8 THE ADEQUACY OF POLICIES AND STRATEGIES FOR REHABILITATION

The educators were asked if the policies and strategies that they were using to deliver rehabilitation programmes were adequate or not. The senior manager responded by highlighting the fact that policies were more inclined to security than rehabilitation. She further indicated that DCS policies did not take rehabilitation seriously, especially education. As educators the senior manager felt that DCS policies did not recognise them even when it came to remuneration. Their salaries were not equitable to those of custodial staff members. She also remarked that they worked directly with juvenile offenders for eight hours but they were categorised as non-centre based employees yet their counterparts with whom they work shoulder to shoulder on a day to day basis were categorised as centre-based and were far better remunerated than they were. The senior manager also reported that there were educators who were employed in 1999 but they had never

been promoted. In this regard, she felt that DCS policies and strategies were hostile towards them and did not recognise their services as important.

The deputy manager's account in this regard was that policies and strategies were gradually appearing as stumbling blocks in some of their activities as educators. He indicated that there were certain protocols, which had to be observed when they had to be visited by a school from outside to engage learners in extra-curricular activities. The same applied to subjects like Life Orientation where learners had to do practicals in the soccer field but could not because DCS policies were more inclined towards security.

The third respondent felt that there were policies which were assisting them and there were those which were working against them. As a Geography educator she could not take learners for an excursion to see landscapes and sand dunes because DCS policy did not allow for that.

The fourth respondent indicated that when it came to their core business, they were using policies and strategies from the Department of Basic Education since they were using their academic calendar and curriculum. He also suggested that a policy must be developed which would compel all juvenile offenders to participate in education programmes.

On answering this question, the AET educator reported that as far as she was aware there was no education policy at DCS. The policy that she was aware of and she was using was that of the Department of Basic Education. Since they were using DOE policies at DCS there were bound to be conflicts because those were two completely different departments, said the AET educator. The example that she cited was that DCS did not have the learner material that was required by DOE to compile portfolios, and that

therefore resulted in them as educators having to ask for help from AET centres in their region. In all that, Ms Dladla indicated that they don't get any support from DCS.

The senior AET educator remarked that when it comes to policies it was better to close that file because if you stick to DCS policies as an educator you would never be able to function. For instance, policy stated that in every classroom there must a correctional official standing guard during teaching, but it was not happening. The senior AET educator thought that that was not possible because there were always shortages of personnel in the sections.

The fifth respondent in this regard was quoted saying: *"... in summary the policies in their current form and shape are not in line with what we would ideally like to achieve as educators given the peculiarity of the learners at our disposal. DCS policies are in conflict with the ones where our services belong, which is DOE policies. It is sometimes very difficult to implement one department's policy in another department. The term corrections must really be made to mean the same thing to everybody within DCS. Even though security is important, but the corrections part is still a mystery"*.

The sixth respondent's response can be summarised as follows: *"... policies that we most often use are those of DOE instead of DCS. When there is a circular from DOE we receive and implement it as per DOE policy. DCS policies are more focusing on security and they are clashing with those of DOE. So as far as I am aware there is no clear policy at DCS that speaks to education as I know it"*.

The last respondent was quoted saying: *"... there is no policy on education at DCS for a full-time school. We use the policies, strategies and the calendar of DOE. Very often you find that there is bound to be conflicts between the two. In our curriculum for instance, we*

have LO which requires practicals, but these can't be done because the DCS policy focuses more on security".

6.2.4.9 CHALLENGES FACING IMPLEMENTATION OF EDUCATION PROGRAMMES

Educators were asked to share experiences of the challenges that they came across with during the delivery of education rehabilitation programmes. In her response, the senior manager was quoted as saying: *"... challenges are very huge because we are in a department where everybody claims to know something about education when in actual fact, they know nothing. The senior management don't ask us as educators as to what is expected of us in the education fraternity. The powers that be failed to understand that as educators we have specialisations and therefore, we can't teach everything in the curriculum. If you state that there is a shortage of educators, they ask you how many learners do you have in your enrolment. If for example you say there are 162 learners, they will divide 162 by 25 and tell you that you only need 6 educators. These six educators are expected to teach in grades 9, 10, 11 and 12".*

In attempting to address this question the deputy manager remarked that sometimes when there was an educator who left and needed to be replaced as a matter of urgency, it took too long for DCS to get a replacement. This according to the deputy manager was because DCS did not take rehabilitation and education of offenders seriously. Another challenge which was identified by the deputy manager was that sometimes because of security issues, the learners arrived late for school which hampered the entire programme for the day. Lastly, he reported that sometimes when there was a union meeting, they had to close the school early because custodial staff are compelled to attend.

The second respondent's account in this regard was that learners were sometimes brought to school late, which resulted in their day programme starting late as well. She felt that they were not getting the necessary support from management either at

management level or provincial levels. The management would only be visible when matric results were released and their learners had excelled, reported the second respondent. *“Provincial and local senior management would take over the show and do interviews instead of educators who were doing the donkey work from the beginning of the year without any support,”* quipped the second respondent. She however indicated that she was not suggesting that management must not be there when results were announced but they must be visible throughout the year.

According to the third respondent the first challenge facing educators was the fact that they were offering a service which belonged to another department. She also felt that SRAC programme was very difficult to implement under the conditions they were operating.

The AET educator picked up English as a medium of instruction as a big challenge especially for learners in AET levels 1 to 2. She indicated that when she first came to teach in AET she was employed as an English educator and was shocked by the levels of proficiency in the English language. Another challenge which was registered by her pertained the shortage of educators.

The senior AET educator hinted on the many regulations at DCS. She indicated that that was solely because security came first and rehabilitation last. According to the senior AET educator DCS management would address last issues that pertain to rehabilitation, especially education. She referred to the situation they were currently facing where they had 18 learning areas in AET and there were only three educators who were expected to teach all those learning areas. The human resources for the whole centre was seen as a challenge since on other days, school would not operate because there would be a shortage of custodial personnel.

According to the third AET educator the major challenge that faced the technical section when it was operational was its location. The workshops were not supposed to be located under a building because that would be hazardous since the machines that were used there may explode and kill the occupants of the building structures above them, he remarked.

The fourth respondent thought the challenge was lack of cohesion between custodial staff and educators. One area that was identified as a concern was that they treated the same individual differently. When the learner was at school, he was treated differently from the manner in which he was treated in the section and that therefore caused a confusion to the juvenile offender and friction between educators and custodial members concluded the fourth respondent.

The fifth respondent responded by identifying the shortage of resources for Grade 9 as the main challenge. According to him the reason for that state of affairs was that Grade 9 was new in the mainstream education in their school. He identified the second challenge as DCS putting more emphasis on security at the expense of rehabilitation. His subject required a lot of practicals in order to have meaning but unfortunately the learners could not do practicals because of security.

On answering this question, the last respondent pointed out that sometimes they experienced late coming of learners to school for security issues. As a result, the educators missed a lot of teaching time. Educators offered to teach on weekends but they were not allowed to do that for two reasons: (i) they could not be paid over time because they were educators (ii) there would not be sufficient personnel to work at school, reported the last respondent. He also highlighted that as educators they felt that DCS did not take education seriously and did not respect them as professionals. Another big challenge which had monetary implications was that of their classification as non-centre based when they were in fact working directly with offenders, further explained the last respondent.

He continued to state that the Senior Correctional Official (SCO) in education was earning far less than the SCO who was a custodial member, even if they were working together at school. That demoralised them a lot. According to him another challenge arose when they had to invite outside schools to engage their learners in extra-curricular activities where they could not do that because of security.

6.2.5 EX-JUVENILE OFFENDERS ACCOUNT ON REHABILITATION PROGRAMMES

As stated in the Chapter Four, another set of participants in the study and the source of data were ex-juvenile offenders who once participated in the rehabilitation programmes when they were detained at Medium D or Youth centre.

6.2.5.1 REHABILITATION PROGRAMMES AND HOW THEY HELPED WITH REINTEGRATION

Ex-juvenile offenders were asked if they participated in the rehabilitation programmes and if these programmes assisted them to reintegrate into society. Mbodla (not his real name) responded by admitting that he indeed participated in the programmes. Mbodla stated that he was particularly assisted by the restorative justice programme, which was offered by the spiritual care workers to reconcile with the victim of his crime. This, therefore, made things easier when he went back to his society because he met with his victim before he went out on parole. Mbodla also indicated that education was also instrumental in his reintegration to society. This, according to him, could be attributed to the media attention he received as a result of passing matric with flying colours. So, when he was eventually released, his academic achievements were already known by his society and he was already studying through UNISA doing a B. Comm degree. In a nutshell Mbodla stated that these rehabilitation programmes made him change his criminal ways and thinking.

In responding to the same question, Msobhetswayini (not his real name) remarked that he also participated in the rehabilitation programmes. Msobhetswayini indicated that they helped him a lot and singled out school as a place where his shattered hope about the

future was recovered. He mentioned that school brought him hope that had already been lost. He further mentioned that when he was arrested, he had already quit school and never thought that he would ever go back to school. However, when he was admitted to Medium D and was told that there was a school there, he did not hesitate to enrol at school. Msobhetswayini continued by explaining that as a result of education that he got inside and the subsequent Diploma in Information Management he got from DUT, he was able to reintegrate into his society.

Ndodembi (not his real name) on answering this question acknowledged that he participated in the rehabilitation programmes and that they assisted him to reintegrate into society because that was what they were meant to do. He indicated that the expectations that were expected of him back in the society were addressed by some of the rehabilitation programmes.

According to Mehlemamba (not his real name), he did participate in the rehabilitation programmes and he singled out the life skills programme as having assisted him a lot to reintegrate into his society as the programme taught him how to plan on a long-term basis. Mehlemamba further mentioned that the life skills programme taught him to have a vision and look at a bigger picture instead of being influenced by the short term. Attendance in life skills prepared Mehlemamba for the outside challenges that he was facing now.

Skobho (not his real name) in answering the question stated he did participate in the programme. According to him the rehabilitation programmes made him to see life in a different way. That made him to be able to reintegrate into society.

Ntandane (not his real name) participated in the rehabilitation programmes and he stated that these programmes taught him how to behave and refrain from committing crime. This, according to Ntandane was the reason it was easy for him to reintegrate into society.

According to Ntandane the rehabilitation programmes empowered and taught him to accept his circumstances and not to compare himself with his friends who came from the well to do families.

According to Khuzimpi, (not his real name) he also participated in the rehabilitation programmes. Khuzimpi attested to the fact that these programmes assisted him to reintegrate into his society. Khuzimpi stated that the programmes helped him to realise who he was and what was his purpose in life and what he wanted to achieve. He further stated that the programmes equipped him with skills to survive in his community and to be patient as impatience was one of the factors that drove young people to crime.

Ndukuzempi (not his real name) participated in rehabilitation programmes. Ndukuzempi mentioned that attending these programmes assisted him a lot in as far as teaching him how to treat people with respect in his community and at home. He remarked that he was empowered with skills to lead a crime-free life on his release.

Ndodemnyama (not his real name) acknowledged his participation in rehabilitation programmes. He remarked that these programmes assisted him a lot as they taught him not to mix with the wrong crowd and stay away from trouble. That made Ndodemnyama reintegrate easily into his society. It was also through these programmes that Ndodemnyama took a conscious decision to desist from committing any form of crime and respected the young and old in his community.

Mdlwane (not his real name) in response to this question indicated that indeed he participated in the rehabilitation programmes. Mdlwane remarked that the rehabilitation programmes gave him something that he did not have when he was arrested for armed robbery, which was education. When he was arrested, he was already a dropout, and therefore his incarceration gave him an opportunity to go back to school. Mdlwane

eventually matriculated, and when he was released, he brought something back to his society as a demonstration that he was a changed young man. After finishing he also enrolled with UNISA where was studying a B. Comm Economics degree. These achievements made it easy for him to be accepted back to his community. Mdlwane wanted to emphasise that when he was arrested, he was not a problematic child in his society; instead, he was known as a respectful child who surprised everybody when he was arrested. This, therefore, according to Mdlwane also made it easy for him to reintegrate into society.

6.2.5.2 EX JUVENILE OFFENDERS' DESCRIPTION AND EXPERIENCES OF REHABILITATION PROGRAMMES

In answering this question Mbodla stated that there were rehabilitation programmes which were very effective and equally there were some which were less effective. He further indicated that rehabilitation programmes were not compulsory, therefore, if you were not a self-driven person you wouldn't have participated and benefitted from them. Mbodla remarked that as a person he made a conscious decision to participate in those programmes hence it was easy for him to get rehabilitated. He further emphasised that the effects of rehabilitation programmes on him was as a result of his willingness to change.

Mbodla was of the firm view, from his experience of rehabilitation programmes that the majority of juvenile offenders came out of the system not rehabilitated. This was not because those programmes were not working but because those who were supposed to benefit and learn from programmes were not willing to benefit nor learn from them. He believed that rehabilitation was a willing process. Mbodla also indicated that he was actively and fully involved in education programmes as well as spiritual care. He did grades 10, 11 and 12 at Usethubeni Youth School, a school within the correctional centre. According to Mbodla's observation and experience, correctional centres were not designed for rehabilitation, but they were designed to 'store/keep' humans who were in conflict with the law. He regarded correctional centres as places to keep humans who

were not wanted by society. However, Mbodla further indicated that the new government was trying to change but it was only changing policies; the infrastructure remained the same. Mbodla equated that to soccer players playing soccer on a rugby field where they had to use soccer rules, but the field remained a rugby field.

On the same question Msobhetswayini felt that of all rehabilitation programmes which were available to him, school or education made a great impact and changed his life for the better. He remarked that when he was enrolled at school, he saw it as an opportunity which evaded him when he was outside. Msobhetswayini stated that when he was arrested, he had already quit school at Grade 9. On admission to the centre, he was at AET level 4 which he passed and went to Grade 10 then 11. When he was released, he was in grade 11. When Msobhetswayini got outside he did not go back to school as he promised himself before he was released. However, a change of mind happened when there was a huge media coverage of the matric results of the juvenile offenders of Usethubeni Youth School. Msobhetswayini was so inspired when he saw the faces, he knew on television who have done well in their matric such that on that year he went to a local school and registered for matric. The faces that Msobhetswayini saw were familiar and he thought, had he been still in the correctional centre he would have matriculated with that group. He remarked that he became 'jealous' but inspired at the same time. Eventually he passed his matric with a bachelors and enrolled at Durban University of Technology for a National Diploma in Information Technology.

Ndodembi's response to this question was that school or education assisted him a lot as a rehabilitation programme. According to Ndodembi school was a positive factor, particularly to those juvenile offenders who were the school dropouts and those who had never been to school at all. Ndodembi further remarked that sometimes education assisted them in improving their grades or results, especially those like him who entered the school already having matric, but which was very bad. Ndodembi ultimately improved his matric and qualified to enrol at a university.

Mehlemamba's response to the question was that he participated in life skills which were designed for the juvenile offenders who were about to get parole. He stated that the intention of these life skills was to prepare the offenders for the challenges that they were about to encounter on their release. Mehlemamba recalled in his first where they were asked to relate and mention animals that they thought they shared their behaviour, mind and attitude with and explain why they chose those animals. He remarked that that exercise helped him to discover who he was.

Skobho responded by saying that the rehabilitation programmes made him see things and life in general differently. He further hinted that because of the pressure of gangsterism which was against the rehabilitation programmes, it was not easy for him to participate in them because of the stigma of being labelled as 'weak' if you were attending them. Skobho mentioned though that because he wanted to change, he defied those who were opposed to and negative about the rehabilitation programmes and took a decision to go to school. That decision paid off for him because he eventually passed his matric and was now registered at the University of KwaZulu-Natal where he was studying towards the Bachelor of Law degree (LLB).

On answering this question, Ntandane was quoted saying: *"...Most of the juvenile offenders with whom I attended these programmes don't stay long after their release from prison. This could be attributed to the bad influence of their friends and the kind of company that they keep after their release from prison. I can therefore safely say that these programmes help a lot, but all depends upon an individual person. Those who want to be assisted by these programmes do come out of prison as changed individuals who are law-abiding citizens".*

Khuzimpi remarked that he realised that the correctional centre was not his or any young person's place because it was really tough there. He stated that the rehabilitation programmes made him realise that family was very important in his life and that it was

important for him to lead a crime-free life. Over and above that, Khuzimpi indicated that you could lose your life as a young person when you continue with crime.

To respond to the question, Ndukuzempi stated that the rehabilitation programmes assisted him on his journey to self-discovery. He added that he now knew how to live with people without causing trouble or harm to anyone. He indicated that these programmes empowered him with life skills that he was able to apply in real-life situation outside the prison. Khuzimpi also remarked that he realised that life in prison was “better” than life outside because at least they had a shelter, they were provided with meals, toiletries, bed, and water. but outside things were very tough such that most of his friends who could not apply the resilience skills that they were taught by the social workers, were back in crime, and some had been arrested. He made a comment where he hinted that social workers warned them about the realities that would prevail when they were outside and equipped them with sufficient skills to deal with such.

Ndodemnyama’s response was that being in the correctional centre and going through the rehabilitation programmes made him realise that crime does not pay. Rehabilitation programmes assisted him to reflect on himself and thought very hard about what he wanted to become in life. This self-reflection resulted in Ndodemnyama’s criminal mentality changing.

Mdlwane said being part of the education programmes provided him with a golden opportunity to focus on his high school education without having to worry about petty things which people his age was distracted by outside. He indicated that he found himself learning in an environment where he would worry less about flashy lifestyle but ensured that he was performing well academically. Mdlwane also participated in the spiritual care programme where did the bible study lessons, which helped him to repent. However, Mdlwane’s observation of the rehabilitation programmes was that they were not structured in such a manner that were focusing on dealing with the causal factor of crime.

He cited an example of a person who was arrested for theft to satisfy his craving for drugs. When correctional officials caught this offender smoking drugs, they would punish him instead of dealing with his addiction.

6.2.5.3 RECEPTION BY FAMILY/COMMUNITY AND WHETHER THEY ARE LEADING A CRIME-FREE LIFE AND WHY

Ex-juvenile offenders were asked how they were received by their families or communities and whether they were leading a crime-free life now and why.

Mbodla's response to this question was that he was well-received by his family and community because of his excellent academic performance in matric, which was publicized by the media. Mbodla hinted that he was already in the media for good reasons whilst he was still incarcerated. Mbodla was influencing young people in his township, positively as a role model. He also hinted that some parents even brought their mischievous sons to him to advise about the dangers of being involved in crime, and he felt good about his new role. He mentioned that he was leading a crime-free life because he was a university graduate and self-employed. He stated that he was a proud employer of four university graduates in his Property development company.

Msobhetswayini hinted that he was received in different ways. His family was very receptive and supportive of him because when he was still inside, they visited him and attended the parents' meetings that were called by the school principal to report on the academic progress that learners were making at school inside. Msobhetswayini therefore, felt that his family was already aware of the remarkable rehabilitation strides that he had already taken. On the other hand, he was quoted as saying: *"... Surprisingly, my peers and friends with whom we used to crime before I was incarcerated, they were seeing somebody who is more advanced now in crime because of the amount of years I have spent in prison. Some of them even went to an extent of inviting me if there was any crime to be committed because they thought I would come with strategies would ensure success of the intended criminal arrangement, as a "graduate" from prison. They came*

to me and begged me to continue where we ended before I was imprisoned. These are people who were from my neighbourhood and society. Some people have this mentality that when you are coming from prison, you have acquired new techniques and skills of committing crime. He also indicated that at first, his community would suspect him every time a criminal incident takes place in the area. Msobhetswayini also mentioned that he was leading a crime-free life as he was now employed as a lecturer in one of the institutions of higher learning”.

Ndodembi's stated on the issue of acceptance or rejection that when he was released from prison, he went to the community which did not know him at all. However, he hinted that they heard from the grapevine that he was an ex-convict. Ndodembi explained that because of his good behaviour and respect that he was demonstrating they started to accept him. His family received and supported him well. He further stated that there is nothing which is as frustrating as being rejected by your family as an ex-juvenile offender. He hinted that he knew of some of his friends who are back in prison because they were rejected by their families. On the issue of crime, he stated that he was no longer involved in crime because he was working permanently at Toyota SA and was married with three kids. It was important for him now to lead a clean life since there were people now who looked up to him as a father and husband.

On answering the question, Mehlemamba was quoted as saying: “.... *they received me with warm hands. Most of them in my family have been longing to see me. My friends invited and took me to visit places that were not there before my incarceration, for example, Bridge City Mall in KwaMashu. But it was a little bit for me because when I got out both my adopted parents who raised me had passed on. This was a big challenge for me to accept that I was an orphan*”. Mehlemamba mentioned that he was leading a crime-free life now and was a student at the University of Zululand, where he was studying towards a Bachelor of Education (B. Ed.) degree.

Skobho's response was that quoted as follows: "... *my family did accept me well when I came back from prison. As for the community, it was the opposite as they did not welcome me the way I expected. They treated me very badly. Even today, they still look at me as a criminal*". Skobho indicated that he was no longer involved in crime because he was studying towards a Bachelor of Law degree at UKZN.

On answering the question, Ntandane mentioned that there were some people within his community who were not happy and uncomfortable with him in their surroundings. He further stated that some of these people did not even know his face, but they had just heard that there was somebody called Ntandane who was an ex-convict in the area. That changed their attitude towards him for no reason, cried Ntandane. He concluded his response by stating that his family, the people who mattered most to him received him very well. He also hinted that he was no longer involved in crime even though he was not employed. He took a conscious decision not to get involved in any form of crime.

Khuzimpi's response was that his family received him very well because they visited him when he was still incarcerated, and they were aware of his participation in rehabilitation programmes and the effects that this was having on him. Whilst he was still inside, Khuzimpi made a promise to his family that the life of crime would be history after his release. Khuzimpi further stated that his community was not as hostile as he thought it would but instead the members of the community received him well. They gave him the benefit of the doubt even though they were a bit sceptical during the early days, weeks and months of his release from prison. Khuzimpi is not involved in crime anymore.

Ndukuzempi, on answering this question, felt that he was well-received by his family, and so was his community. However, he mentioned that it was tough at the beginning, but as people got used to him, they realised that he was really a changed young man who was determined to lead a crime-free life.

On answering the question, Ndodemnyama was quoted saying: *“... my family received me very well. They started taking note of my journey towards changing when I was still in prison. They attended parents’ meetings which were called at least three times a year by educators at our prison school. So, when I was eventually released, they knew that I was a changed person, and hence, it was easy for them to embrace me. It was, therefore, easier for the community to accept me back since the good news of my rehabilitation was communicated to them well before I was released. It was a matter of time before they saw for themselves that I was indeed changed”*. Ndodemnyama also mentioned that he was no longer into crime as he was now employed even though it was not a permanent job.

Mdlwane’s response to this question was that since his family had been visiting him regularly while he was incarcerated, they were well aware of his journey towards rehabilitation, therefore, they were looking forward to him coming back home. Hence, they received him very well. Mdlwane went further and mentioned that before he was incarcerated, he was not a problematic child in his family and in the neighbourhood. He was known in the neighbourhood as a very respectful, hence the members of the community were shocked when they found out that he had been arrested for armed robbery. Since the members of community and family have confidence in him that he won’t re-offend, Mdlwane stated that it was for that reason that he was self-driven to lead a clean crime-free life. He also mentioned that he was permanently employed and engaged to his fiancée and had two kids who looked up to him now as a father.

6.2.5.4 CIRCUMSTANCES WHICH LED TO CRIME AND CHANGES THEREOF

Ex-juvenile offenders were asked to share the circumstances which led them to commit crime and whether these circumstances have changed.

Mbodla responded to this question by indicating that he was influenced more by the stage and the economic challenges he was experiencing at the time. He hinted that adolescent stage went hand in hand with bad influences in Lamontville township. The era that they

were in was just after the 1994 elections where there were so many misconceptions about what democracy meant for the young black people. As young people, they believed that everything that whites owned, belonged to them, therefore, it was not wrong for them to recover what belonged to them no matter how. Mbodla further stated that they had a feeling of entitlement and therefore did not think it was illegal to “take” away from whites something that they thought “belonged” to them as black people. He also indicated that there were so many of his friends who were sentenced to life imprisonment because of these naïve circumstances. Mbodla continued with his response and mentioned that there was no political education as to what freedom meant to them. Another area which was mentioned by Mbodla was the showing of Yizo-Yizo a gangsters’ series which was shown on SABC 1. This series was about drugs and gangsters who were terrorizing their communities, and teachers at school. Mbodla stated that every young person in the township wanted to emulate the main feared characters like Papa-Action and Chester. In Lamontville, Mbodla stated that he was feared the same way Chester and Papa-Action were feared in the SABC 1 series. Under these circumstances, Mbodla was arrested and was sentenced to imprisonment. However, according to Mbodla, all these circumstances had changed.

Msobhetswayini responded to the question by stating that he got involved in crime as a result of peer pressure, his poor background and his attraction to a colourful lifestyle that he and his parents could not afford. He mentioned that sometimes he could see his friends from well to do families wearing designer clothes and would envy them. That made him try ‘other’ means to finance his desired clothing style. All that Msobhetswayini was doing was trying to fit into the circle of his friends. He, however, mentioned that these circumstances had changed as he was grown up now and working permanently as a lecturer.

Ndodembi answered this question by saying: *“...I think it was more peer pressure more than anything else. We were influencing each other badly as young boys. I went astray because of street influences. Yes, they have changed because I am matured now, I can*

make my own sober decisions without any external influences. I am able to rationalize every decision that I take”.

On answering the question, Mehlemamba mentioned poverty, peer pressure and the absence of his biological parents in his upbringing. The absence of Mehlemamba's parents was not because they were dead, but it was because his mother abandoned him at an orphanage, and he was adopted by a couple that was unable to bear children and they brought him up. When Mehlemamba was still in incarceration, both his adoptive parents passed away.

Skobho's response to the question was that he grew up without parents and therefore did not have any sound financial support as well as spiritual support. Skobho, therefore, ended up doing things on his own to fend for himself and to take care of his needs. He further indicated that there was a way other than crime that would have assisted him to survive. Skobho mentioned that these circumstances had not changed at all however what had changed was his attitude towards crime and life in general which could be attributed to the rehabilitation programmes that he went through while he was incarcerated.

On answering the question, Ntandane was quoted saying: *“... I would say it was more the bad influence of the people I called my friends. I subdued myself to peer pressure. Yes, they have changed. Because of the hardships that I have experienced as a result of my incarceration and the positive impact of the rehabilitation programmes, I am changed man and can no longer subject myself to being negatively influenced by my friends. I can now separate the wrong from the right”.*

Khuzimpi stated that poverty at home was a driving factor. He highlighted that sometimes they would sleep on empty stomachs because really there was nothing that his mother could have cooked. He further mentioned there was also a lot of pressure from the

learners he went to school with. He wanted to look like them and did not consider that their circumstances were different from his. According to Khuzimpi, that was when he got involved in crime. Khuzimpi indicated that some of these circumstances had changed and some had not. His mother was still unemployed, but at least now she was selling fruits and vegetables, and Khuzimpi assisted his mother at her 'table'.

Ndukuzempi's take was that he did not have the means to buy what he wanted as a young boy, and therefore, he resorted to crime in order to satisfy his financial needs. He stated that these circumstances had not changed at all. That was why he was still involved in crime to date. He mentioned that so far, he had been lucky that he was not back in custody.

Ndodemnyama blamed peer pressure and the fact that when he was still young and that he socialised with the wrong crowd. However, Ndodemnyama remarked that these circumstances had changed now that he was grown up, matured and working. He also mentioned that he had kids now who were looking up to him, and therefore, it would be irresponsible of him to go back to prison again.

Mdlwane identified the lack of education as a principal factor in him getting involved in crime. This made him think that there was another way to lead a quick, lavish and prosperous life other than crime. Mdlwane mentioned that he idolised notorious thugs in his neighbourhood as his role models. These people had never been employed but were driving very expensive cars and owned taxis in the neighbourhood. He further stated that when he grew up, people who were successful in his area were thugs and therefore to him thuggery life seemed to be a way to go if you wanted success. Mdlwane hinted that his uncles who used to literally carry him on their shoulders were known thugs who carried guns in his area. His uncles, therefore, introduced him to guns at a very young age. Mdlwane felt that these circumstances had changed. He was employed now, had a

fiancée and two kids, and his uncles were in prison serving very long sentences, and some other thugs in his area were dead.

6.2.5.5 CHALLENGES FACING EX-JUVENILE OFFENDERS

Ex-juvenile offenders were asked to comment on the challenges, juvenile offenders face after their release on parole in their respective communities.

According to Msobhetswayini, the main challenge faced by the ex-juvenile offenders was the fact that they were not employable because of the criminal record and because of their education levels. Most ex-juvenile offenders came out of prison without requisite skills and qualifications needed in the job market. No employer wanted to employ the ex-convicts. He further indicated that another most painful challenge they were facing was the rejection by their families. After having gone through rehabilitation programmes and processes, Msobhetswayini felt that rejection would undo every effort made by DCS to turn juvenile offenders into law-abiding citizens.

Ndodembi's response was that criminal record was a big factor in that they were not employable because of it. He also highlighted that they had information that a criminal record could be expunged after ten years. However, he mentioned that it was imperative to note that life did not wait for them for ten years. Ndodembi stated that they ended up relapsing to crime because of that exclusion. Another challenge highlighted by Ndodembi was that of rejection by families, spouses and society. When this rejection happened, Ndodembi stated that there were people that were always ready to accept you back, and those were criminals.

Mehlemamba identified the challenges as relating to poverty, drugs, peer pressure and lack of mentors in their communities. Some juvenile offenders had no parents in their lives; therefore, they were exposed to any outside influences, good or bad. Mehlemamba hinted on witchcraft as one of the challenges ex-juvenile offenders face.

Skobho's account of the challenges faced by ex-juvenile offenders was quoted as follows: *"... there are so many challenges that we are facing ranging from the ill-treatment that we receive from the society. We are not treated as normal people by the society. This has negative impact on some of us such that some end up going back to crime because nobody really appreciates the effort that we have put in changing our lives for the better"*.

The challenges with Khuzimpi related to the fact that some of them were living with single parents who were unemployed. That made life to be difficult for them as ex-juvenile offenders. He remarked that one major challenge was the reality they could not be employed because of the criminal records. That made life very difficult for them because no matter how they tried to lead a clean life, that systematic exclusion of ex juvenile offenders left them with no alternative but to go back to crime. Khuzimpi, in his final comment, raised a concern that everywhere they went they were and treated as potential criminals.

Ndukuzempi was quoted saying: *"... everything that goes wrong within the community, you become suspect number one. Even if you were not around when a crime was committed, but because of your history, you are the first person to be suspected. For example, one guy was mugged in my street, and the first person who was suspected was myself even though at the time the incident took place I was out of town in rural areas, but I was suspected of having committed that crime. That's how crazy sometimes the situation could turn out to be for us as ex-juvenile offenders. Some of us try to lead a clean crime-free life, but you end up telling yourself what good does it make because it appears that nobody appreciates all your efforts"*.

According to Ndodemnyama, many ex-juvenile offenders were finding it very difficult to find employment, and this could be attributed to a criminal record. He further hinted that even if they were employed, it was not permanent. Other ex-juvenile offenders end up

going back to crime because there was no livelihood for them as they were rejected even by the government, which had rehabilitated them.

6.2.5.6 WHAT MAKES JUVENILE OFFENDERS COMMIT CRIME AFTER GOING THROUGH REHABILITATION PROGRAMMES

Ex-juvenile offenders were asked what they thought made juvenile offenders commit crime after having gone through rehabilitation programmes.

Mbodla identified pressure and influences they got exposed to after their release from custody. He also pointed out gangsterism as another contributing factor. His explanation of this was that if juvenile offenders became gang members inside, there were certain powers and “privileges” that they enjoyed whilst in incarceration. However, Mbodla further explained, these powers and ‘privileges’ were only recognised in correctional facilities and not outside. So, when juvenile offenders were released, the amount of respect that they were commanding when they were inside coming to an end. This then resulted in ex juvenile offenders committing crime and went back to the correctional centres where they commanded respect and recognition by their fellow gang members.

The response of Msobhetswayini was that chief amongst the reasons was rejection that some ex juvenile offenders experience from their families and communities. He also mentioned that criminal record was also a major contributing factor. Msobhetswayini made an example of his co-accused. They were both released on the same day and went back to the same community. Msobhetswayini was accepted back by family, but his co-accused was rejected. His co-accused tried everything to stay away from crime. Msobhetswayini mentioned that his co-accused was rejected by Rainbow Chicken when six months after his appointment they discovered that he had a criminal record. Msobhetswayini’s co-accused had no option but to go back to crime, and now he was in custody serving 15 years’ imprisonment for hijacking.

Ndodembi's response was that the poor backgrounds of ex juvenile offenders were a contributing factor to returning to criminal activities after rehabilitation. Another factor identified by Ndodembi was lack of support from the family and the hostile communities. Every crime related incident that took place in one's area/neighbourhood, the first suspect would be the ex-juvenile offender, remarked Ndodembi. Ndodembi further remarked that the reality was that there were some amongst them who came out of detention not rehabilitated yet they were participating in rehabilitation programmes. The reason for that as Ndodembi, stated, was that their participation in rehabilitation was only to qualify to get parole, they had to interest in changing their criminal mentality.

Mehlemamba and Skobho strongly felt that financial background, availability of drugs and peer pressure were major contributing factors. They also identified the lack of family support as another contributing factor. They indicated that when ex-juvenile offenders are by their families and their communities, they were likely to find "families" and "communities" which were ready to accept them without any terms and conditions. These new "families" comprised of people driving expensive cars, wearing designer clothing, etc. all of which will look and appear attractive to a rejected ex-juvenile offender.

Ntandane thought that ex-juvenile offenders in some cases received light or short sentences and they came out of correctional centres not rehabilitated or not ready for community reintegration. He further remarked that some went back to crime because they thought that they "knew" the prison and therefore were not terrified by it.

Khuzimpi was quoted saying: *"... I think if the causal factors which might have contributed to or driven them to crime are not addressed by the rehabilitation programmes, nothing will benefit the juvenile offenders in participating in the programmes. For example, if your family situation is the causal factor, and when you go out of prison and return back to the same situation, you are more than likely to repeat offending. The criminal record is another frustrating factor which "imprisons" us after imprisonment. We are not employable because of the criminal record. And, therefore, the only alternative that we have is going*

back to crime. In some instances, as well, the rejection that we get either from the society or families drives us back to the criminal syndicates which are more receptive of us”.

According to Ndukuzempi, ex-juvenile offenders relapsed to crime because most of them came from destitute families and rejection sometimes made them lose hope. He further remarked that when their respective families rejected them, there were people who embraced them, but unfortunately, those people were criminals in their neighbourhoods. This embracement was informed by the mentality that as an ex-juvenile offender, you were bringing to the group “invaluable” experience from the prison.

Ndodemnyama’s response was that most of the ex-juvenile offenders who re-offend were those who did not take the programmes seriously and did not finish the programmes. They participated in the first place knowing that they would never be considered for parole if there were no records of them participating in rehabilitation programmes. He also stated that the reason for participation had nothing to do with changing their attitude towards crime but a ‘bridge’ to freedom.

Mdlwane, in responding to the question, indicated that there were gaps in the structure of the rehabilitation programmes where, by way of design, are not addressing the criminogenic needs of juvenile offenders. He cited the example that once he told social workers that he was addicted to guns, but nothing was done during his incarceration to deal with his gun addiction. Mdlwane also mentioned the background of juvenile offenders where the majority of them were brought up by their grandparents who fend for them through old age pension grants. Sometimes it was very difficult for juvenile offenders to rely on their grandparents for their livelihood; hence, they ended up trying on their own to make ends meet, concluded Mdlwane.

6.2.5.7 HOW REHABILITATION PROGRAMMES SHOULD BE STRUCTURED

Ex-juvenile offenders were asked as to how they would like to see rehabilitation programmes for juvenile offenders being structured.

Mbodla's take on this issue was that his experience with education at Durban Medium D school, popularly known as Usethubeni Youth school made him realise that education was key to the rehabilitation of every juvenile offender. His take was that education must be made compulsory for juvenile offenders. To escalate his comments further, Mbodla was quoted saying: *"... this is a young person that ought to be given skills, this is a young person who must be assisted to realise his potential and education should be an instrument to unlock that potential. There are juvenile offenders who have never been to school before, and they cannot just be made to choose if they want to remain illiterate or not. This person may have been in prison because he was unable to sign properly"*. Mbodla also identified infrastructure and the environment as not being conducive for rehabilitation to take place. He, therefore, suggested that there ought to be infrastructural changes in cells, classrooms, group rooms and elsewhere where rehabilitation was supposed to take place.

Msobhetswayini's remarks were that he thought rehabilitation programmes should cater for everyone. He cited the example of someone who was illiterate to those with matric. Msobhetswayini also indicated that these programmes must be structured in such a manner that they continued at least for three years after a juvenile offender had been released. He said this was informed by the fact that juvenile offenders were very fragile, particularly if they didn't have a support structure where they would be going to after their release from prison.

According to Ndodembi, the programmes were well structured, but the challenge was the attitude of juvenile offenders to these programmes who were supposed to be the benefactors. Mehlemamba was quoted saying: *"... I would like it to be structured in a way manner that it teaches juvenile offenders about life after prison and how to make money*

(legally of course) and how to survive within families. Juvenile offenders must be taught to be patient, not to rush flashy lifestyles”.

Skobho, Ndukuzempi and Khuzimpi suggested that rehabilitation programmes must be made available to the ex-juvenile offenders to prevent them from relapsing back to crime as a result of rejection from their families and a hostile community. Their observation was that juvenile offenders’ fragile state ought to be nurtured, especially the juveniles who came from disjointed families, child-headed families or those who were raised by their grandparents. Ndukuzempi was quoted saying: “... *Outside prison, we are expected to swim with the sharks and crocodiles and hope to survive*”.

On answering this Skobho question was quoted saying: “... *I think the focus should be more on technical or vocational training because with such skills ex-juvenile offenders can be able to create employment instead of going out to seek employment only to find that they can’t be employed because they have a criminal record. In summary, I think skilling juvenile offenders will go a long way*”.

Ndodemnyama responded by saying: “... *I think they must have strict rules to keep juvenile offenders in the programmes until they finish them. these programmes must also be compulsory and focus more on empowering young people with vocational skills*”.

Mdlwane summed up his comment on the question by saying: “... *chief amongst the programmes would be to ensure that juvenile offenders come out with technical skills. These skills may vary from bricklaying, tiling, plumbing, electricity etc. these skills will enable juvenile offenders to be self-sustainable outside. Juvenile offenders may avail their services sometimes voluntarily in order to market their skills. Ultimately, they will find themselves clients who will pay them for their services. I think it is also imperative that all juvenile offenders must be forced to participate in rehabilitation programmes. This will result in them discovering something that they might like and adopt as their way of life away from crime*”.

6.2.5.8 THE EFFECTS OF CRIMINAL RECORDS AND HOW THIS SHOULD BE ADDRESSED

Ex-juvenile offenders were asked how they were being affected by the criminal records and what they were suggesting should be done in order to address that challenge.

On responding to this question, Mbodla indicated that after he had been rejected a countless number of times by employers because of his criminal record, he took a decision to start his own business. He stated he would excel during the interviews and met all the operational requirements of the positions but would be disqualified in every attempt by the criminal record. Mbodla suggested that DCS must be the first government department which should absorb ex-convicts regardless of their age. He was quoted in this regard saying: *“... DCS should be the first organisation to absorb the skills that are produced within it. If you bake a bread and sell it to people to eat, but you cannot eat it, that’s a contradiction. You should eat your own bread. You should trust the deliciousness of your bread. Same with DCS, it must trust and have confidence in its products. There are a lot of scarce skills that are produced by DCS, and I don’t understand why these can’t be absorbed within”*.

Ndodembi responded by stating that the criminal records affected them a lot, especially because when employers are recruiting, there is a question in the application forms which asks you whether you have a criminal record. He further indicated that if you lie about it, the employer will eventually find out, and you will be in trouble. Ndodembi proposed that government should engage with employers across all sectors and educate them about the rehabilitation programmes that juvenile offenders go through and the possible effects of these programmes. He also suggested that in this process, the government departments must take the lead and employ rehabilitated juvenile offenders. The government must not disown its products, remarked Ndodembi.

According to Skobho and Ntandane, criminal records affected them immensely. Ntandane further stated that he was sentenced to two years’ imprisonment, and within that two years, his future was finished. They both stated that they were changed persons, but

unfortunately their criminal records would hang around their necks until they applied for expungement, which was not guaranteed.

Khuzimpi felt that the criminal record was a big stumbling block to getting employment, no matter how qualified they were. He regarded it as one of the major contributors to juvenile offenders going back to crime. Khuzimpi's proposal in dealing with this was that a government institution where rehabilitation of juvenile offenders took place, which understood the dynamics of rehabilitation, should be the first one to absorb rehabilitated juvenile offenders. He further remarked that it was mindboggling that the very same department which delivered rehabilitation programmes was rejecting the people it claimed to have changed.

Ndukuzempi was quoted saying: *"... it closes every employment opportunity for me. I have been turned down on a countless number of occasions because of the criminal record. I suggest that the criminal record must be expunged after at least two years of release from prison".*

On answering this question, Ndodemnyama stated that criminal record was the greatest impediment for ex-juvenile offenders. He stated that all they get are piece jobs because even the short contracts also require them to not have a record. Ndodemnyama suggested that after three years, the criminal records of juvenile offenders must be automatically expunged. However, he stated that if within that three-year period, a juvenile offender is convicted of crime, his criminal record must not be expunged.

Mdlwane's response to the question can be summed up as follows: *"... the criminal record has huge negative effects. It demoralises us as the ex-juvenile offenders to stay away from crime. No matter how changed you can be, but when you want to make progress in your life, it always comes back to haunt and stop you from making any progress. You end up saying what is the use of leading a crime-free life when it is this frustrating. It defeats the purpose of being rehabilitated. You may have a qualification, but when you knock on the doors of employment, you are not considered because of a criminal record. This,*

therefore, says to us, rehabilitated or not, it's all the same because you are still going to be discriminated against on the basis of a criminal record". Mdlwane equated the waiting period for the expungement to serving another prison term.

6.2.5.9 REHABILITATION PROGRAMMES AND THEIR RELEVANCE TO JUVENILE OFFENDERS' CRIMINOGENIC NEEDS

Ex-juvenile offenders were asked if the rehabilitation programmes addressed their criminogenic needs and whether they were assessed before placement into the rehabilitation programmes.

Mbodla responded to the question by stating that his criminogenic needs were assessed before he was placed into the programmes, he was placed in education because it transpired during his assessment that he was a school dropout.

Msobhetswayini, Ndodembi and Mehlemamba responded by acknowledging that they were assessed to ascertain what their criminogenic needs were on admission to the correctional centre. They mentioned that when they arrived at the reception, they were informed of all the rehabilitation programmes that were available in the correctional centre. They were, for instance, told that there was a school which was operating like schools outside. Ndodembi further indicated that since he was arrested for rape, he was assessed and placed in the sexual offender's programme. Skobho, Ntandane and Khuzimpi also responded with a yes to the question.

Ndukuzempi's and Mdlwane's responses to the question were that they were not assessed, but they were just placed to the programmes without first ascertaining what their rehabilitation needs were. Mdlwane further stated that in the middle of the delivery of the programmes he once told the social worker that social work sessions were not helping him because what was a problem to him was not being addressed. He indicated that he had a gun addiction. He loved guns which resulted in him committing armed

robbery not because he was poor but because he wanted to demonstrate the powers he had when carrying a gun.

6.2.5.10 CONDUCTIVENESS OF THE SOCIAL ENVIRONMENT FOR REHABILITATION

Ex-juvenile offenders were asked if the social environment was conducive for rehabilitation to take place.

On answering this question, Mbodla was quoted saying: *“... what I normally say is that from my observation and experience is that prison is not a place for rehabilitation. The system and the infrastructure are not designed for rehabilitation or restoration. The prison was designed to keep people who were on the wrong side of the law. It’s a place to store humans who are not required in the society. The new democratic dispensation is trying to change that. But the only thing, which has changed in prison are policies or rules if you like, but the infrastructure remains the same. It’s like asking soccer players to play soccer in a rugby field and say they are going to use the rules of soccer, but the field remains a rugby field. The point that I am trying to drive home is that the environment may be what it is within DCS but the will on the part of the juvenile offenders to rehabilitate goes a long in giving meaning to and effects of the rehabilitation programmes”.*

Msobhetswayini felt that the social conditions were not conducive for rehabilitation to take place. He said that was because from his experience, sometimes it was the survival of the fittest inside there. He indicated that at times one would find oneself in a situation where you did not want to participate in gang activities but because you wanted to survive, you would end up becoming a gang member. Msobhetswayini remarked that gangsterism created a very hostile social environment for rehabilitation to take place. The rest of the respondents agreed with both Mbodla and Msobhetswayini about the hostile nature of the correctional centre social environment to rehabilitation. Sometimes, the respondents further reported, gang leaders and members regarded those who were participating in rehabilitation programmes as ‘weak’. This social environment resulted in many juvenile

offenders quitting or not participating at all in rehabilitation programmes to prove to their crew that they were not 'weak'.

6.2.5.11 VALUE ATTACHED TO REHABILITATION PROGRAMMES BY JUVENILE OFFENDERS

Ex-juvenile offenders were further asked if they participated in rehabilitation programmes because they saw, value, and importance in participating or for the purpose of getting parole.

In answering this question Mbodla and Msobhetswayini indicated that they participated in those programmes not only because they were informed on admission that they won't qualify for parole without reports from social workers, educators and spiritual care workers, but because they saw a need, value and importance of the programmes. They particularly singled out education as the rehabilitation programme on which greatest emphasis was attached because both were school dropouts and therefore when they were told that there was a fully-fledged school inside, they grabbed and made use of that golden opportunity.

Ndodembi stated that attending rehabilitation programmes is a prerequisite for parole consideration. However, in his case, parole was not the only consideration, but he participated because he really wanted to change his life around to become a responsible, law-abiding citizen in South Africa. He further indicated that eventually, these programmes assisted him immensely in preparing for life after custody. Ndodembi also stated that it was his conscious decision to participate in the programmes and they benefitted him as he ended with a matric certificate with symbols which qualified him for admission at the university to study a Bachelor's degree.

On answering this question, Mehlemamba reported that his participation in rehabilitation programmes was based on him seeing their value and importance. He further indicated his rehabilitation needs dictated that he participates in the programmes. He further stated

that if it were not for his wise decision to participate in the programmes, there was no way that he would have easily reintegrated to society.

Skobho and Ntandane responded by saying they saw a need to participate in the programmes when they were told how important they were for rehabilitation. These two ex-juvenile offenders emphasised the fact their participation in the programmes had nothing to do with qualifying for parole; their participation was driven by their willingness to change their criminal thinking. To them, there were no other means except the rehabilitation programmes offered by educators, social workers and spiritual care workers. Ntandane, was for instance quoted, saying: *“... yes, I saw a need to participate in them because I really needed help. When I started participating, I saw a difference in my life whilst I was still inside, and that drove me to keep on attending the programmes”*.

Khuzimpi on answering the question remarked that he participated on the basis that he realised that there was a need, considering that his background. He stated he had abandoned his home and had become a street kid. When social workers and spiritual care workers were unpacking to them what each programme and what benefits each and every one of them had, he realised that he needed something to reignite family values hence he chose to participate in the family life programme. According to Khuzimpi, that conscious choice, benefitted him a lot. He indicated that he was back home now after his release and is doing fine, credit goes to the rehabilitation programmes.

Ndukuzempi stated that he solely participated in those programmes because he wanted the case management committee (CMC) to refer him to the parole board and get a release date. He indicated that there was no way that the correctional centre's rehabilitation programmes would have benefitted him because of his background. Ndukuzempi disclosed that he was still involved in crime, but he had been lucky because for 11 years after he was paroled, he had never been arrested.

On answering this question, Ndodemnyama remarked that he willingly participated in the rehabilitation programmes. His voluntary participation in the programmes stemmed from his self-driven quest to change his ways and become a law-abiding citizen in the country. Ndodemnyama stated that after he was interviewed by the CAO, he was briefed about most rehabilitation programmes in terms of their relevance and possible effects on juvenile offenders. He further remarked that he did not regret his decision to participate in the programmes as they assisted him in his journey towards self-discovery and self-realization.

Mdlwane was quoted saying: *“... yes, a lot. If I may use an example of school and social workers. With the personnel in these services, it was easy for us as learners, as we were called by educators, and clients, as we were called by social workers, to confide in them. Our relationship with them was such that we saw our parents in them. everyone would be looking forward to the following day so that you will meet your educators in class or social workers if there was a session to be attended”.*

6.2.5.12 RELEVANCE AND APPLICATION OF SKILLS ACQUIRED TO ADAPT TO SOCIETY

Ex-juvenile offenders were asked if the skills that were acquired whilst they were incarcerated were helping them to adapt in their societies or communities.

In response to this question, both Mbodla and Msobhetswayini indicated that the acquired skills were assisting immensely to adapt in their respective communities. Mbodla, for instance, mentioned that anger management skills were assisting him to deal with very provocative situations within his community and that he had hope now with his life. Msobhetswayini stated that without the matric certificate he acquired during his imprisonment, he would not have been able to register at the university and attained a degree which had helped him get employment and adapted very well to his community because which was evidence that he was leading a crime-free life. Education skills were

assisting him now that he was employed as a lecturer in one of the TVET colleges in KwaZulu-Natal (KZN).

Skobho's response was that he did not receive or acquire any skills during his imprisonment except attending programmes which helped him to become a better person. He further mentioned that the technical section which was supposed to empower them with vocational skills was shut down because of hazards.

According to Khuzimpi, Ndukuzempi and Ntandane skills acquired during incarceration assisted them in terms of behaviour, but there were no vocational skills acquired during their imprisonment. Ntandane was cited as saying: *"... in terms of the life skills, they are assisting me to adapt and to behave in a manner which is acceptable to my family and the community at large. Unfortunately, I did not receive any skills that would assist me in as far as getting the job is concerned"*.

6.3 CONCLUSION

This chapter has presented the raw qualitative data as received from the interviews which were held with case assessment officer (CAO), the spiritual care worker, the social workers and educators who are based at Durban Management Area in Medium D correctional centre. The chapter also covered the raw qualitative data that was presented by the ex-juvenile offenders who were part of the rehabilitation programmes during their incarceration at Durban Medium D correctional centre. The next chapter shall provide an analysis of qualitative data.

CHAPTER SEVEN

QUALITATIVE DATA ANALYSIS, FINDINGS AND DISCUSSION

7.1 INTRODUCTION

This chapter focuses on the thematic analysis of the qualitative data that was produced through semi-structured interviews which were held with the case assessment officer (CAO), the spiritual care worker, the social workers and educators. These participants were employed by DCS to deliver rehabilitation programmes in their specialised areas. The chapter shall also provide the analysis of qualitative data which was received from the ex-juvenile offenders who were part of the rehabilitation programmes when they were serving their respective sentences in Durban Management Area at Medium D correctional centre.

7.2 ASSESSMENT PROCEDURES AND PLACEMENT OF JUVENILE OFFENDERS IN REHABILITATION PROGRAMMES

The respondent was the Case Assessment Officer (CAO) who was responsible for the assessment of every juvenile offender admitted to Durban Medium D Correctional centre. When the respondent was asked how he placed different juvenile offenders in rehabilitation programmes. He stated that he assessed the needs of every juvenile offender and placed them accordingly. To ascertain the criminogenic needs, the CAO mentioned that he interviewed the juvenile offenders and tried to establish:

- If the juvenile offender was ever involved in crime before.
- The level of his education before or during the arrest.
- If he belonged to any church or subscribed to any religious doctrine.
- If he was previously placed at a reformatory school.
- If he was addicted to any harmful substance.

- If he was once mentally disturbed or ill.

This was in keeping with the provisions of the White Paper on Corrections in South Africa, (2004), which clearly indicates that every rehabilitation programme offered by the Department of Correctional Services (DCS) must be needs-based. This viewpoint is also supported by Andrews et al. (2011), and Amali et al. (2017) who are in agreement that the need principle of the RNR refers to a situation where correctional institutions are expected to be considerate of the criminogenic needs of juvenile offenders when they are placing them in rehabilitation programmes. The CAO's claim of the needs-based criteria that he used for the placement of juvenile offenders to programmes was confirmed in this study by the quantitative data. One hundred and fifty juvenile offenders were asked if their criminogenic needs were assessed before they were placed in the rehabilitation programmes. Ninety of the respondents confirmed the respondent's claim by agreeing that their criminogenic needs were assessed before placement in rehabilitation programmes. This number constituted about 59% of the respondents. This was a significant number which indicated that more than half of the juvenile offenders who were placed in rehabilitation programmes were placed according to their needs. Amali et al. (2017) highlight the significance of needs assessment as essential because it helps practitioners to identify active characteristics among juvenile offenders which must be attended to, addressed and altered so that by the time the juvenile offenders received parole, they were fully rehabilitated.

7.3 THE SPIRITUAL CARE WORKER' BRIEFING ON THE REHABILITATION PROGRAMMES FOR JUVENILE OFFENDERS

The respondent was employed on a full-time basis as a spiritual care worker within the Department of Correctional Services (DCS). His main responsibility was to coordinate all the religious and spiritual care activities which were rendered by the spiritual care workers who were not permanently employed by DCS. When the respondent was asked how his office placed juvenile offenders in spiritual rehabilitation programmes, his response was that as a programme, they considered the spiritual and religious needs of juvenile offenders. The main concern of his office was to protect the religious rights of juvenile

offenders. The spiritual care workers relied heavily on the information which was provided to them by the Case Assessment Officer ((CAO). This again was congruent with the discussion by Campbell, Barnes, Mandalari, Onifade, Campbell, Anderson, Kashy and Davidson (2017) who argue that it is imperative for correctional institutions to match their rehabilitation services with the needs of the offenders as per directives that may be given by the sentencing courts. Diesel (2012) supports Campbell and colleagues (2017) by stating that the provision of spiritual care services in South Africa is in line with the provisions of the United Nations Rules 41 and 42 which compel all the states to allow offenders access to the religious practitioners of their choice. The spiritual care mentioned that they spiritually catered for all juvenile offenders across all denominations and doctrines.

The respondent was further asked to comment on the role of spiritual care in the rehabilitation of juvenile offenders. In his response, he was quoted as saying, “... *Our belief as the spiritual care workers is that of all the rehabilitation programmes that are available for the juvenile offenders, once they seriously participate in spiritual care programmes, they will come out of prison fully rehabilitated, and they will never come back as offenders*”. The respondent’s assertion is supported by a study conducted by Akunesiobike (2016) in Port Harcourt Prison who agrees that spiritual care programmes have the remarkable impact on the change of characters of those who participated in them. The study further found that religious programmes have great influences in individual personalities and psyche of offenders, thus contributing towards the juvenile offenders’ recovery from criminality and anti-social behaviour. Akunesiobike’s (2016) view is supported by Masango and Makhathini (2016) who bring a South African dimension of spiritual care services. The authors argue that the tenacity of divine care is to provide an effective service to juvenile offenders through needs-based programmes and services inside a multidisciplinary framework of devotion. This, the authors further argue, is critical in a country as diverse as South Africa.

The respondent's claim that spiritual care programmes were effective in changing the criminal mindset of the juvenile offender was confirmed by the quantitative data collected from the juvenile offenders who were asked if they benefitted from participating in spiritual care programmes. Of the 150 juvenile offenders who responded to this question, 125 agreed that they indeed benefited from participating in spiritual care programmes, which constituted about 83% of the sample. Eight percent (8%) of the respondents disagreed, and 5% were neutral. The other question that related to spiritual care programmes which provided this study with pertinent quantitative data to support the qualitative data received from the respondent was to ascertain the relationship between offending and the spiritual care programmes. Of 150 respondents who responded to this question, 126 respondents agreed that their denouncement of criminal activity was because of the effects of spiritual care programmes. That outcome demonstrated that about 84% of the juvenile offenders in Durban Management Area saw themselves not committing a crime again, all because of the spiritual care programmes. Five percent (5%) of the respondents disagreed, and 11% chose to be neutral. The study further established that the spiritual care programmes which were impacting so positively on the juvenile offenders ranged from anger management, offender rehabilitation path, family life programme, combating HIV through spiritual ethics, and restorative justice which included offender mediation and dialogue.

7.4 SOCIAL WORKERS' PERSPECTIVES ON REHABILITATION PROGRAMMES

7.4.1 ON WHAT INFORMED THE PLACEMENT OF JUVENILE OFFENDERS INTO PROGRAMMES

Through semi-structured interviews, qualitative data was sought from the social workers working with juvenile offenders in Durban Management Area. The social workers were asked to comment on what informed the rehabilitation programmes they were offering to juvenile offenders. All three social workers who responded to the question indicated that their social work rehabilitation programmes were needs-based. The head of social workers in Durban Management Area, for instance, mentioned that as social workers, they focused more on the behaviour that caused the juvenile offenders to commit crime. She made an example of the juvenile offender who may have committed murder. As

social workers, in that case, they didn't solely focus on the violent nature of the crime but went deeper and ascertained if there was anything that might have caused the juvenile offender to commit that horrendous crime. The respondent mentioned that in some cases it emerged that juvenile offenders committed violent crimes not because they were violent but because they found themselves in a situation where they wanted to satisfy their drugs cravings, and therefore, committed robberies which sometimes left some people dead. That particular juvenile offender's needs had nothing to do with the crime committed but everything to do with drugs as a causal factor.

The respondent's perspectives were in line with the argument put forth by Antwi (2016). The author states that when rehabilitation programmes are designed, they should mostly be inclined towards and satisfy the psychic needs of offenders. Antwi's (2016) view is shared by Davis (2018) who emphasises that the rehabilitation programmes should prioritise cognition as the cause of the behaviour and take it that emotions are an impediment to rational and logical thinking. Kratcoski (2017) advances the above arguments by adding that rehabilitation ought to be viewed as an intervention which is similar to that of a 'medical' model which is aimed at treating the 'sick' juvenile offender. In summary, Kratcoski (2017) presents offending as a sickness which must be treated through therapeutic interventions or programmes. The above arguments all support what had been said by the respondent. The quantitative data from the juvenile offenders currently serving their terms of imprisonment in Durban Management Area confirmed that the therapeutic interventions of social workers had assisted them in their journey towards recovery from their 'sicknesses' or 'illnesses'. The juvenile offenders were asked if the social workers' programmes were assisting them to deal with and control their emotions. One hundred and fifty (150) juvenile offenders responded to this question, and 136 agreed that their 'sicknesses' which related to their emotions were indeed treated through the therapeutic interventions from the social workers' programmes. This constituted 91% of the sample.

7.4.2 DETERMINATION OF A REHABILITATED JUVENILE OFFENDER

Qualitative data were also sought through semi-structured interviews where social workers were asked how they determined a rehabilitated juvenile offender. There were mixed responses in this regard. The supervisor of social workers at Durban Medium D, for instance, was quoted as saying: *“... this one is very difficult to be definite and certain that the juvenile offender has changed or rehabilitated because these are human beings and therefore you cannot say for sure that this offender has changed”*.

However, the head of social workers and her subordinate, COG 1 social worker held different views. These two social workers mentioned that as social workers, they had an impact assessment tool which was administered after every programme in order to ascertain the impact made or lack thereof. The study cited the head social workers in Durban Management Area saying: *“... we have an impact assessment tool that we administer after every program wherein we have to check the impact. The other thing we use is observation. For example, if the juvenile offender was put in anger management programme, we try to ascertain as to how often has he attacked other juvenile offenders in the section. If it transpires that the juvenile offender has been involved in fights within the section, that will be indicative of the fact that our intervention has not worked. If the juvenile offender desists from engaging in fights and squabbles within the section even if provoked, that indicates the success of our interventions and a sign that this particular offender is rehabilitated”*. That, in essence, bore evidence that the programme had an impact or not on the ‘sickness’ that it was intended to ‘treat’ by their interventions. In a nutshell, the respondent indicated that they could not merely say that a juvenile offender had rehabilitated or not, but there must be evidence to support that claim.

The head of social workers’ statement is supported by Claes et al. (2015) who are of the view that that evidence-based approach or model to rehabilitation pertains to the significance that practitioners should attach to the evaluation of interventions for the purpose of decision making. The authors further state that this model (evidence-based)

seeks to demonstrate the relationship that exists among the practices in question and what they are intended to achieve in terms of juvenile offender rehabilitation. This view is also advanced by Mihalic and Elliot (2015) who articulate evidence-based approach or model as a demonstration of the effectiveness of the rehabilitation programmes through a set of coordinated services or activities. As per the respondent's assertion, they couldn't continue with the programme if the results of the assessment tool indicated that the interventions being delivered were not making any impact. Quantitative data collected through questionnaires painted a very colourful picture of the impact of rehabilitation programmes on juvenile offenders. One hundred and fifty (150) juvenile offenders were asked if the rehabilitation programmes were changing their attitudes toward crime. One hundred and forty-two (142) of them agreed that there was an impact which was made by the rehabilitation programmes on their attitude towards crime. This was a demonstration of about 95% impact of the rehabilitation programmes followed by 2% who disagreed and 3% opted to be neutral.

7.4.3 CONDUCTIVENESS OF THE SOCIAL ENVIRONMENT FOR REHABILITATION TO TAKE PLACE

This study also wanted to check if the social environment was conducive or not for rehabilitation. Semi-structured interviews were used to obtain qualitative data from social workers. Again, there were mixed responses to this question. The social worker who was in grade 1, for instance, was quoted as saying: *"... that's a difficult one because you see these offenders have committed various types of crime. The question is how much conducive do you make it. Maybe the sections where they leave can be changed to make them more livable and comfortable"*. The supervisor of social at Medium D agreed with her colleague. However, the head of social workers had a different opinion from those of her colleagues. Her view was that the social environment was not necessarily unconducive for all the programmes. Her take was that there were certain rehabilitation needs which could not be addressed or dealt with because the social environment was not conducive. To explain this further, the head of social workers was quoted saying: *"...the environment is not conducive for the rehabilitation of certain needs, especially substance abuse and drug-related needs. These needs are not catered for within the centre. For instance, you cannot provide counselling to a person with drugs problems*

without detoxing, and the availability of drugs is not stopped". Harding (2014) supports the head of social workers' assessment and the impact of the social environment on rehabilitation. The author raises a pertinent question, which is "does 'what works' work better in prison with a positive social climate or environment than in one with a negative one?" Harding (2014) discovered that certain validated tools and instruments used to measure social environment or climate in prisons have revealed that there are certain regime factors which will be apt to make the jail experience less undesirable for the juvenile offenders. The author further mentions that from the understanding in other human service areas, there is strong evidence which suggests that when rehabilitation programmes are carried out in a positive jail environment or climate, they are more likely to be effective than those carried out in a deleterious environment. On the same question, quantitative data was sought from juvenile offenders to establish what their experiences were of the environment under which they were expected to be rehabilitated. One hundred and fifty (150) questionnaires were administered to juvenile offenders in Durban Management Area. One hundred and five (105) responded in agreement that the social environment under which they were being rehabilitated was conducive. This was in essence was a confirmation of the head of social workers' view that when it came to the conduciveness or lack thereof of the social environment, it was not a one size fits all, as there were certain rehabilitation needs which agreed with the social environment and some which were not possible to deliver effectively because of the social environment.

7.4.4 CHALLENGES FACING IMPLEMENTATION OF SOCIAL WORKERS' REHABILITATION PROGRAMMES

Semi-structured interviews to establish the challenges faced by the social workers in their endeavours to implement their rehabilitation programmes to juvenile offenders in Durban Management Area. All three social workers agreed that the accessibility of juvenile offenders was problematic. The supervisor of social workers cited group rooms as a major challenge because of their proximity which posed a security threat to them as females. The Grade 1 social worker was more concerned about the lack of access to juvenile offenders because they spent more time at school participating in education programmes.

The head of social workers identified another challenge as pertaining to the marketing of social workers' programmes to juvenile offenders. According to her, poor marketing of the services resulted in social workers having to attend to juvenile offenders who participated in the programmes not because they saw value in participating in rehabilitation programmes but because they were informed on admission that without the social workers' reports they would not be eligible for parole. Quantitative data collected from 150 juvenile offenders dispute the head of social workers' analysis of the challenges facing the implementation of rehabilitation programmes for juvenile offenders. Statistics revealed that 136 juvenile offenders responded by confirming that when they participated in rehabilitation programmes and that they did not do so for the purpose of qualifying for parole, but they participated because they saw value in such programmes. 90% of the sample therefore downplayed the narrative that they participated in to be considered for parole.

The social workers also spoke in one voice when they identified the preferences by the Department of Correctional Services (DCS) at the shop floor level as a challenge. Their explanation of this challenge was that DCS always prioritised security over rehabilitation programmes. The head of social workers remarked as follows: *"... security is always prioritised of rehabilitation. Rehabilitation is placed at the end of it all. If there is a stabbing within the sections, everything comes to a standstill"*. Viglione (2018) supports the social workers' argument. The author indicates that one of the challenges facing the implementation of rehabilitation programmes is the failure on the part of correctional institutions to totally change from the main thoughts which focus on control and power to more salutary and rehabilitative beliefs. Viglione (2018) escalates his argument by mentioning that probation organisations, and the implementation of certain models of rehabilitation programmes for juvenile offenders like RNR necessitates changes in central thoughts from the focus on castigation and control to more healing and treatment-based philosophies.

7.4.5 ADEQUACY OF POLICIES AND STRATEGIES USED BY DCS

Through semi-structured interviews, the social workers were asked to comment about their views pertaining to the adequacy of policies and strategies used by DCS for the rehabilitation of juvenile offenders. The social workers, in general, felt that the policies and strategies used by DCS were adequate. They indicated that even though DCS policies are more skewed towards security, they had social workers' policies which were cascaded down to them at Management Area level from their directorate in Pretoria Head Office. There is currently no literature that has been published which addresses the question of the adequacy of policies and strategies used by DCS in South Africa except for The White Paper on Corrections and The Correctional Services Act 111 of 1998 as amended by 32 of 2001 and Act 5 of 2008.

7.4.6 THE EFFECTS OF THE CRIMINAL RECORDS ON THE REHABILITATION OF JUVENILE OFFENDERS

The social workers were asked to share their views on the possible effects that criminal records had on the rehabilitation of juvenile offenders. There was a common response among the three social workers who were interviewed. The common understanding amongst them was that the criminal records “undo” their labourious efforts where they tried to change the criminal mindsets of juvenile offenders. The general feeling amongst the social workers was that the criminal records discouraged juvenile offenders from participating in their programmes to change their criminal mindsets. However, the supervisor of social workers was of the view that juvenile offenders should not allow themselves to be negatively affected by criminal records. Instead, they should strive to open their own businesses where criminal records will never be an issue. According to Jacobs and Larrauri (2015), the above practices relating to criminal records also apply internationally. The authors state in the United States, for instance; a criminal conviction is taken as a matter of public record. The authors further remarked that European countries do not forbid job discrimination based on criminal records. James and Larrauri (2015) make a practical example of Spain where individuals with criminal records were

not entitled to jobs in government, which include public school educators, university professors, medical doctors, clerks and secretaries.

7.4.7 SUCCESS RATE OF SOCIAL WORKERS PROGRAMMES

Through semi-structured interviews, the social workers were asked to comment on the success rate of their programmes. In responding to this question, the head of social workers indicated that with the juvenile offenders, their success rate could be somewhere in the range of 40%. She also mentioned that that was dependent on other stakeholders' involvement. The head of social workers was quoted saying: “... *this 40% constitutes the juveniles who have been released into the society and are doing well, and we have information about what they are doing, that is to say, we have evidence that our programmes have impacted them positively*”. This view is supported by Day, Howells and Rickwood (2004) who argue that after the juvenile offenders have gone through the rehabilitation programmes using the RNR model, the second ‘R’ part of the model focuses on the responsivity principle. The authors state that this principle entails that the treatment programmes are a learning experience and that individual factors which are seen to interfering with or facilitating learning.

On answering the same question, the supervisor of social workers at Durban Medium D explained that before the programmes started, there was a pre-questionnaire that they administered to ascertain the juvenile offenders' understanding of the intended programmes. She further stated that after the completion of the programmes there was post-questionnaire which was administered to establish if the juvenile offenders gained anything from the programmes. According to the supervisor of social work in the centre, it was a tool they used to measure the success of their programmes. This qualitative data was supported by the quantitative data provided through questionnaires where 150 juvenile offenders were asked if the rehabilitation programmes had empowered them with adequate knowledge and skills to lead a crime-free life upon release from prison. One hundred and nineteen of the respondents agreed that they had been empowered with adequate knowledge and skill. This response constituted about 79% of the sample.

The supervisor's views were supported by Du Plessis (2017), who is of the view that social work and rehabilitation are interwoven since they both add value and contribute towards the success of any correctional system. Du Plessis (2017) quotes from the work of Healy (2014) to contextualise and operationalise how social work adds value to a correctional system, where it is stated that social work as a profession comprises of people who are regarded as change agents for the people they work with. In the context of the pre and post questionnaires which were administered by the social workers, it was a demonstration of them as change agents putting up a tool to inform them if there were any changes being made by their interventions.

7.4.8 MODEL USED BY DCS FOR THE REHABILITATION OF JUVENILE OFFENDERS

A question was asked to establish from the social workers if there was any specific model that they were using for the rehabilitation of juvenile offenders. The head of social workers in Durban Management Area responded by indicating that as social workers they approach offending as a 'sickness' which needed 'treatment'. Her further elaboration was that when juvenile offenders were assessed for placement in rehabilitation programmes, social workers did not only focus on the crime committed but more on the circumstances under which crime was committed. The respondent clarified that when that assessment was done, it took into cognisance the level of risk of relapsing into crime based on the circumstances under which crime was committed, and the needs that must be addressed in order to deal with the juvenile offenders' 'sickness'. The supervisor of social workers, and the grade 1 social worker also agreed with the views expressed by their head. The supervisor summed up the model they were using as more interventionist in nature.

The quantitative data which was provided by the juvenile offenders currently serving their terms of imprisonment at Durban Medium D confirmed the head of social workers' assertion. Two sets of statements in a questionnaire were asked. The juvenile offenders asked if they had adapted well to rehabilitation programmes because they were in line

with their criminogenic needs. Out of 150 juvenile offenders who responded to this question, 120 responded by agreeing with the question. This constituted about 80% of the sample. The other question that supported the claim by the head social workers was where juvenile offenders were asked if their risk levels were ascertained prior to being allocated a rehabilitation programme. In this question, 150 responses were received, and 93 responded by agreeing with the statement, which constituted 62% of the sample.

The above qualitative and quantitative data are confirmed by Newsome and Cullen (2017) who in their study titled, 'Integrating biosocial criminology and the risk-need-responsivity model particular attention to integrating neurology as a mechanism to enhance risk principle. The authors further argue that the identification of the factors that improve recidivism prediction heavily relies on the researchers adhering to the risk principle of the RNR model. This, as Newsome and Cullen (2017) further remark, requires that there must be a provision of more intensive rehabilitation or treatment programmes by practitioners with the correctional setting.

7.5 THE EDUCATORS' PERSPECTIVES ON THE JUVENILE OFFENDERS' REHABILITATION PROGRAMMES

The educators were identified as an essential source of data for this study. Semi-structured interviews were conducted to ascertain the role they played as the programme in the rehabilitation of juvenile offenders.

7.5.1 TYPES OF REHABILITATION PROGRAMMES AND WHAT INFORMED THEM

Educators were asked to comment on the types of rehabilitation programmes that they had and what informed them. On answering this question, the senior school manager indicated that their approach was that when a learner (as they refer to school going juvenile offenders) was engaged in educational activities or programmes, they tried to establish his level of education or competencies, which was the information provided by the Case Assessment Officer (CAO). From that, they would be able to place the learner

in a grade where he would be best suited to address his educational needs. She emphasised that what informed their programmes, in summary, were the educational needs of every learner.

On answering the same question, the deputy school manager responded by mentioning that they had AET Levels 1 to 4 which was the junior to the senior primary phase which was offered within the old school premises inside the correctional centre. He further stated that they also had formal education with Grades 9 to 12, which was based on the new school premises outside the correctional centre. The deputy school manager concurred with the senior school manager that what informed those programmes were the educational needs of the learners. He also indicated that there used to be the technical section which was providing the different vocational skills to those juvenile offenders who were not academically sound. But that section had since been closed because of safety concerns. The views of the senior and deputy manager were agreed upon by most of the educators at the mainstream level.

At AET level, the senior educator responded as follows: *“... we have AET levels 1 – 4 where level 1 is divided into two groups. One group comprises of learners in level 1 A are those who cannot read and write, and level 1 B are those learners who can read and write but who may have dropped out of school between grade 1 and 3 when they were outside. AET level 1 has three learning areas which are Mathematics, IsiZulu and English. These learning areas also apply on level 2. The difference is in level 3, where, according to the department of basic education (DOE), the learners are supposed to have two learning areas. But here we have said because level 4 has seven learning areas let us introduce some of the level four learning areas in level 3 so we ended up with five learning areas in levels 3 and 4. What informs these placements are the previous school reports that our learners are expected to produce on registration. If these reports are not available for one reason or the other, we use the placement tool where they are required to write a test and then, depending on what they score in the test, we place them accordingly”*. This qualitative data was supported by the quantitative data where 150 juvenile offenders who

participated in the study were asked if they agreed or disagreed that participating in education programmes benefitted them. One hundred and thirty-eight respondents agreed that they participated in education programmes and their participation in education benefitted them; this figure represents 92% of the sample.

The views expressed by educators above coincide with the work of Van Voormis and Salisbury (2014) cited by Du Plessis (2017) who argue that previous behavioural sciences studies have proven that there is a relationship between formal education and offending. This discussion is further advanced by Johnson (2015), who views formal education within the correctional setting as a development initiative where teaching and learning opportunities are made available and controlled by the state. This argument supports the provisions of The White Paper on Corrections in South Africa, 2004 which clearly points out that the main aim of formal education to juvenile offenders and other categories of offenders is to better the levels of literacy within the correctional populace.

7.5.2. LEARNERS ATTITUDE TOWARDS EDUCATION PROGRAMMES

The educators were asked if according to their own assessment, juvenile offenders participated in education programmes because they saw a need, value importance of the programmes or they participated just to qualify for parole. In responding to this question, all mainstream educators agreed that juvenile offenders to which they referred to as learners see the need, value and importance in attending their education programmes. One of the educators even stated that some of the learners even told them that being incarcerated was a blessing in disguise for them; it afforded an education opportunity which eluded them when they were still outside. According to the educators, the high levels of commitment to the school was an indicator that their learners were about their education and rehabilitation in general. However, AET educators had a different view. The AET educators held a view that their learners were participating in their programmes just to pass the time and qualify for parole. These educators based their arguments on the poor attendance to school, which was always the order of the day for AET learners.

The views expressed by educators above were confirmed by the quantitative data which was provided by the questionnaires which were administered to 150 juvenile offenders on the subject of education as a rehabilitation tool or instrument. Juvenile offenders were asked if they saw value, need and importance in participating in rehabilitation programmes. One hundred and thirty-six (136) respondents responded by saying they participated in those programmes because they saw a need, value and importance. This represented about 91% of the sample. The respondents were also asked if they participated just to pass the time or if they have not benefitted anything from education programmes. Only seven respondents indicated that they were participating just to pass the time or that they benefitted nothing from the programmes. This response represented about 5% of the sample. This finding, therefore, conflicts with an assumption made by the AET educators that AET learners do not see any need, value and importance in participating in rehabilitation programmes.

The views presented above by the educators and learners respectively coincide with the work of Leaming and Wills (2016) who cites Ward (2002) and Ward and Stewart (2003) who opine that the rationale for the Good Lives Model (GLM) was that it was intended to serve as the framework for rehabilitation which was aimed at making rehabilitation programmes more meaningful and inherently motivating to beneficiaries. This view is further supported by Fortune (2017), who sees GLM as aiming at assisting offenders to develop more meaningful and fulfilling lives to reduce the risk of re-offending. A study by McMasters (2015) further supports the arguments above by arguing that education benefits juvenile offenders in that research has demonstrated that when people learn and acquire new skills, they tend to retort better and preserve their academic behaviour for a lengthier period.

7.5.3 THE CONDUCTIVENESS OF THE SOCIAL ENVIRONMENT FOR REHABILITATION TO TAKE PLACE

Educators were asked if the social environment under which they were operating was conducive for rehabilitation to take place. There were mixed responses from educators. The senior school manager, for instance, was of the view that the social environment was conducive since they were no longer teaching within the correctional centre in the cells which were converted into classrooms. Most educators thought the social environment was conducive judging from the matric results that they had produced over the years since they moved out of the correctional centre buildings. One educator also mentioned that the conduciveness of the social environment was characterised by the fact that after school hours, the learners were able to continue with their school since all those juvenile offenders who were participating in education programmes were housed together.

As indicated earlier on that there were differing views on this question. The educator who indicated that he had taught in outside schools and had just joined DCS felt that the social environment was not conducive for rehabilitation to take place. He remarked that DCS seemed to be prioritising security and as a mathematics educator he felt he should have been giving the learners extra work to do in their cells, but he could not do that because there were certain mathematics instruments which were not allowed inside the cells. That rendered the social environment unconducive for him as the educator and his learners. Another educator who felt the social environment was not conducive pointed to the incidents where learners would have been subjected to searching by the EST a night before they wrote a test. She stated that learners would come to school the following day so traumatized such that they would not want anything to do on that day, and they would not be ready to write the said test.

This qualitative data was supported by the quantitative data received from 150 juvenile offenders who were asked how they felt about the conduciveness of the social environment under which they were expected to be rehabilitated. One hundred and

twenty-seven juvenile offenders who responded to the question agreed that the social environment was conducive for their rehabilitation. This figure represented 85% of the sample. There were 14 respondents who felt the social environment was not conducive, which constituted 9.3% of the sample. The rest were neutral. This, therefore, meant that the majority of juvenile offenders felt that the social environment was conducive for rehabilitation to take place.

The importance and effects of the social environment are argued by Harding (2014) where the author raised a very significant question which is “does what works work better in a prison with a positive social environment or climate than the one with a negative one?” The author contextualises education rehabilitation programmes and how important it is to be delivered in an environment which is positive. Harding (2014) bases his argument on a meta-study conducted by Cohen, McCabe, Mitchell and Pickeral (2009) who are of the view that in the context of education rehabilitation programmes, social climate or environment is based on the forms of experiences people have of school life and is reflective of models, aims, ethics, social dealings and learning practices and organisational arrangements.

7.5.4 THE ROLE OF EDUCATION IN THE REHABILITATION OF JUVENILE OFFENDERS

The educators were asked to share their understanding of the role played by education programmes in the rehabilitation of juvenile offenders. All educators agreed that there was a huge impact which was made by education in changing the criminal mindsets of juvenile offenders who were attending their programmes. On responding to this question, the senior school manager stated education impacted positively on juvenile offenders. She further stated that they had learners who had completed their matric and were now enrolled in institutions of higher learning in pursuit of post-matric qualifications. One of the educators shared the experience of a learner who was a little bit older than the rest in the class.

The educator indicated that that learner was so determined to pass his matric in such a manner that he put every effort into his studies. The learner eventually passed matric with a Bachelor's pass and 'was admitted to UNISA to pursue his studies as a university student after he was released on parole. To explain the effect of education in prison on that learner, the educator was quoted as saying: *"... during his tenure as a university student, this former learner used to come back to consult me about his university studies, and when I asked him why he was so determined to finish his studies, his answer was education in the correctional centre really changed him. So, this is one of the examples of learners who have been impacted positively by our education programmes"*.

This assertion by educators was confirmed by the quantitative data which was collected from the juvenile offenders who were participating in education programmes in Durban Management Area. A total of 150 juvenile offenders were asked if participating in education programmes had changed their criminal mindsets. A total of 133 juvenile offenders agreed that their criminal mindsets had been changed by their participation in education. This constituted 88% of the sample. Only three respondents disagreed that they were being impacted upon by education programmes. The rest of the respondents were neutral. These juvenile offenders were also asked how being addressed as a learner or student by educators improved their positive self-esteem and attitude towards crime. One hundred thirty-nine respondents indicated that being referred to as a learner or student, not as an offender by educators immensely improved their self-esteem and changed their attitude towards crime and criminality. This figure constituted 91% of the sample. A total of five respondents disagreed, and the rest were neutral. This, therefore, demonstrated how important education was to the juvenile offenders in Durban Management Area.

The above testimonies coincide with a recent study conducted in Australia by Newton, Day, Gilles, Wodak, Graffam and Baldry (2018) where an attempt was made to ascertain the impact of vocational education and training programmes to recidivism. The authors opine that the prison administration ought to address the challenges of poor skilling of ex-

offenders who found themselves competing for jobs with the general population. In the South African context, the above discussion is agreed upon by Makgatho (2018) who conducted the interview with education personnel in Boksburg correctional centre. The author reported that one of the educators indicated that the offenders (including juveniles) were offered the opportunity to participate in vocational education to capacitate them with critical skills needed in the job market and thus prevent recidivism. Du Plessis (2017) in a study conducted in Bethal Management Area, brings forth another dimension of education programmes which is formal education. The author postulates formal education as an element of the treatment and empowerment of juvenile offenders with educational qualifications which will make them eligible for further higher education when they are released from incarceration. This argument is escalated by Vandala (2017) who presents school attending juvenile offenders as being exposed to appropriately designed education programmes which ultimately results in them being primed to efficacious lives as decent citizens after their release from incarceration.

7.5.5 DETERMINATION OF A REHABILITATED JUVENILE OFFENDER

The educators were asked how they determined whether a juvenile offender was rehabilitated. On answering this question there were different responses. The deputy school manager, for instance, stated that it was not easy to make that judgement. He indicated that a juvenile offender might perform excellently academically and be well behaved at school, but two or three months after his release on parole he would be back in prison for either the violation of parole conditions or he had committed another crime. Another educator said that it was not easy to tell because juvenile offenders reacted differently to educators as compared to correctional officials. One respondent identified the change in behaviour on the part of a newly admitted juvenile offender to school as a major indicator which showed that the learner had changed from what he was during his first few days or weeks, even months of enrolment to the school. This view was supported by the other educator cited the change in character and the improved levels of commitment to schoolwork as indicators of a changed or a changing juvenile offender.

The data collected from the juvenile offenders currently serving their imprisonment terms painted a picture of juvenile offenders who were aware that they had changed or were changing. One hundred and fifty (150) questionnaires were administered, and the respondents were asked if they were rehabilitated and ready for community reintegration. A disproportionately high number of juvenile offenders agreed with the statement/question. To be precise, 145 respondents affirmed that they were rehabilitated. This figure represented 97% of the sample with 1.3% disagreeing and the rest neutral.

The above assertion coincides with a report authored by the Sunday Independent journalist. Makgatho (2018) who found that the aim of education programmes was not only to produce the society which will not offend again but instead a collection of offenders and parolees who were ready to contribute meaningfully to the construction of a more industrious, interconnected and safer communities. Vandala (2017) escalates this discussion by stating there is a connection among involvement in custodial education courses and the reduction of recidivist tendencies amongst juvenile offenders. The author further contends that because of this, correctional educators can change juvenile offenders based on certain facets which relate to the improvement of social and economic life in their communities. Vandala (2017) concludes her argument by citing Van Wyk (2014) who states that when the juvenile offenders' academic qualifications are upgraded, that augment self-belief and self-confidence

7.5.6 HOW PROGRAMME SUCCESS IS MEASURED

In this section of the chapter, educators were asked how they measured the success of the school programmes. To answer this question, the senior school stated that they measured their success by the matric results that they got at the end of the academic year. She further indicated that on completion of matric, their learners enrolled with institutions of higher learning like UNISA if they were still inside. But most of them started their university education after getting their parole, explained the senior school manager. This view was echoed by deputy school who indicated that their school had produced

100% pass rate for a number of years in matric, beating normal schools that they were clustered with, in the Pinetown district. He also mentioned that since the inception of the school in 1996, there are ex-juvenile offenders who were qualified and registered chartered accountants, lecturers, educators, lawyers and many more professionals in different fields.

The claims of programme success made by educators were to a certain degree agreed upon by the quantitative data collected from 150 juvenile offenders. These offenders were asked if they had benefitted most in education programmes. The relevance of this quantitative data in complementing the data provided by educators' interviews, was that the juvenile offenders currently serving their terms agreed they are being impacted positively by education. This, therefore, meant that that was part of the success story of educators. Of the 150 juvenile offenders who responded to this question, 138 agreed that they benefitted from the education programmes. This constituted 92% of the sample. 4% of the respondents did not agree with the question, and 4% were neutral.

The accounts by educators and juvenile offenders, is supported by the proponents of the evidence-based model, like Mihalic and Elliott (2015). The authors postulate the evidence-based model as referring to a demonstration of the effectiveness of the rehabilitation programmes through a set of coordinated services or activities. This argument is concurred with by Claes et al. (2015) who opine that evidence-based approach or model demonstrates the relationship that exists among the practices in question what they are intended to achieve.

7.5.7 THE EFFECTS OF THE CRIMINAL RECORD ON REHABILITATION OF JUVENILE OFFENDERS

This was a very critical question to be answered by educators since their programmes directly contributed towards the production of the human capital of the country. The educators were unanimous in saying that the criminal record had an adverse effect on

the rehabilitation of juvenile offenders. The senior school manager indicated that the criminal record was problematic to their learners when they would be asked to declare if they were in possession of a criminal record to secure employment in industries. She was supported in that by the deputy manager who mentioned that even though they were aware that the criminal record may be expunged after a particular period, it was still problematic. This was because their learners who had just received their post-matric qualifications would want to be employed immediately. The other educators felt that the criminal record was discouraging learners from participating in the rehabilitation programmes in general since they knew that they would not be eligible for employment, especially in government because of the criminal records.

According to Jacobs and Larrauri (2015), the above practices relating to criminal records also apply internationally. The authors state that in the United States, for instance; a criminal conviction is taken as a matter of public record. The authors further remarked that European countries do not forbid job discrimination based on criminal records. James and Larrauri (2015) make a practical example of Spain where individuals with criminal records were not entitled to jobs in government, which include public school educators, university professors, medical doctors, clerks and secretaries, etc. Langa (2017) agrees with the authors above by remarking that one of the main challenges facing ex-juvenile offenders was that the education skills that they had acquired in correctional centres were sometimes not used because the potential employers were sceptical about employing them. Langa (2017) summarises his argument by mentioning that the criminal records of ex-juvenile offenders hang over their heads for a very long time if not for the rest of their lives.

7.5.8 THE ADEQUACY OF POLICIES AND STRATEGIES FOR JUVENILE OFFENDERS' REHABILITATION

In this part of the chapter, the educators were asked to comment on the adequacy of policies and strategies that they were using to deliver rehabilitation programmes to

juvenile offenders. On responding to the question, the educators who responded were unanimous in saying that the policies that they were using were those of the Department of Basic education. According to the educators, there was no clear DCS policy which addressed the issues of education relating to the current curriculum that they were teaching. All educators found the DoE policies that they were using adequate because they were in line with the curriculum expectations. However, the educators strongly felt that DCS policies were too much inclined, if not focusing more on security instead of rehabilitation.

The general feeling amongst the educators was that DCS policies and strategies were gradually becoming stagnant as it was not keeping abreast with the developments taking place in the Department of Basic Education who were the owners of the curriculum taught to the juvenile offenders. Educators felt that there were certain curriculum-based activities that they were not allowed to do because they were against DCS policy. For instance, the mathematics educator was not allowed to issue learners with mathematics instruments. The Life Orientation educator was not allowed by policy to carry out certain activities in the soccer field with learners. The Geography educator was not allowed by policy to take learners on excursions. Simply put, the general feeling amongst educators was that DCS policies were in direct conflict with education discipline. One educator was quoted saying: *“... it is sometimes very difficult and often frustrating to implement policies of another department in another because there is bound to be conflicts.”*

The above account by educators is agreed upon by Viglione (2018) who argue that one of the challenges facing the implementation of rehabilitation programmes is the failure on the part of correctional institutions to change from what the author calls the main thoughts, which focus on control and power to more salutary and rehabilitative beliefs. The author further indicates that in probation organisations, the implementation of certain models of rehabilitation programmes for juvenile offenders like RNR necessitates changes in central thoughts from the focus on castigation and control to more healing and treatment-based philosophies.

7.5.9 CHALLENGES FACING IMPLEMENTATION OF EDUCATION PROGRAMMES

Educators were asked to share their experiences about the challenges that they experienced when delivering education rehabilitation programmes. On responding to the question, the senior school manager highlighted the ignorance of some senior DCS management at Management Area and Provincial levels about the pertinent issues of education. That according to the senior school resulted in them interfering with the educators' scope of work which ultimately hampered the delivery of education to the learners in the class. The deputy school manager's take on the question was that it sometimes took too long for them to get a replacement educator once one of them had left the school. His view was that senior management did not understand the urgency of getting a replacement expeditiously. The other educators voiced their frustrations which was caused by the fact that on many occasions the learners would be brought late to school because amongst other reasons there would be insufficient personnel or delays in feeding the juvenile offenders in the morning. One educator was quoted as saying: "... *Our challenges mainly compounded by the fact that DCS prioritises security over rehabilitation. As the agents of change for our learners, we always find it difficult sometimes to execute our duties without being frustrated by the security personnel in the correctional centre*".

The sentiment shared by the educators above is agreed upon by Czerniawsk (2016) in a study of challenges facing prison education in England and Wales. The author cites overpopulation in correctional institutions, increasing multiculturalism in the custodial population, the need to keep abreast with the didactic changes happening in conventional education, and the acceptance of new technologies in education.

7.6 EX-JUVENILE OFFENDERS ACCOUNT ON THE REHABILITATION PROGRAMMES

As stated in the previous chapter, another very important set of participants in the study and source of data were ex-juvenile offenders who once participated in the rehabilitation programmes while they were detained at Durban Medium correctional centre.

7.6.1 REHABILITATION PROGRAMMES AND HOW THEY ASSISTED WITH REINTEGRATION

Ex-juvenile offenders were asked if they participated in the rehabilitation programmes and whether these programmes assisted to reintegrate seamlessly to their respective communities. On responding to this question, all ten respondents agreed that they participated in the rehabilitation programmes during their incarceration. All ten respondents also indicated that the rehabilitation programmes they once participated in were assisting them with their reintegration to society. Mbodla (not his real name) for instance indicated that when he was arrested, he was already school dropout, therefore, when he was admitted to the school in the correctional centre, he studied until he passed matric and then enrolled for a B. Comm degree which he also completed. The respondent further mentioned that because of the education skills that he acquired whilst in custody, he now had his own property business and was employing four university graduates in his company. Msobhetswayini (not his real name) like all the other respondents singled out education programmes as a factor which contributed positively towards their successful reintegration to society. Msobhetswayini was also a dropout before his incarceration, but he got involved in education programmes, passed matric and enrolled at Durban University of Technology (DUT) for a post-matric qualification and was now a lecturer in an institution of higher learning in South Africa.

The sentiments above were shared by Mdlwane (not his real name) whose response was captured as follows: *“... education rehabilitation programmes gave me something that I never had, something that I never thought I would have. I was a dropout when I was arrested and convicted. When I got admitted to the correctional centre, I was informed*

that there was a school which was operating the same way as normal schools outside. I enrolled at the school, passed my matric and registered at UNISA for a B. Comm Economics degree. Today I am permanently employed and had reintegrated well to my community, all because of education”.

The qualitative data provided by ex-juvenile offenders was confirmed by the current juvenile offenders who when they were asked if the rehabilitation programmes that they were participating in would assist them to reintegrate to the society. One hundred and fifty (150) respondents were given questionnaires with this question. One hundred and thirty-four (134) respondents agreed that the rehabilitation programmes they were participating in were empowering them with sufficient skills to reintegrate to society on their release. This figure represented 90% of the sample. Five percent (5%) of the sample did not agree with the statement, and the rest were neutral.

The accounts of both ex and current juvenile offenders on rehabilitation programmes, especially the emphasis of ex-juvenile offenders on the impact that education had on them is supported by Vandala (2017) who states that should the juvenile offenders' education levels increase, it will result in the reduction of releasing back to crime since the offenders will through acquired educational skills be able to secure employment. Vandala's (2017) argument is supported by Mihalic and Elliot (2016) who argue that the effectiveness of the rehabilitation programmes for juvenile offenders should not be thumb sucked but there must scientific evidence which points to that conclusion. The ex-juvenile offenders interviewed in this study bear that evidence.

7.6.2 EX-JUVENILE OFFENDERS' UNDERSTANDING AND EXPERIENCES OF REHABILITATION PROGRAMMES

Ex-juvenile offenders were also quizzed on their understanding and experiences of rehabilitation programmes as they were rolled out to them. On answering the question, Mbodla indicated that all the rehabilitation programmes that he participated in were not compulsory, but his reason for participating in them was that he was self-driven and

wanted to change. He further stated that the rehabilitation programmes could not be effective if the juvenile offenders were themselves not willing to be rehabilitated. On responding to the question, Skobho (not his real name) mentioned that the rehabilitation programmes were helping those who wanted to be helped. He highlighted the fact that the programmes made him see 'things and life in general differently'. Skobho further stated that those who were gangsters in their sections were ridiculing the juvenile offenders who were participating in school programmes. He remarked that he defied that ridicule, passed his matric, and was now registered student at the University of KwaZulu-Natal (UKZN) where he was studying towards a Bachelor of Law degree (LLB).

Mdlwane's assertion on this question was that over and above participating in education programmes, he was also highly involved in spiritual care programmes which resulted in him repenting and becoming a born again Christian and eventually studied the bible. On the same token, Ndukuzempi (not his real name) said that rehabilitation programmes assisted him in his journey towards self-discovery.

This account of ex-juvenile offenders coincides with the quantitative data collected from 150 juvenile offenders who were still serving their prison terms. One hundred and fifty (150) questionnaires were administered, and they were asked if the rehabilitation programmes had empowered them with sufficient knowledge and skills to lead a crime-free life upon release from prison. One hundred and nineteen (119) respondents agreed that they were empowered to lead a crime-free life. This constituted 79% of the sample. 18% of the respondents felt that the rehabilitation programmes were not empowering them, and the rest were neutral. The study also wanted to ascertain the state of readiness of juvenile offenders for community reintegration. One hundred and forty-five (145) respondents declared that they were rehabilitated, and therefore ready for community reintegration. Three percent (3%) said they were not ready, and others were neutral. This quantitative data, therefore, confirmed the claims which were made by the ex-juvenile offenders, in that like them, they were impacted positively by the rehabilitation programmes.

Both qualitative and quantitative data above are confirmed by the proponents of the Good Lives Model (GLM) like Leaming and Willis (2016) and Fortune (2017). Leaming and Willis (2016) for instance argue that good lives model as it relates to the juvenile offenders' accounts above relates to a rehabilitation model which is intended to serve as a framework for rehabilitation which is aimed at making treatment or interventions more meaningful and inherently motivating to the benefactors. This sentiment is shared by Fortune (2017) who opines that good lives model is aimed at assisting offenders to develop a more personally meaningful and fulfilling lives to reduce the risk of re-offending. These two arguments concur with the responses from both current and ex-juvenile offenders.

7.6.3 RECEPTION BY FAMILY/COMMUNITY AND WHETHER THEY WERE LEADING A CRIME-FREE LIFE AND WHY

The ex-juvenile offenders were also asked how they were received by their families of communities and whether they were leading a crime life and why. Nine out of ten respondents confirmed that they were leading a crime-free. There were quite a number of factors which were cited as having contributed to them leading a crime-free life. Chief amongst those factors were the impact of rehabilitation programmes that they had gone through during their incarceration. Some indicated that the circumstances which made them commit crime before had changed drastically and that they had employment now either on a permanent basis or contractual. Ndodembi (not his real name) for instance stated that he was married with two kids and that it was important for him to lead an honest life because there were now people who were looking up to him.

All ten respondents indicated that they were well received by their families, but it was not easier to be accepted back by the community. With the knowledge that they were ex-convicts, they were always looked with suspicion. Msobhetswayini was quoted as saying: *"... my family received me well because they have been following my rehabilitation journey. But the community was always suspicious of me. I remember one day somebody*

was mugged around my area, and I was the first suspect even though during the time of the occurrence of the crime I was not around”.

On the question of whether the ex-juvenile offenders were leading a crime-free life now, as mentioned above the majority of them stated that they were law-abiding citizens now. This data coincides with the quantitative data collected through structured questionnaires where juvenile offenders who currently behind bars were asked if they would commit crime again. Out of 150 juvenile offenders who responded to the questionnaire 139 indicated that they would never commit crime again. This represented 93% of the sample. Three percent (3%) of the respondents stated that they were still going to continue with their involvement in crime, while 4% was neutral.

Msobhetswayini raised a very critical issue of rehabilitation, which was that of the involvement of the family of juvenile offenders. In the previous sections, some of the social workers and the spiritual care worker did indicate how crucial it was for the families of juvenile offenders to be involved in their rehabilitation process. The ex-juvenile offenders mentioned that the educators used to invite their parents to parents' meetings at least three times a year to report to them (parents) on the progress which was made by their sons. This according, to the ex-juvenile offenders, made their lives easier to be well received by their families because they became part and parcel of their rehabilitation path while they were incarcerated.

The claims are confirmed in a study conducted by Vandala (2017) who cites Castello and Warner (2014) stating that rehabilitation programmes, especially education, could be used to counter any form of denunciation of wrongdoers by their societies through preparation for dynamic citizenship. Some ex-juvenile offenders mentioned that they were leading a crime-free life because they were matured and no longer influenced by peer pressure. This is confirmed by Lindblom, Eriksson and Hiltunen (2017) in a study conducted in Sweden where the authors found that young people who commit many

crimes have social ties with other young offenders and their attitude towards crime is shaped by their association with these elements.

7.6.4 CIRCUMSTANCES WHICH LED TO CRIME AND WHETHER THESE HAVE CHANGED

In this section of the chapter, ex-juvenile offenders were asked to mention the circumstances which influenced their criminal activities and to state if those circumstances have changed. On responding to this question, the respondents mentioned a number of circumstantial factors which contributed to their involvement in crime. These circumstances ranged from peer pressure or the adolescent stage and bad influences in the townships where they grew up. Mdlwane was quoted as saying: *“... I grew up with my uncles who were the feared thugs in my area. They carried guns and owned taxis. Everybody was terrified of them. They used to go everywhere with me. I then began to also idolise them, and I fell in love with the guns at a very tender age”*.

Mbodla mentioned the influence of media as another factor which contributed to him being involved in crime. As youngsters, they would try to emulate certain feared characters on TV. Mehlemamba (not his real name) mentioned poverty and not growing under his biological parents as a causal factor for his involvement in crime. When the ex-offenders were asked in these circumstances had changed. The majority of them indicated that the circumstances had changed, but those who felt that the circumstances had not changed stated they were matured now and had been empowered by the rehabilitation programmes to prevail over those circumstances.

These views are supported by Cullen and Johnson (2012) in Du Plessis (2017) where the authors state that rehabilitation is aimed at interventions geared towards the changing of those factors which cause the offenders to commit crime. It is clear in the account of ex juvenile offenders that there were certain factors which caused them to commit crime. The recent study conducted by Marsay, Scialli and Omar (2018) in South Africa, they are

of the view that core influences like self-assurance and self-efficacy and the ability to set genuine aims and peripheral influences like poverty, deficiency in social support, absence of acceptable direction and lack of opportunity could interfere with when juvenile offenders are making effective choices. This explains the impact of circumstances that the ex-juvenile offenders found themselves, which eventually resulted in them serving time behind bars.

7.6.5 CHALLENGES FACED BY EX-JUVENILE OFFENDERS

Ex-juvenile offenders were asked to share their experiences of the challenges that they were facing now that they were outside. On answering the question, the most common challenge which the ex-juvenile offenders were facing was the fact they were not employable because of their criminal history. The majority of these ex-juvenile offenders were adequately skilled, but despite that it was difficult for them to be absorbed in the job market. Msobhetswayini remarked that there was no employer who wanted to employ ex-convicts. However, according to the respondents, the most painful challenge that some of them were facing was the rejection by their families. Ndodembi felt this shattered all the hope that they had coming out of prison. The respondent further indicated it was even better to be rejected by the community, but it was worse when one was disowned by one's immediate family. Skobho reported that they were not treated as normal human beings by certain sectors of society.

Several studies confirm the claims that were made by the ex-juvenile offenders in this study. Viglione (2018) in a study titled "Reintegration of ex-offenders: Opportunities for community work programme to assist in the community reintegration of ex-offenders" found that ex-juvenile offenders were finding it very difficult to earn communal reliance in communities they were expected to be reintegrated into. This assertion is confirmed by Langa (2017) who in his work discovered that the ex-juvenile offenders in South Africa felt that the absence of reception by their families and communities at large often led to the offenders relapsing to crime.

7.6.6 FACTORS WHICH MAKE JUVENILE OFFENDERS COMMIT CRIME AFTER GOING THROUGH REHABILITATION PROGRAMMES

Ex-juvenile offenders were asked what they thought made juvenile offenders commit crime after having gone through rehabilitation programmes. There was a common response to this question where most ex-juvenile offenders pointed to poverty and their backgrounds as the major factor. However, an interesting observation was made by Khuzimpi (not his real name) who was quoted saying: “... *I think that the causal factors which contributed to or driven us to commit crime for which we were arrested, were not addressed by the rehabilitation programmes that we went through. Hence nothing was beneficial in our rehabilitation*”. This view was supported by Mdlwane, who reported that during some of the sessions with social workers, he used to tell them that the rehabilitation programmes were not addressing his needs. He cited a practical example that for him, the problem was his addiction to guns; he liked guns a lot. Ndodemnyama (not his real name) mentioned that he thought that those ex-juvenile offenders who relapsed into crime were those who participated in them not because they saw value in them but did so in order to be considered for parole and therefore those programmes had no meaning to them.

These claims coincide with a study by Seewald, Rosseger, Gerth, Urbaniok, Phillips and Endrass (2018) where the authors argue that it is imperative that the criminogenic needs of juvenile offenders be addressed by specialised forensic therapists in collection and solitary assemblies where participants will internalise coping strategies as well as ensuring that change in behaviour is targeted in to prevent offence related behavioural patterns.

7.6.7 THE EFFECTS OF CRIMINAL RECORDS AND HOW THIS SHOULD BE ADDRESSED

In this part of the chapter, ex-juvenile offenders asked to share their experiences on how they were affected by the criminal records and how they suggested that that problem be resolved. All ten respondents agreed that criminal records were adversely affecting them.

One of them commented that they felt like being in prison outside the actual prison. Mbodla was quoted as saying: “... *DCS should be the first organisation to absorb skills from within. If you bake bread and sell it; people buy and eat it, but you cannot eat it, that’s a contradiction*”. Mbodla further explained that with a B. Comm he was unable to get employment because of the criminal record; hence, he eventually decided to open his own business which now employs four graduates.

Mdlwane responded by stating that sometimes they were discouraged from participating in rehabilitation because they knew for a fact that they would never be employable because of their criminal history. He further commented that no matter how much they had changed, the academic qualifications they had acquired, the criminal records would still disadvantage them.

According to Jacobs and Larrauri (2015), the above practices relating to criminal records also apply internationally. The authors state in the United States, for instance; a criminal conviction is a matter of public record. The authors further remarked that European countries do not forbid job discrimination based on criminal records. James and Larrauri (2015) make a practical example of Spain where individuals with criminal records were not entitled to jobs in government, which include public school educators, university professors, medical doctors, clerks, secretaries, and more. Langa (2017) agrees with the authors above by remarking that one of the main challenges facing ex-juvenile offenders was that the education skills that they had acquired in correctional centres were sometimes not used because the potential employers were sceptical about employing them. Langa (2017) summarises his argument by mentioning that the criminal records of ex-juvenile offenders hang over their heads for a very long time if not for the rest of their lives.

7.6.8 REHABILITATION PROGRAMMES AND THEIR RELEVANCE TO JUVENILE OFFENDERS' CRIMINOGENIC NEEDS

Ex-juvenile offenders were asked if their criminogenic needs were assessed before they were placed on rehabilitation programmes and whether these programmes did indeed address their needs. Out of ten ex-juvenile offenders who responded to the question, eight respondents acknowledged that their criminogenic needs were assessed, and they were placed accordingly in the rehabilitation programmes. Two of them indicated that their criminogenic needs were not assessed; they were just placed into the programmes regardless of what their needs were. However, the two respondents whose criminogenic needs were not assessed did indicate that they benefitted a lot from the rehabilitation programmes which they were placed in. Msobhetswayini, Mbodla, Mehlemamba, Ndodembi, Skobho, Ntandane, Khuzimpi, and Ndodemnyama mentioned that when they were admitted they were assessed by the Case Assessment Officer on admission to the correctional centre, it was discovered that they were school dropouts and therefore at their age the CAO felt that they should be placed at school for education programmes. The respondents stated that the CAO informed them that the school he was referring them to was operating like normal schools outside the correctional facility with experienced, qualified educators. It was on the basis of that information that they each took conscious decision to enrol at school.

The qualitative data provided by ex-juvenile offenders above were in line with the quantitative data provided by the juvenile offenders who were still serving terms of imprisonment. Structured questionnaires were administered to 150 juvenile offenders. These juvenile offenders were asked if their criminogenic needs were assessed before they were placed into the rehabilitation programmes. One hundred (100) respondents acknowledged that their rehabilitation needs were assessed. This represented 67% of the sample. Thirteen percent (13%) of the respondents disagreed that their needs were assessed and taken into cognisance when they were placed into rehabilitation programmes. Twenty percent (20%) of the respondents were neutral.

The views expressed above by the ex and current juvenile offenders were in line with Andrews et al. (2010) views who opine that the need principle of RNR points to the assessment and addressing of the criminogenic needs of juvenile offenders. This view is supported by Amali et al. (2017), who state that the need principle refers to putting more emphasis on the basic requirements of the offenders in terms of their criminogenic needs. Seewald, Rosseger, Gerth, Urbaniok, Phillips and Endrass (2018) advance the above debate by declaring that it is imperative that the criminogenic needs of juvenile offenders be addressed by specialised therapists in collection and solitary assemblies where participants will internalise coping strategies as well as ensuring that change in behaviour is targeted in order to prevent offence related behavioural patterns.

7.6.9 CONDUCTIVENESS OF THE SOCIAL ENVIRONMENT FOR REHABILITATION

In this section of the chapter, ex-juvenile offenders were asked to share their experiences of the conduciveness or lack thereof of the social environment under which they were expected to be rehabilitated. There were mixed responses to the question with some ex-juvenile offenders saying the social environment was conducive and some saying that it was not, instead it was hostile. Mbodla, for instance, was quoted saying: “... *I think prisons or correctional institutions in South Africa as they are called now were structurally not designed for rehabilitation. They were instead designed to “keep” individuals who were in conflict with the country’s laws*”. Msobhetswayini shares Mbodla’s sentiments and added that the in the prison social environment, it was the survival of the fittest. This, according, to that respondent, was exacerbated by gangster activities taking place after the juvenile offenders were locked up at night. However, some respondents felt that the social environment was conducive for rehabilitation to take place. Mdlwane, for instance, was quoted saying: “... *you know sometimes if I had a choice, I would have stayed in prison until I completed my degree, but unfortunately, DCS policy did not allow for that. I had this thought and feeling because when you are inside, you have all the time in the world to focus on things matter most to you*”. This was indicative of the social environment, which allowed some ex-juvenile offenders to be rehabilitated.

In the same study, the quantitative data confirmed the claims made by the ex-juvenile offenders where 150 juvenile offenders were asked if the social environment was conducive or not for them to be rehabilitated. One hundred and twenty-seven (127) respondents indicated that the social environment was conducive for their rehabilitation. This constituted 85% of the sample. Nine percent (9%) of the respondents disagreed, while 6% was neutral.

Previous studies by different scholars in behavioural sciences had emphasised the importance of the conduciveness of the social climate or environment for rehabilitation to take place. One of these scholars is Harding (2014) who in his study asks a very critical question which is “does ‘what works’ work better in a prison with a positive social climate than in one with a negative social climate?” The author opines that certain validated tools and instruments used to measure social climate in prisons have revealed that there are certain regime factors which will be apt to make the jail experience less undesirable for the offenders. This argument is supported by Stosch, Yoon, Sauter, Hausam, and Dahle, (2018) in a study conducted in correctional facilities in Berlin, Germany. The authors found that the offenders’ discernment of the correctional centre environment was significantly interconnected with their attitudes towards the rehabilitation programmes.

7.6.10 VALUE AND IMPORTANCE ATTACHED TO REHABILITATION PROGRAMMES BY JUVENILE OFFENDERS

Ex-juvenile offenders were further asked if they are in rehabilitation programmes because they saw a need, value and importance in participating or their participation was for the purpose of qualifying for and getting parole. All ten respondents indicated that their participation, particularly with education programmes was because they realised that they needed education in order to have a brighter future. Mbodla and Msobhetswayini for instance mentioned that even though they were told by the CAO on admission that they won’t qualify for parole if they didn’t participate in the programmes, but to them their

decision to participate in the programmes had nothing to do with qualifying for parole but it was a conscious decision to participate because they really wanted to change.

Ndodembi echoed the sentiments by the other respondents and remarked as follows: *“... I took a decision to participate in education programmes because I was given an opportunity which I missed outside. I ended up completing my matric, and I am outside now studying at UKZN towards a law degree”.*

Mehlemamba had this to say: *“... I honestly took a wise decision to participate in rehabilitation programmes as they have empowered me lead a crime-free life, and I have easily reintegrated to my community”.*

Through structured questionnaires, a similar question was posed to the current juvenile offenders who were participating in rehabilitation programmes. One hundred and fifty (150) questionnaires were administered. One hundred and thirty-six (136) respondents agreed that they saw the value, need and importance of participating in the rehabilitation programmes. That represented 91% of the sample. Four percent (4%) of the respondents did not agree that their participation was on the basis of them seeing any value, need and importance. Five percent (5%) of the respondents were neutral. The respondents were further asked if they voluntarily participated in the rehabilitation programmes. Again 150 structured questionnaires were administered to 150 respondents. One hundred and twenty-nine (129) respondents indicated they participated voluntarily, which constituted 86% of the sample. 9% of the sample disagreed that their participation was voluntary. 5% of the sample was neutral.

Several studies had been conducted to address this or explain this phenomenon. In a study which was conducted in the Netherlands by Van der Helm, Kuiper and Stams (2018) the authors wanted to establish if there was any correlation between self-determination

theory (SDT) and the effectiveness of the treatment programmes. The study found that there are three basic psychological needs (autonomy, competence, and relatedness) which are essential for treatment motivation which are characteristics of a positive residential group climate. The proponents of the Good Lives Model more or less agree with the above argument. Leaming and Willis (2016) cite Ward (2002) and Ward and Stewart (2003) saying that the good lives model is intended to make treatment or intervention programmes more meaningful and inherently motivating to the benefactors. It is against this background that the majority of ex and current juvenile offenders in Durban Management Area are inherently motivated to participate in their rehabilitation or treatment programmes without being pushed to participate.

7.6.11 RELEVANCE AND APPLICATION OF SKILLS ACQUIRED TO ADAPT TO SOCIETY

Ex-juvenile offenders were asked if the skills that they acquired whilst they were incarcerated were helping them to adapt to their communities or society. All ten respondents except one were of the view that the acquired skills were assisting them to adapt. Mbodla and Msobhetswayini, for instance, identified anger management skills as being very essential in handling very provocative situations that they normally would come against within their communities. They also indicated that without education skills there was no way that Mbodla, for instance, would be running his own property business and Msobhetswayini lecturing in an institution of higher learning in the country. In support of what had been said by others, Ntandane was cited as saying: *“... in terms of life skills, they are assisting me to adapt and behave in a manner which is acceptable to my family and society in general”*. There was consensus amongst the ex-juvenile offenders that the skills acquired went a long way in assisting them to adapt very well to their respective communities.

When a related question was posed to 150 juvenile offenders through structured questionnaires, 141 of the respondents indicated that the rehabilitation programmes were assisting them to prepare for an effective reintegration to society. This represented 94%

of the sample. Two percent (2%) of the respondents stated that the programmes were not preparing them for reintegration, whilst 4% was neutral.

Different scholars in the field of rehabilitation had written extensively about this. Vandala (2017), for instance, singles out education for juvenile offenders as being a vehicle, which will take them to greater heights in life. The author further argues that education as a rehabilitation programme results in juvenile offenders developing a positive attitude and becoming productive members of their respective societies. Vandala (2017) draws from the work of Ward and Fortune (2013) by arguing that there is a relationship between formal education and the Good Lives Model (GLM). The author's argument is that education will capacitate the juvenile offenders to rise above the inadequate social environment which resulted in them committing crime and that through education, they will acquire social skills that they could use to deal with any temptation to relapse into crime.

7.7 CONCLUSION

This chapter covered at length the findings from the interviews with the case assessment officer, the spiritual care, the social workers, the educators and the ex-juvenile offenders who once participated in the rehabilitation programmes during their incarceration at Durban Medium D. This chapter also made comparisons between the quantitative data provided through structured questionnaires of the current juvenile offenders who are still participating in rehabilitation programmes. The next and last chapter of this study shall focus on unpacking the findings, conclusions and recommendations.

CHAPTER EIGHT

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

8.1 INTRODUCTION

The preceding two chapters discussed and analysed data which was collected through semi-structured interviews with the CAO, spiritual worker, social workers, educators and ex-juvenile offenders. The quantitative data collected through structured questionnaires were also presented, discussed and analysed. The data provided in the process of analysis, whether qualitatively or quantitatively, discovered certain key findings and trends in the study which ought to be explored further, recommendations were made after conclusions had been drawn. The chapter will also make recommendations based on the research objectives and questions.

8.2 KEY FINDINGS ON ASSESSMENT PROCEDURES AND PLACEMENT OF JUVENILE OFFENDERS TO REHABILITATION PROGRAMMES

It transpired during the interview with the Case Assessment Officer (CAO) that the process of assessing and placing the juvenile offenders in different programmes was done by his office and the correctional nurse without the actual involvement of the spiritual care worker, social workers, educators and psychologists. These professionals only received the juvenile offenders who according to the assessment of the CAO needed to be placed in social workers, spiritual care, education or psychological services. In order to make the case assessment process efficient and to expedite the juvenile offenders' placement into the adequate rehabilitation programmes, it is recommended that professionals who are directly involved in delivering these services be involved when different 'cases' are assessed on admission. The involvement of professionals will also enable them to assess 'cases' which need immediate attention, the urgency which may not be detected by someone who does not understand the dynamics of the profession.

8.3 KEY FINDINGS ON THE ROLE OF SPIRITUAL CARE IN THE REHABILITATION OF JUVENILE OFFENDERS

During both the qualitative and quantitative data analysis it emerged that the claims made by the spiritual care worker about the effects and role of spiritual care programmes in changing the criminal mindset of juvenile offenders were confirmed by the current and ex-juvenile offenders. The study, therefore, concluded that juvenile offenders were hugely impacted by the spiritual care programmes. This confirms the findings of a study by Akunesiobike (2016) in Port Harcourt Prison, which concluded spiritual care programmes had a remarkable impact on the offenders' character change. It is the view of this study though that the spiritual care programmes could be more effective if they were delivered in conjunction with other rehabilitation programmes.

It is therefore recommended that the spiritual care programmes should be made part of the education programmes since the learners engaged in religious practices every day before the beginning of their education programmes. The spiritual care worker will receive a golden opportunity to reach out to the juvenile offenders who are at school almost daily instead of waiting for them to go to church on Sundays or Saturdays for those who observe Sabbath.

8.4 KEY FINDINGS ON THE CRITERIA USED FOR PLACING JUVENILE OFFENDERS INTO REHABILITATION PROGRAMMES

All personnel interviewed in this study mentioned that when placing juvenile offenders in rehabilitation programmes, they considered their criminogenic needs. This claim was found to be congruent with the claims made by the ex-juvenile offenders and the juvenile offenders currently serving their terms of imprisonment in Durban Medium D, also known as the Youth Centre. The study can, therefore, conclude that there is adherence to the provisions of the White Paper on Corrections in South Africa, 2004, which clearly states that the rehabilitation programmes offered by DCS are needs-based. However, it emerged during the analysis of data that there were certain elements within both current

and ex-juvenile offenders who indicated that their criminogenic needs were not assessed prior to their placement in rehabilitation programmes.

It can be concluded that there is a possibility that these juvenile offenders were telling the truth or that they didn't understand the process that was carried out by the CAO during their admission to the correctional centre. It is therefore recommended that the CAO should create an atmosphere or an environment which will be less threatening to the juvenile offenders during their admission where they might miss certain critical details for their rehabilitation path. It is also the view of this study that all professional groups dealing with rehabilitation programmes must contextualise the rehabilitation needs of juvenile offenders so that the offenders will understand as to what exactly his rehabilitation needs are.

8.5 KEY FINDINGS ON THE MEASUREMENT OF REHABILITATION PROGRAMMES SUCCESS

Several participants in the study were asked how they measured the success of the rehabilitation programmes. Data produced through interviews showed that the social workers, educators and spiritual care workers had different tools that they were using for the same purpose. It was however found that the pointers to programmes' success revolved around the change in behaviour on the part of the juvenile offenders. It also emerged that as much as all the professionals dealing with rehabilitation programmes focus on change in behaviour, but what was interesting was that they had different interpretations or definitions of what the change of behaviour entailed.

Change of behaviour, to the educators, referred to the learner's change in interpersonal relations with educators, peers, correctional officials and the improved levels commitment to schoolwork. The change in behaviour, to the social workers, depended on individual cases. An anger management case, for instance, will be said to be rehabilitated if he was no longer reported to have been involved in fights with other juvenile offenders even if

provoked. To the spiritual care worker change in behaviour referred to a juvenile offender who had accepted and surrendered his life to Jesus and lives according to the ten commandments. These key findings were in agreement with the proponents of the evidence-based model to rehabilitation like Mihalic and Elliot.

Proponents of the evidence-based model to rehabilitation, Mihalic and Elliot (2015), found that evidence-based model puts more emphasis on a demonstration of the effectiveness of a rehabilitation programme through a set of coordinated activities. It was therefore concluded that there were coordinated activities which were carried out in order to ascertain the effectiveness of spiritual care, social work and education services. This could not just be merely concluded. Despite the measure of success having been shared by the respondents, the study, however, recommends that there must be a multidisciplinary approach to the assessment or the measurement of the effectiveness of rehabilitation programmes.

8.6 KEY FINDINGS ON WHETHER THE JUVENILE OFFENDERS SAW THE NEED, VALUE AND IMPORTANCE OF PARTICIPATING IN REHABILITATION PROGRAMMES

It emerged from the juvenile offenders who provided qualitative and quantitative data to the study that the majority of juvenile offenders who participated in rehabilitation programmes did so because they saw the need, value and importance in doing so. This was contrary to one of the hypotheses of the study. It was concluded that juvenile offenders did not participate in rehabilitation programmes just to pass the time or for the purpose of qualifying for parole, but they did so because they were really serious about changing their criminal mindsets.

This conclusion was found to be compatible with the Good Lives Model (GLM). Leaming and Willis (2016) confirm the data above as indicating that the juvenile offenders were more engaged in rehabilitation programmes instead of being compelled to participate

because they couldn't qualify for parole without reports from these programmes. The study thus recommends that there should be roadshows which must be conducted by all the professionals to market their programmes and make the juvenile offenders understand that there is more to participating in rehabilitation programmes than qualifying for parole.

8.7 KEY FINDINGS ON REHABILITATION MODELS USED BY DCS FOR JUVENILE OFFENDERS

The professionals dealing with the delivery of rehabilitation programmes in the Department of Correctional Services (DCS) were unanimous in declaring that DCS uses the risk-need-responsivity (RNR) model. From the responses of the participants, it was not clear though how do they assess the risk factor in juvenile offenders. What was more evident was the fact that when placing juvenile offenders in different rehabilitation programmes, they consider their criminogenic needs. None of the practitioners mentioned any juvenile offender who was put into an intensive rehabilitation programme because of his risk level.

This was confirmed by the outcomes of the quantitative data, which revealed that only 62% of the respondents agreed that their risk levels were considered when they were placed in rehabilitation programmes. This number is very concerning, considering that of these statistics, 18% of the respondents disagreed and 20% were neutral. The 20% neutral respondents could go either way and that is a concern on its own. The study recommends that the practitioner should also consider devising an assessment tool which will inform them of the risk levels of the juvenile offenders. It was concluded that it was imperative that the risk level of juvenile offenders be matched with their rehabilitation programmes. It would be a futile exercise to only consider the needs of the juvenile offenders without ascertaining what their risk levels are.

One of the ex-juvenile offenders even mentioned that he felt that the rehabilitation programmes did not help him because his risk level, that is, the circumstances which led him to commit crime were not addressed at all by the rehabilitation programmes that he participated in. Therefore, it will help DCS to focus on risk assessment as the initial step towards the delivery of rehabilitative interventions. This conclusion is in line with the argument put forth by Newsome and Cullen (2017) who advise practitioners to scientifically assess each offender for constant association with crime by means on authenticated valuation instrument.

8.8 KEY FINDINGS ON THE DETERMINATION OF A REHABILITATED JUVENILE OFFENDER

The participants in the study all agreed that it was a bit difficult to say in certain terms that a particular offender was rehabilitated. However, it was indicated that there were certain pointers which showed that some offenders were really being impacted positively by the rehabilitation programmes. The spiritual care worker, for instance, mentioned that when the juvenile offenders started behaving in the manner which was reminiscent of a 'child of God', that to him was evidence that the 'word' of God was working in their lives. The educators also mentioned the change in behaviours as a sign. This included the attitude of learners to their schoolwork, educators, peers and correctional officials in general. This claim was also confirmed by the current juvenile offenders who were participating in rehabilitation programmes. When they were asked if they were rehabilitated and ready for community reintegration, a high 97% indicated that they were rehabilitated and ready for community reintegration.

8.9 KEY FINDINGS ON THE CONDUCTIVENESS OF THE SOCIAL ENVIRONMENT FOR REHABILITATION TO TAKE PLACE AND ADEQUACY OF POLICIES AND STRATEGIES

There were mixed feelings or responses regarding this question. Some respondents were for the idea that the social conditions were conducive for rehabilitation to take place whilst some felt otherwise. What transpired in the study was that those who strongly felt that the

social conditions were not conducive, associated those conditions to DCS policies. There was a general view that DCS policy was a contributing factor to the hostile social environment under which rehabilitation programmes were delivered. The respondents were of the view that DCS policies were only prioritising security at the expense of rehabilitation.

The study concluded that the professionals were finding themselves in a situation whereby they had to operate under a social environment which did not allow them to fully discharge their professional responsibilities because of the bureaucracy associated with DCS policy. For instance, an educator teaching Life Orientation was unable to take the juvenile offenders to the soccer field for the curricular activities which compelled him to take the learners there. For example, according to the requirements of the Life Orientation syllabus, there were certain activities that the educator was expected to carry out with learners in an open field. It is the recommendation of the study therefore that as the Department of Correctional Services (DCS) has injected and invested a lot of money on rehabilitation, there must be some policy shift which will create an enabling environment for the professional staff to fully discharge their rehabilitation responsibilities. It is also the recommendation of this study that DCS must integrate the importance of rehabilitation to its training curriculum in its colleges in Zonderwater and Kroonstad.

The study also recommends that the role of a correctional officer must be clearly defined so that they (correctional officers) must not take it for granted that rehabilitation of offenders is not their responsibility. The study, therefore, presents the Department of Correctional Services with the findings which will contribute to a new policy direction. This was acknowledged by the department's 2016/2017 annual performance plan where there was an admission on the part of DCS that there had never been any policy amendment to the department since 2011. It is also equally imperative that the Department of Correctional Services formulate the education policy which is analogous to that of the Department of Basic Education.

The rationale for this recommendation is that the study found that the educators in the Durban Management Area were teaching in a full-time school registered under the Department of Basic Education. The curriculum and school calendar used by educators within that DCS school were adopted from the Basic Education Department. The examinations that they were writing in matric were that of the Department of Basic Education. In a nutshell, everything that related to the delivery of education rehabilitation programmes came from the Department of Basic Education. It will, therefore, be a progressive idea to make a policy shift which is in line with the policies of the Department of Basic Education.

8.10 CHALLENGES FACING IMPLEMENTATION OF REHABILITATION PROGRAMMES FOR JUVENILE OFFENDERS

There was consensus amongst the participants in the study that there were general challenges that they faced in their respective professions. The social workers indicated that due to a lack of cooperation with custodial staff, the onus was on the social workers to visit the sections where the juveniles were kept, to establish the reasons behind the correctional officials not bringing them to their offices for the scheduled programmes. The other challenge identified by the social workers was that of the shortage of personnel which could be attributed to the new shift system which DCS was piloting. The educators had similar challenges to those of social workers. Chief amongst the challenges that educators were facing was that sometimes learners were brought late to the school.

This would result in the school programmes starting very late sometimes with certain educators missing their teaching periods in the timetable. This was said to be problematic because the educators were working with the Department of Basic Education school calendar. There were certain timeframes that they were expected to work within. There were several factors which contributed to this state of affairs. These included security issues and providing the juvenile offenders breakfast late.

The study concluded that the challenges faced by the professionals dealing with rehabilitation were common and had something to do with the lack of cooperation between the custodial staff and professionals within DCS. To deal with the challenges cited above, the study recommends that there must be dedicated correctional officials who will undergo some form of screening to deal specifically with the juvenile offenders. These correctional officials should also undergo special training on how to deal with juvenile offenders as this category of offenders is very different from the other categories of offenders within DCS.

8.11 KEY FINDINGS ON THE EFFECTS OF CRIMINAL RECORDS ON REHABILITATION PROGRAMMES

It emerged from the study findings in both quantitative and qualitative data that all the participants in the study agreed that the criminal record was adversely affecting the good rehabilitation efforts made by the professional personnel in Durban Management Area. This view was shared between personnel and ex-juvenile offenders alike. The ex-juvenile offenders felt that the criminal record was equal to their 'crucifixion' after having spent time within correctional centres in DCS. It was a general feeling amongst the respondents that, that was unfair. Some of the respondents even suggested that DCS as a 'host' department must lead by example by employing the ex-offenders. Some suggested that the vocational training unit must be reopened to equip the juvenile offenders with necessary trades and skills which will make them eligible not only to be employed but to be self-employed. It transpired that the educators had gone an extra mile in trying to help the ex-juvenile offenders to have their criminal records expunged.

Ex-juvenile offenders and juvenile offenders felt that sometimes it was useless to be rehabilitated if they were to be demonized by their criminal records. The majority of employers were said to be sceptical about absorbing ex-juvenile offenders as employees. From the key findings listed above, it can be concluded that the criminal records were undoing all the good work and every effort put in by both the professional staff and juvenile offenders in their rehabilitation journey. Even though no study was conducted which

confirms the role of criminal records in recidivism amongst juvenile offenders, but it can be deduced that there is a contribution made by them.

This claim could be supported by the qualitative data from one of the ex-juvenile offenders who mentioned that his friend who was his co-accused and were sent to prison, found himself in a situation where he was dismissed from one of the companies after it discovered that he had a criminal record. After that, no company even considered him for an appointment because of the stigma associated with the criminal record. Eventually, this young man ended up relapsing to crime because of that rejection. His friend reported that this young man was now back at DCS serving a very long sentence as a result of his frustration which was caused by the criminal record.

The study recommends that DCS embarks on a roadshow to educate potential employers about the nature, role and importance of rehabilitation to offenders in general. DCS should also inform and prove to the employers that rehabilitation is possible by being at the forefront of absorbing ex-offenders. DCS must also build capacity amongst the ex-juvenile offenders to start their own businesses and provide the support structure that will ensure that these businesses are sustainable.

8.12 KEY FINDINGS ON HOW EX-OFFENDERS WERE RECEIVED BY THEIR COMMUNITIES AND FAMILIES DURING PAROLE

The qualitative data collected from the ex-juvenile offenders through semi-structured interviews revealed that most of the ex-juvenile offenders were well received by their families. However, it emerged that the reception was not as welcoming with the communities as it was with their families to some. One respondent mentioned that during the early days of his release from the correctional centre, he was always suspected for every criminal activity that took place in his area.

As a result of this rejection by the members of the communities, ex-juvenile offenders felt that participating in rehabilitation programmes had no use because nobody believed that they had changed. One of the ex-juvenile offenders went to the extent of stating that because of this rejection they found themselves associating with rogue elements within their communities because they (rogue elements) were more than willing to accept them within their circles as they were believed to bringing invaluable 'experience' as ex-convicts. The study concluded, therefore, that one of the contributing factors towards ex-juvenile offenders relapsing to crime was the amount of rejection that they suffered from their respective communities.

The most painful experience, according to the ex-juvenile offenders was the rejection by one's immediate or extended family. The study found that this type of rejection amongst ex-juvenile offenders led them back to the streets of Durban, where it was the survival of the fittest which essentially meant going back to the life of crime. The study recommends that if the reason for rejection is related to the fact that the victims of crime perpetuated by the ex-juvenile offenders are members or a member of his family, it is imperative that the spiritual care worker arranges a victim-offender mediation or dialogue. This will result in reconciliation between the victims from the offenders' family to reconcile with the offender before his release from prison. It is further recommended that in the case where the offenders' victims are known to him and are from his neighbourhood or family, victim-offender mediation or dialogue must be made compulsory or a condition for parole.

8.13 CHALLENGES FACED BY EX-JUVENILE OFFENDERS

The study found a number of challenges that ex-juvenile offenders were facing in a country where young people, in general, were experiencing huge social challenges. The ex-juvenile offenders were unanimous in identifying unemployability as the challenge because of the criminal record hanging over their heads. The ex-juvenile offenders found themselves competing in the labour market with other young people for scarce jobs. Over and above the scarcity of jobs, the ex-juvenile offenders had a stigma of criminal history which was frustrating every effort they were making to stay 'clean'.

The study also found that poverty, drugs availability, peer pressure and lack of mentorship were the other challenges that the ex-juvenile offenders had to grapple with almost on a daily basis. The study thus concluded that under these circumstances, the risk of re-offending was very high. The study concluded that no matter how rehabilitated the ex-juvenile offenders were, no matter how effective the programmes during incarceration were, the hostile environment was giving them no option but to start cutting corners in order to survive. It is, consequently, recommended that the rehabilitation programmes should be extended beyond parole for at least three years until the juvenile offenders find their footing outside the correctional centres.

It is recommended that DCS consider developing halfway houses for juvenile offenders who don't have support structures. This initiative could be modelled against the Development Model of Street Girls Empowerment in Surabaya in Singapore. Setyowati (2016) depicts this model as providing the compacted yet emotional support to street girl kids who couldn't survive the harsh street world, which negatively affected their growth and character. This will be more relevant to ex-juvenile offenders who may find themselves without any support structure when they return home and subsequently return to a life on the streets.

8.14 KEY FINDINGS ON THE RELEVANCE AND APPLICATION OF SKILLS ACQUIRED DURING INCARCERATION

Through qualitative data, the study was able to find out from the respondents how the skills and competencies that they had acquired in rehabilitation programmes, assisted them to adapt to their societies. The majority of the respondents mentioned that the skills acquired which ranged from survival or resilience skills, anger management skills to different education skills were identified as the skills which assisted them to adapt to their societies. One of the respondents stated that through anger programmes, he was now able to deal with his anger, even if under very provocative situations.

The study also found that without education, all ex-juvenile offenders felt that they wouldn't be where they are today. The majority of them were either employed or self-employed because of the matric certificates they achieved during their imprisonment. The matric certificates allowed them to register with different institutions of higher learning, completed their qualifications and were now working. The study also found an outcry from the ex-juvenile offenders that the much-desired vocational skills were not acquired because the section dealing with such training was closed. The study concluded that the majority of ex-juvenile offenders relied heavily on education skills that they had acquired. It is, therefore, the recommendation of the study that the Department of Correctional Services in Durban Management Area find ways and means of reopening the vocational training section as it is highly needed by the juvenile offenders who are not academically inclined.

8.15 KEY FINDINGS BASED ON RESEARCH OBJECTIVES

8.15.1 TO EXPLORE AND DESCRIBE THE STRATEGIES, MODELS, POLICIES AND INSTITUTIONAL CAPACITIES THAT EXIST TO IMPLEMENT REHABILITATION PROGRAMMES

It emerged from the qualitative data and quantitative data that the strategies used by DCS to deliver rehabilitation programmes were sometimes contradictory to the professions which were responsible for the delivery of such services. The practical examples cited particularly by the educators were that of subjects like Life Orientation which required learners to be taken out of the classroom for certain activities. The mathematics educator wanted to give learners mathematical instruments to carry out their tasks and homework after the cells had been locked but could not do that because DCS did not allow it. The study, therefore, concluded that the strategies used by DCS were not adequate for certain rehabilitation initiatives.

It is thus recommended that DCS should consider realigning its strategies to be in line with the rehabilitation demands of the current era. The study also found that there was a general feeling amongst the social workers and educators that DCS policies were

structured around security. These professionals felt that DCS does not take seriously the issue of rehabilitation. In fact, it transpired from the respondents' responses that they felt unrecognised and sometimes disrespected by DCS. The study recommends that a policy shift should be considered by DCS, especially in relation to education because as things stand, educators feel that they are on autopilot because of the policy vacuum. In as far as the models were concerned it appeared that the rehabilitation programmes were delivered in line with the risk-need-responsivity (RNR) model as advocated by Wormith and Zidenberg (2018) who postulate RNR model as emphasising that when offenders are admitted to correctional institutions for rehabilitation, their risk levels and rehabilitation needs must be ascertained. This will allow the practitioners an opportunity to tailor the rehabilitation programmes in a manner that the juvenile offenders will be responsive, concluded the authors.

8.15.2 TO ASCERTAIN THE MEANINGS THAT JUVENILE OFFENDERS ATTACH TO REHABILITATION PROGRAMMES.

The study revealed that the general feeling among juvenile offenders who were serving their terms of imprisonment and those who were outside after completing their sentences was that the rehabilitation programmes were helping or had helped them immensely. It transpired in the study that participating in rehabilitation programmes was not compulsory, but it was a prerequisite for parole consideration. It was therefore concluded that there was a possibility that when some juvenile offenders participate in these programmes, they did so solely for the purpose of getting reports from social workers, psychologists and educators about their participation in their respective rehabilitation programmes.

It is thus recommended that all practitioners and the parole board chairperson embark upon a roadshow where during orientation or admission of juvenile offenders, they will be informed about the importance of participating in rehabilitation programmes. During this roadshow it should be made clear to juvenile offenders' rehabilitation programmes are never meant to qualify them for parole but to assist them to change their criminal mentality and lead a crime-free life as responsible, law-abiding citizens after their release from prison.

8.15.3 TO EXAMINE HOW THE EFFECTIVENESS OF REHABILITATION PROGRAMMES ARE MEASURED

The practitioners, that is, social workers, educators and the spiritual care worker were unanimous in that it was difficult to measure the effectiveness of the programmes. The study found that the rationale for that view was that juvenile offenders responded differently to different people within the correctional setting. The study concluded that there was no uniform assessment tool which the practitioners were using to holistically assess the impact or lack thereof of the rehabilitation programmes for juvenile offenders. Against this background, it is recommended that the rehabilitation programmes should be delivered in a multidisciplinary framework as advocated by Masango and Makhathini (2016). A common assessment tool should also be devised by the practitioners to uniformly complete the third 'R' of the RNR model they are using at DCS.

8.15.4 TO INVESTIGATE THE IMPACT OF THE SOCIAL ENVIRONMENT ON THE EFFECTIVENESS OF THE REHABILITATION PROGRAMMES

The quantitative and qualitative data proved that there were certain situations cited by practitioners and juvenile offenders alike where the social environment was perceived to be generally not conducive for rehabilitation to take place. These situations amongst others involved rehabilitating juvenile offenders who had drug addiction needs. The respondents felt that this was not possible because DCS did not have detoxing facilities and that there was uncertainty that the availability of drugs would be stopped from the juvenile offender with such a problem. The study concluded that under such circumstances, it was not possible to effectively rehabilitate the juvenile offenders with such needs.

As indicated above that there were also certain situations where the respondents felt that the social environment was conducive for rehabilitation to take place. The practical examples were cited by the educators who strongly felt that the school social environment was very conducive for teaching and learning and ultimately rehabilitation. The classroom

atmosphere was that of a normal school room atmosphere. Juvenile offenders at school were not referred to as offenders, but they were called learners. That, according to the educators, created an atmosphere where learners were 'psyched' to behave and act like normal school going kids. It can, therefore, be concluded that the positive social environment at school had contributed to the good matric results which had been produced by the school since its inception in 1996. This conclusion is in agreement with Harding (2014), who believes that the prison-based rehabilitation will be effective or less effective depending on the social climate or environment which prevails in that correctional institution.

8.15.5 TO EXPLORE THE CHALLENGES AND OPPORTUNITIES FACED BY THE IMPLEMENTATION AT THE DEPARTMENT OF CORRECTIONAL SERVICES.

The study revealed that the challenges faced by the practitioners in the Durban Medium D correctional centre were compounded by DCS policy and strategies. The educators, for instance, felt that DCS policies were working against them. Therefore, it is recommended that there must be a paradigm shift in the education policy as it applies to DCS. DCS should consider adopting and adapting the Department of Basic Education policy to ensure that it is analogous with their education rehabilitation programmes. This recommendation is informed by the fact that it arose in the study that educators were using the curriculum, school calendar and material developed by the Department of Basic Education. This essentially means that there could be no education inside the correctional centres which falls outside the scope of the Department of Basic Education.

8.16 SUMMARY OF KEY FINDINGS

In summary, from the quantitative and qualitative data received, the study was able to establish that when juvenile offenders participate in rehabilitation programmes, they do so on the basis that these programmes are aimed at addressing their criminogenic needs. The study revealed procedures which are followed before the juvenile offenders are placed on rehabilitation programmes. The Case Assessment Officer (CAO), a position in

the Department of Correctional Services which is held by an incumbent who holds a Behavioural Sciences degree, is expected to carry out the assessment of each and every juvenile offender who is admitted to Durban Medium D (Youth Centre). The study found that after this assessment, the juvenile offenders are then placed or referred to areas of specialisation according to their respective needs. They are placed in social work and, education programmes, and psychological and spiritual care services. It also emerged in the study that these areas of specialisation also conduct their own assessment on receipt of these referrals from the office of the CAO. The practitioners use their discipline-specific criteria to ascertain what the specific needs of every juvenile offender and as such, place them in the relevant programmes. It transpired from the social workers' perspectives that when they conduct their own assessment, they do not necessarily look at the crime committed at face value, but they go deeper to enquire about the circumstances which eventually led to the committal of the crime.

The educators devised an assessment tool which tests the potential learners' numeracy skills and language proficiency if they could not find the previous school records of the juvenile offenders. The scores that learners get from this assessment tool, according to the educators, give them an idea as to in which grade or level of education the juvenile offenders should be placed. The study also found that juvenile offenders were participating in the rehabilitation programmes because they valued them. It also emerged that the social climate or environment was conducive for certain programmes and not conducive for others. The school, for instance, received a high number of respondents who felt that the social environment at school was conducive not only for teaching and learning to take place but also rehabilitation to take place.

It was revealed in the study that the main challenge facing ex-juvenile offenders was the stigma of criminal records. As a result of this stigma, the ex-juvenile offenders felt that it was a futile exercise to participate in rehabilitation programmes and come out of prison fully rehabilitated only to find that the same government which advocated and invested in

their rehabilitation was rejecting them. It transpired that some ex-juvenile offenders ended being involved in crime because of this rejection.

Despite this negativity which was brought up by the criminal records, there were a lot of success stories that the practitioners and juvenile offenders shared about the rehabilitation programmes. The education programmes revealed that there were ex-juvenile offenders who are currently employed as qualified Chartered Accountants who matriculated from the prison school. The study also revealed that there are ex-juvenile offenders employed by certain institutions of higher learning as lecturers. It emerged from the study that the school has been achieving 100% pass rate in matric for the past ten years. The study also revealed that the prison is rated in the top five of quintile 5 schools in the Pinetown region. It was discovered from the study that those ex-juvenile offenders who had recently been released from the correctional centre are registered as students in universities like the University of KwaZulu-Natal (UKZN), University of Zululand (UniZul) and Durban University of Technology (DUT). These ex-offenders are pursuing degrees which range from law, education, IT to commerce.

What was also remarkable in the study was the fact that of the ten ex-juvenile offenders who were sampled, nine of them indicated that they were no longer involved in crime because of the impact that the rehabilitation programmes had on their lives. One offender revealed that as much as he was rehabilitated when he was released from the correctional centre, the rejection that he got from the state, family and society at large forced him to go back to a criminal life. It must also be stated that this juvenile indicated that that was not the kind of life that he wanted to lead, but circumstances were dictating otherwise. Finally, one of the largest findings of the study, which was very concerning was the shared feelings amongst all the practitioners that the Department of Correctional Services (DCS) seems to be prioritizing security as opposed to rehabilitation.

The practitioners felt that they were like a bunch of strangers who were offering a service or services, which in fact DCS could do without. The general feeling amongst the educators, for instance, was that DCS does not recognize nor respect them as a service, a profession and discipline. There also seems to be a serious policy vacuum in the education fraternity of DCS since the study found that the educators are actually using the policies of the Department of Basic Education since there was no DCS education policy which spoke to education in its current form and shape at DCS.

8.17 SUMMARY OF QUALITATIVE AND QUANTITATIVE FINDINGS

Below is the schematic presentation of the summary of the findings which emerged from the qualitative and quantitative data provided by the educators, social workers, ex-juvenile offenders, the case assessment officer and the spiritual care worker as well as juvenile offenders currently serving their imprisonment terms.

Table 8 1 Summary of qualitative and quantitative findings

Findings	Literature	Theoretical framework	What is new
The study found from all the participants that juvenile offenders' placement on rehabilitation programmes was on the basis of their rehabilitation needs.	This finding supports the study conducted by Amali et al. (2017) in Nigeria in Kano Central and Goron-Dutse prisons. The authors found that it was imperative that when rehabilitation programmes are delivered to the offenders, juveniles included, they must be aimed at addressing the criminogenic needs of the offenders. Amali and colleagues were supported by Basanta, Farina and Arce (2017) who argue that	The finding is congruent with the risk-need-responsivity (RNR) theory. The proponents of this theory like Seewald, Rosseger, Gerth, Urbaniok, Phillips and Endrass (2018) who purport the RNR theory as instrumental in the delivery of the rehabilitation programmes by specialised forensic therapists like social workers, psychologist,	The study found that the focus of the specialised forensic therapists and practitioners was more on the 'N' part of the RNR theory at the expense of both 'Rs'. This seemed to be problematic because it resulted in practitioners not being able to detect the pointers which show that the juvenile offenders were at risk

Findings	Literature	Theoretical framework	What is new
	rehabilitation programmes should be centred around the criminogenic and non-criminogenic needs of offenders and their risk levels of re-offending.	spiritual care workers and educators.	of relapsing to crime or whether they were responding to the interventions which were being delivered to them.
The participation in rehabilitation programmes was found to have been voluntary on the part of juvenile offenders. The practitioners confirmed this by stating that they were not forcing anyone to participate in their programmes but whoever was interested in participating was welcome.	The finding in this regard confirms the findings of the study by Bosma, Kunst, Reef, Dirkzwager and Nieuwebeerta (2016). This study was conducted in the Netherlands, and the authors found that the participants' readiness to participate in the rehabilitation programmes determined their completion of the rehabilitation programmes. It also emerged from Bosma and colleagues' study that where the participants were not ready for participation, they didn't complete the rehabilitation programmes.	This finding has proved the Good Lives Model theory to be efficient in the delivery of rehabilitation programmes in Durban Management Area. The scholars like Fortune (2017) who argues that the Good Lives Model or theory is aimed at assisting offenders to develop more meaningful and fulfilling lives as a result of willingly participating in their rehabilitation programmes without being coerced.	There seems to be a reinvention of the wheel in this regard as nothing new transpired from the study.
The study revealed that juvenile offenders benefitted more on education programmes as compared to the other	This finding confirms the findings of a study conducted by Du Plessis (2017) and Vandala (2017). Both authors agree that education, particularly formal education,	The finding is in line with evidence-based theory. The social scientists who advocate this theory like Mihalic and Elliott (2015) argue that the	There seems to be a correlation between this theory and what has been achieved by the education programmes in

Findings	Literature	Theoretical framework	What is new
<p>rehabilitation programmes on offer at Durban Management Area. Almost all the ex-juvenile offenders who were interviewed had matric certificates which they received during their incarceration in Durban Management. The post-matric qualifications they had and studying towards, were made possible by their participation in education programmes, the study found.</p> <p>The study also revealed that the ex-juvenile offenders were finding it hard to be employable and absorbed into the labour market because of their criminal records.</p>	<p>changes the juvenile offenders based on certain facets, like the improvement of social and economic life in communities they will be reintegrated into.</p> <p>This finding is congruent with the study conducted in the United States of America by Agan and Starr in 2017. The authors found that 60% of the potential employers did not consider applicants who had serious criminal records for employment. This discussion is supported by Denver, Siwach and Bushway (2017). The authors wanted to</p>	<p>effectiveness of the rehabilitation programmes should be demonstrated through a set of coordinated activities or services.</p> <p>The finding relates to the risk part of the RNR theory or model. In the context of the finding, the juvenile offenders found themselves being at risk of re-offending not because the rehabilitation programmes were ineffective but because of their rejection in the labour market on the basis of</p>	<p>changing the lives of the juvenile offenders who were once the learners in the correctional centre school. This is a full-time school which operates on the policy directives of the Department of Basic Education. Learners are writing the matric examinations, which are written by other learners in normal schools in the country.</p> <p>This finding showed that there was a correlation between the failure to get employment and the recidivists' tendencies amongst juvenile offenders. It must be noted though the study was not focused on causal factors of recidivism as this</p>

Findings	Literature	Theoretical framework	What is new
	establish the correlation recidivism and the criminal records, which barred ex- convicts from being absorbed into the labour market. The study found that 8.4% of men were likely to re-offend if they were not cleared by the criminal bureau to be eligible for employment.	their criminal backgrounds. Newsome and Cullen (2017) attest to this argument by making an emphasis that there must always be a focus on factors that may lead to recidivism among offenders of all age and categories.	could be a study on its own.
The study also found that the social environment was more conducive for education rehabilitation programmes to be effective as compared to other programmes.	This finding is confirmed by a study in Australia conducted by Harding (2014). The author made a very interesting discovery in a study titled "Does 'what works' works better in a prison with a positive social climate than in one with a negative social climate?" Harding (2014) study revealed that the prison- based rehabilitation programmes which took place in an environment which was positive were likely to impact the benefactors positively. The educators and learners in Durban Management Area mostly agreed that the school environment did not only	This study finding is related to the Good Lives model or theory. In the context of this finding, the ex-juvenile offenders found themselves having to receive the rehabilitation programmes which were meaningful to them because the environment itself was conductive, argues Leaming and Willis (2016).	The finding in this regard is the reinvention of the current theory.

Findings	Literature	Theoretical framework	What is new
	<p>make teaching and learning to be effective, but it also made rehabilitation to be effective as well. This claim is also confirmed by Vandala (2017), who points out that juvenile offenders who attend school get exposed to appropriately designed education programmes offered in an environment which allows for teaching and learning.</p>		
<p>It emerged from the study that the current DCS policies and strategies are silent about education programmes in their current shape and form.</p>	<p>Antwi (2016) in a study conducted in Ghana, found that rehabilitation programmes were not effective in Ghana; there was no policy shift from the punitive approach to a more rehabilitative oriented paradigm. The author also indicated that it was imperative that when policies are formulated for rehabilitation, they should be in line with the United Nations Standard Minimum Rules for the Treatment of Prisoners. In South Africa, this study found that there are two pieces of legislation, which</p>	<p>There seems to be a vacuum in this area as there is no theory that directly relates to policies on specific rehabilitation programmes.</p>	

Findings	Literature	Theoretical framework	What is new
	regulate rehabilitation, namely, The White Paper on Corrections in South Africa, 2004 and the Correctional Services Act, 111 of 1998 as amended by Act 32 of 2001 and Act 35 of 2008. These two legislations are, however, silent about the delivery of education in its current form and shape.		
The study found that the spiritual care programmes go a long way in coordinating the reconciliatory meetings between the juvenile offenders and their victims through the programme called victim offender dialogue (VOD).	This finding is supported by a study conducted by Akunesiobike (2016) in Port Harcourt Prison, which revealed that when offenders participate in spiritual care programmes, their characters changed remarkably. This assertion is supported by Masango and Makhathini (2016) whose findings in their study were that the spiritual care practitioners should deliver faith-based programmes based on the needs of the offenders so that these programmes will impact positively on their character.	This finding is consistent with evidence-based theory or model. This theory is presented by Claes, Van Loon, Vandeveld and Schalock (2015) as demonstrating the existence of the relationship among practices in question and the intended outcomes of such practices.	Over the past years, the focus had been on offenders instead of victims. Nobody dared to establish as to how the victims felt about the possibility of parole for the offenders. The VOD initiative is aimed at making sure that the victim understands why the offender has to be granted parole and how he/she should deal with the offender after his/her release from the correctional institution.

8.18 ARGUMENTS

The author in this study argues as follows:

8.18.1 The placement of juvenile offenders in rehabilitation programmes according to their needs

The author in this study argues that in a country like South Africa, which has the challenge of overpopulation of offenders in its correctional centres, the needs of offenders may be determined, and appropriate treatment programmes delivered, but the number of offenders who are expected to benefit from such interventions may not necessarily be adequately met. This could be attributable to the fact that there is a shortage of specialised personnel in the area of rehabilitation. In the study, for instance, it transpired that only one psychologist is expected to deal with or offer psychological services to more than 900 juvenile offenders. This puts the vulnerable offenders at risk of re-offending since their criminogenic needs may need to be sufficiently addressed by the time, they get released from the correctional centre because of access problems. It is also the view of the author that determination of the needs meant different things to different practitioners.

For instance, the determination of the needs of juvenile offenders by the correctional officers is based on the crime committed at face value. On the other side, the needs of the same juvenile offenders are not seen by social workers on the face value of the crime committed. The social workers would determine the rehabilitation needs of juvenile offenders by going deep and establishing the circumstances under which crime was committed. This, the author argues, calls for highly specialised practitioners and most importantly, the numbers which are manageable, which is not the case in South African correctional centres. It is also the view of the author that sometimes the needs of the offenders may be correctly determined but only to find that there are no adequately trained personnel who could address the peculiar needs of juvenile offenders. This will result in juvenile offenders only participating in rehabilitation programmes which are available to

them instead of participating in programmes that address their criminogenic needs. Ultimately when juvenile offenders are released on parole, they relapse to their criminal activities.

8.18.2 THE MEASUREMENT OF THE EFFECTIVENESS OF REHABILITATION PROGRAMMES

In this regard, the author argues that it is imperative that the practitioners must have a common tool which they use to determine the effectiveness or lack thereof of the rehabilitation programmes being delivered to the juvenile offenders. In a country with a history of racial disparities like South Africa, it is important that practitioners do not only confine their assessment of rehabilitation programmes within the correctional centre walls, but they should look beyond and ascertain if the juvenile offenders are ready to be reintegrated into poverty stricken Black families where these offenders will rely on their grandparents. The author also opines that it might not be accurate to measure the success of rehabilitation programmes on the assumption that juvenile offenders will not return to prison after having committed crime. The rationale for this argument is that it is possible that the juvenile may have relapsed to crime but have been evading arrests on several occasions. This, therefore, means that for those offenders, rehabilitation programmes would have failed.

8.18.3 THE MEANING AND IMPORTANCE OF REHABILITATION TO JUVENILE OFFENDERS

The author of this study feels strongly that the attitudes of juvenile offenders go a long way in determining the impact or lack thereof of the treatment programmes that they will be participating in. The more willing the juvenile offenders are in participating in these programmes, the more positive the results are likely to be. As the study has shown, most ex-juvenile offenders benefitted from the education rehabilitation programmes. This was not because there was something special about education which other programmes could not provide, but it was the attitude and more so the relationships that were forged between the educators and the juvenile offenders. One particular area which improved the relationship between the educators and the juvenile offenders at school was the manner

in which they were addressed. The juvenile offenders were addressed as learners, not as offenders. That on its own went a long way in making the juvenile offenders take education programmes seriously. One ex-juvenile offender even stated that they felt guilty if they were found by educators to have been involved in malicious activities within the correctional centre. This ex-offender even mentioned that even after their release, they don't want to be seen by their correctional centre educators doing wrong things.

8.18.4 THE SOCIAL ENVIRONMENT AND ITS EFFECT ON REHABILITATION

The author is of the view that the conduciveness of the social environment impacts positively on the possibilities of the completeness of the rehabilitation of juvenile offenders. However, this is also a challenge in South Africa considering the overcrowding of the correctional centres. On top of this, there is a challenge of gangsterism. Gangsterism stands against everything that the rehabilitation practitioners instil in the juvenile offenders. Juvenile offenders participate in rehabilitation programmes during the day, but when the cells are locked up for the night, gang activities will prevail for the whole night. One ex-juvenile offender mentioned that after the lock-up in prison, it was the survival of the fittest.

This renders the social environment unconducive for rehabilitation. The juvenile offenders in the South African correctional centres also find themselves living in two or three different worlds. When they are at school for education programmes, they are called learners and as such are expected to behave that way. After school, when they go back to their cells or sections, the correctional officials treat them as offenders and are expected to behave themselves as per expectations from the correctional officials. When they are locked up in their cells, another social environment will prevail, which is dictated by the leaders of the gangs. This creates enormous confusion amongst those who are serious about being rehabilitated. This, therefore, means that when practitioners are delivering rehabilitation programmes or services, they ought to be mindful or considerate

of all these metamorphic environments that the juvenile offenders have to deal with almost on a daily basis.

8.18.5 THE EFFECTS OF CRIMINAL RECORDS ON THE REHABILITATION OF JUVENILE OFFENDERS

This seems to be a huge challenge facing all ex-convicts regardless of their categories. It is the view of the author of this study that some juvenile offenders leave the correctional centres fully rehabilitated and equipped with the necessary skills to be absorbed in the labour market. However, because the employers in South Africa require the potential employees to do background checks in the criminal bureau, the results come back showing that the said juvenile offenders were once convicted for certain crimes. That will automatically disqualify them from being eligible for employment regardless of the fact they met the operational requirements of the positions being filled. As much as it is known that criminal records could be expunged after a period of ten years, the author views this as the second 'sentencing' or 'imprisonment' outside the prison walls of juvenile offenders. This is a discouraging factor on the part of juvenile offenders.

The waiting period for the expungement of the criminal record is far too long. Serious damage would have been done by the time the juvenile offenders are cleared to be eligible for employment. There were interesting suggestions which were made by both the practitioners and e-juvenile offenders regarding the issue of criminal records. They unanimously suggested that the Department of Correctional Services (DCS) should be the first department which absorbs the ex-convicts with skills which are needed in that department. For instance, in Durban Management Area, which has more than five correctional centres and members' residences, there was only one electrician who serviced all these areas. There are offenders with electricity trades which DCS can absorb, but they are not considered because of their criminal background. The current minister of Justice and Correctional Ronal Lamola stated that there was no law in South Africa which stipulated that people with criminal records are not eligible for employment, but it is employers' policies that determine that kind of discrimination. The author, therefore, feels that there must be a policy paradigm shift in Labour Relations Act which will prevent this discrimination, fair or unfair, however one sees it.

8.18.6 POLICIES, STRATEGIES AND MODELS USED FOR REHABILITATION IN DCS

There seems to be a policy uncertainty and vacuum regarding the delivery of certain rehabilitation programmes. This especially is the case in the delivery of education and training programmes. The author drew the conclusion that the DCS policies were very hostile to education programmes. The Department of Correctional Services (DCS) seems to have gotten itself in something that the powers that be do not understand how it works. When they allowed the school to be registered full-time and operate on a full-time basis, there seemed to have been no understanding of the implications of that decision. This is causing frustration on the part of educators. The author views this state of affairs as being unsustainable, therefore, there needs to be a policy direction given by DCS on education as a rehabilitation programme. The policy shift should also result in infrastructural changes. For instance, for subjects like Life Orientation which needs practicals to be done in the soccer field, there has to be infrastructure which allows for that to happen. Education has positively impacted the juvenile offenders in its current form and shape; therefore, it will be a sad day if DCS were to change it because sometimes some of the programmes within it are in direct conflict with DCS security policies.

8.18.7 JUVENILE OFFENDERS' EXPERIENCES OF REHABILITATION PROGRAMMES

It is the view of the author that the majority of juvenile offenders did not participate in rehabilitation programmes because they wanted to be considered for parole or were just passing the time. When juvenile offenders were placed in rehabilitation programmes, their needs were assessed, which therefore resulted in juvenile offenders attaching meaning to their rehabilitation. If the programmes had no relevance in terms of them addressing what was needed by the juvenile offenders, there was no way that they would be as enthusiastic about their participation as they were. The juvenile offenders would have participated just to pass the time and qualify for parole. The author is of the opinion that the energy invested by the juvenile offenders to get rehabilitated is sometimes thwarted by the rejection that the juvenile offenders receive from their families, societies and mostly from the state or government. This rejection by the government in many instances results in juvenile offenders having no alternative but to go back to their criminal activities

8.19 CONCLUSIONS

From the summary of key findings presented above, the study concluded that when juvenile offenders participate in rehabilitation programmes, they do not do so for frivolous reasons or to just pass the time, but they participate because they see the need, value and importance of rehabilitation. It is also the conclusion of this study that the rehabilitation programmes are having or have had a positive impact on the lives of the current and ex-juvenile offenders. The study also concluded that the most influential and beneficial programmes which the juvenile offenders participated in were education programmes. This was informed by the evidence that educators were able to show in as far their success story was concerned.

8.20 SUMMARY OF RECOMMENDATIONS

The recommendations of the study can be summarised as follows:

- There should a clear policy direction that must be taken by DCS in as far education programmes are concerned. It is the recommendation of this study that DCS consider policies from the Department of Basic Education, which may be analogous with its envisaged education policy.
- DCS must embark upon an information campaign where the department will inform the government departments and private sector about the role that rehabilitation programmes play in changing the lives of offenders in general.
- It is also recommended that DCS open a halfway house for juvenile offenders who are vulnerable and have no family support structure in collaboration with non-governmental organisations, which have an interest in issues of ex-juvenile offenders.
- The Department of Correctional Services is also advised and encouraged to include in its correctional officials' training curriculum the aspect of role of a correctional officer.

- Correctional officials should not see the rehabilitation of offenders as not their responsibility, but they have to realise that it is equally their responsibility.
- As it emerged from the study findings that juvenile offenders leave correctional centres with adequate skills which could be used to start a business. There was a vacuum in this regard in a sense that juvenile offenders get parole equipped with skills to enter the labour market or start their businesses, but they are given capacity in terms of entrepreneurial skills. It will benefit the Department of Correctional Services in Durban Management Area to partner with institutions of higher learning like DUT Entrepreneurial Department to solicit their assistance in this area of expertise.

8.21 PROPOSED FURTHER STUDIES

As mentioned in the limitations of the study, the perspectives of psychologists in the study were not included because of their unavailability to participate in the study. It will, therefore, be interesting to establish what their views are regarding the rehabilitation programmes in Durban Medium D. As it emerged in the study that criminal records were a factor which impeded the ex-juvenile offenders from being absorbed into the labour market, it will be interesting to establish in detail how are other categories of offenders affected by the criminal records.

This chapter provided an in-depth discussion of the findings, conclusion and recommendation of the study. These findings, conclusions and recommendations were discussed according to the key questions that were asked from the respondents. This chapter also provided the arguments as presented by the researcher and the proposal for the future study area was made.

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ANNEXURES

ANNEXURE A



3 December 2018

Reference: Proposal Approval: Mr. V Hadebe

Student number: 20723684

Dear Mr. V Hadebe

DPhil: MANAGEMENT SCIENCES (PUBLIC ADMINISTRATION)

This serves to confirm the approval of your research proposal by the Faculty Research Committee, at its meeting on 28 November 2018, as follows:

1. Research proposal and provisional dissertation title:

JUVENILE OFFENDERS REHABILITATION IN THE DEPARTMENT OF CORRECTIONAL SERVICES, IN DURBAN MANAGEMENT AREA

Supervisor: Dr BS Ngcamu

Co-supervisor: N/A

Please note that any proposed changes in the thesis/dissertation title require the approval of your supervisor/s, the Faculty Research Committee, as well as ratification thereof by the Higher Degrees Committee.

2. Research budget to the amount of R15 000.00

Please note that this funding is not a scholarship or bursary and is therefore not paid directly to you but is controlled by the Faculty. Any proposed changes to the use of this funding allocation requires the approval of your supervisor and the Dean. Please note that funding will be reimbursed to you after the provision of receipts.

The Institutional Research Committee has stipulated that:

- (a) This University retains the ownership of any Intellectual Property (patent, design, etc.) registered in respect of the results of your Masters/Doctors Degree in Technology studies as a result of the award and the provisions of the above Act;
- (b) Should you find any of the terms above not acceptable then you are given the option to decline the Research budget award to your project in writing.

May we remind you that in terms of Rule G25(2)(b), if you fail to obtain the Masters/Doctors degree within the maximum time period allowed after first registering for the qualification, Senate may refuse to renew your registration or may impose any conditions it deems fit. You may apply to the Faculty Research Committee for an extension.

Please note that you are required to convert your registration from the informal to the formal course and re-register each year.

Please note that the following must be adhered to:

Registration:

1. Ensure formal registration has taken place
2. Ensure that application for conferment of status has been made in the event of your undergraduate qualification being different to this application
3. Ensure that your supervisor has submitted your proposal to the Faculty Research Officer (FRO) for IREC clearance (institutional research ethics committee). This is in the case of Ethics level 2 IREC and level 3 IREC (in the case of a study dealing with vulnerable populations). See guideline attached.

Dissertation submission for examination:

1. Ensure that you submit the intention to submit form (PG 5), signed by the HOD and Supervisor
2. Ensure that the signed checklist is submitted with the PG 5
3. Once your dissertation is submitted to the supervisor for examination purposes, communication from here on will only be with your supervisor and not with the faculty.
4. Your supervisor MUST nominate the examiners three months prior to submission of the dissertation/thesis for examination.
5. On submission for examination, please note that three ring bound signed copies must be submitted to your supervisor along with the completed and signed PG 7 form, FMS Checklist and Turn it in report.
6. Feedback will be provided to your supervisor regarding the examination result after the result is ratified by the Higher Degrees Committee (HDC).
7. In the event of a resubmission the reports will be submitted to the supervisor who will communicate with you for revision. Once revision has taken place your supervisor will submit to the FRO for resubmission to the examiners.
8. In the case where there is a discrepancy in examiners results, an Arbiter will be nominated via the HOD and supervisor and tabled at FRC and ratified at HDC. On completion of this process, the Arbiters report will be tabled at FRC and ratified at I-IDC.
9. Results of the Arbitration process will be communicated to your supervisor

Graduation requirements:

1. Ensure that you submit a completed signed PGIO form
2. one hard bound dissertation/thesis with a pdf version on CD
3. response to post graduate examination form
4. completion of study form (IREC form)

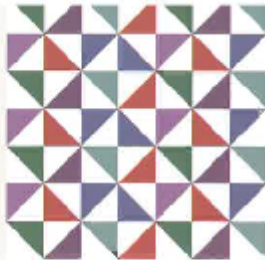
Should you experience any problems relating to your research, your supervisor must be informed of the matter as soon as possible. If the difficulties persist, you should then approach your Head of Department and thereafter the Faculty Research Coordinator.

Please refer to the 2018 General Rule Book and the Postgraduate Students' Guide 2018 concerning the rules relating to postgraduate studies, which include inter alia acceptable minimum and maximum timeframes, submission of thesis/dissertations, etc., Please do not hesitate to contact this office for any assistance. We wish you success in your studies.

Kind regards,

 _____
Prof R Balkaran

FRC Chairperson: Faculty of Management Sciences Cc Supervisor: Dr B.S. Ngcamu



Institutional Research Ethics Committee
Research and Programme Support Directorate
2nd Floor, Bellwyn Court
Gate 1, Simon Sini Campus
Durban University of Technology

P.O. Box 1324, Durban, South Africa, 4001

Tel: 031 379 1375
Email: cmstrad@dut.ac.za
<http://www.dut.ac.za/research/ethics>

www.dut.ac.za

1 November 2019

Mr V J Hadebe
188 Tormway Road
Yellowwood Park
4004

Dear Mr Hadebe

Juvenile offenders' rehabilitation in the Department of Correctional Services in Durban Management area

Ethical Clearance number: IREC 044/19

The Institutional Research Ethics Committee acknowledges receipt of your notification regarding the piloting of your data collection tools.

Kindly ensure that participants used for the pilot study are not part of the main study.

In addition, the IREC acknowledges receipt of your gatekeeper permission letter.

Please note that FULL APPROVAL is granted to your research proposal. You may proceed with data collection.

Any adverse events [serious or minor] which occur in connection with this study and/or which may alter its ethical consideration must be reported to the IREC according to the IREC SOP's.

Please note that any deviations from the approved proposal require the approval of the IREC as outlined in the IREC SOP's.

Yours Sincerely,

Professor J K Adam
Chairperson: IREC





correctional services

Department:
Correctional Services
REPUBLIC OF SOUTH AFRICA

Private Bag X1386, FHE TORIA, 0001 Poyntons Building, COWE Momo and Sophie Je Bruyn Street PRETORIA
Tel (012) 307 2770

Mr VJ Hadebe
188 Tamway Road
Yellowwood Park
4004

Dear Mr Hadebe

**RE: APPLICATION TO CONDUCT RESEARCH IN THE DEPARTMENT OF
CORRECTIONAL SERVICES ON: "JUVENILE OFFENDERS' REHABILITATION IN
THE DEPARTMENT OF CORRECTIONAL SERVICES IN DURBAN MANAGEMENT
AREA"**

It is with pleasure to inform you that your request to conduct research in the Department of Correctional Services on the above topic has been approved.

Your attention is drawn to the following:

- This ethical approval is valid from **01 July 2018 to 30 June 2021**.
- The relevant Regional and Area Commissioners where the research will be conducted will be informed of your proposed research project.
- Your internal guide will be **Ms N Mkhize: Regional Head Corrections, KwaZulu-Natal**.
- You are requested to contact her at telephone number (033) 355 7304 before the commencement of your research.
- It is your responsibility to make arrangements for your interviewing times.
- Your identity document/passport and this approval letter should be in your possession when visiting the correctional centres.
- You are required to use the terminology used in the White Paper on Corrections in South Africa (February 2005) e.g. 'Offenders' not 'Prisoners' and 'Correctional Centres' not 'Prisons'.
- You are not allowed to use photographic or video equipment during your visits, however the audio recorder is allowed.
- You are required to submit your final report to the Department for approval by the Commissioner of Correctional Services before publication (including presentation at workshops, conferences, seminars, etc) of the report.
- Should you have any enquiries regarding this process, please contact the DCS REC Administration for assistance at telephone number (012) 307 2770.

Thank you for your application and interest to conduct research in the Department of Correctional Services.

Yours faithfully

ND SIHLEZANA
DC: POLICY COORDINATION & RESEARCH
DATE: 25/06/2019

SURY BISETTY
EDITORIAL SERVICES



To whom it may concern,

I have edited the dissertation entitled, *Juvenile Offenders' Rehabilitation Programmes In The Department Of Correctional Services In Durban Management Area*, by Vusumuzi James Hadebe
Student Number: 20723684, submitted in partial fulfilment of the requirements for the Doctor of Philosophy in Management Sciences (Public Administration) at the Durban University of Technology.

11 December 2019

Language and Technical Editor

MEMBER OF:

Professional Editor's Guild (BIS002)

South African Council of Educators (222277)

South African Monitoring and Evaluation Association (761237008333)

CERTIFICATION:

Peggs: Critical Reading

Editing Mastery: How to Edit to Perfection

Complete writing, editing master class.

CONTACT DETAILS

Email: surybisetty11@gmail.com

Cell no: 0844932878

Tel.: 031 7622 766

Disclaimer: I provided only **language and technical editing** as per discussion with the client. **The content of the research proposal was not amended in any way.** The edited work described here may not be identical to that submitted. The author, at his/her sole discretion, has the prerogative to accept, delete, or change amendments/suggestions made by the editor before submission.

ANNEXURE E



TO WHOM IT MAY CONCERN

This is to certify that I am a juvenile offender and participating in this research study voluntarily. The researcher explained to me the significance of the research study to me as an offender and the Department of Correctional Services in general. The researcher also advised me not to provide my personal information like my name and board or prison number. I was also informed that no special rewards in any form will be given to me.

Signature _____

ANNEXURE F



TO WHOM IT MAY CONCERN

This serves to confirm that I am an employee of the Department of Correctional Services and I am participating in this study voluntarily. I was duly informed by the researcher about the significance and rationale for this study. I have no objection in participating in the study. The researcher informed me that there was no form of reward, monetary or otherwise that will be given to me for my participation in the study.

Signature _____

ANNEXURE G

SEMI-STRUCTURED INTERVIEWS

Structured interview questions for the Specialised Occupational officials.

1. What are the different types of rehabilitation programmes offered by your profession?
2. What informs these programmes?
3. Do offenders see any value in participating in these programmes?
4. How do juvenile offenders participate in these programmes?
5. How conducive is the social environment under which these programmes take place?
6. How are the programmes received by the juvenile offenders and what is the rate of participation and why?
7. What is the juvenile offenders' understanding of your rehabilitation programmes?
8. How do you determine a rehabilitated juvenile offender?
9. How do you measure the success of the rehabilitation programmes?
10. What are the challenges that impede the delivery of the rehabilitation programmes?
11. Are policies and strategies in place in the Department of Correctional Services adequate to assist you in your endeavours to deliver the rehabilitation programmes?

ANNEXURE H

QUESTIONNAIRE



QUESTIONNAIRE FOR JUVENILES CURRENTLY SERVING THEIR SENTENCES

You are participating in a study titled “Juvenile offenders’ rehabilitation programmes in the Correctional Services Department in Durban Management Area”

We would greatly appreciate your assistance in completing the questionnaires as part of a survey on perspectives and application of rehabilitation programmes within your institution.

The results of this study will assist the Department of Correctional Services to tailor the implementation of the rehabilitation programmes to suit the peculiar circumstances of juvenile offenders in Durban Management Area in particular and elsewhere in the country. The questionnaire is anonymous, and all responses will remain strictly confidential and will be used for academic purposes only.

Thank you in advance and we really appreciate your time and effort in filling out this questionnaire. Should you require additional information concerning this research project, you may contact Vusi Hadebe as follows:

- Cell phone number: 072 6433191
- Office Hours: 031 373 6709
- E-mail: vusumuzih@dut.ac.za

Signature:

INSTRUCTIONS TO RESPONDENTS

1. Please tick only one answer in the appropriate box.
2. Answer all the questions.
3. Please do not leave any question blank.
4. Do NOT write your name in the questionnaire.

SECTION A:

GENERAL INFORMATION

Please indicate with a tick.

1. Education

Please indicate with a tick your current level of education.

Below Matric	01
Matriculation	02
Trade Certificate	03
Diploma	04
Degree	05
Post-graduate	06

2. Race

Please indicate your race by ticking in the appropriate box.

Black	01
White	02
Indian	03
Coloured	04
Other	05

3. Sentence length

Please indicate your length of sentence by ticking in the appropriate box.

2 – 5 years	01
6 – 10 years	02
11 – 15 years	03
15 and above	04

4. Type of offender

Please tick the appropriate box indicate whether you are a repeat or first-time offender.

First-time offender	01
Repeat offender	02

5. Age Category

16-20	01
21-30	02

SECTION B.

Please mark your answer to each question/statement with X

Take note of the following scale:

01 = strongly agree

02= agree

03= neutral

04= disagree

05= strongly disagree

1. **Perceptions and experiences of juvenile offenders about the rehabilitation programmes in general.**

1. I was informed of rehabilitation programmes when I was admitted to the prison. 01 02 03 04 05
2. I was made aware of the benefits of participating in the rehabilitation programmes. 01 02 03 04 05
3. The social environment is conducive for me to be rehabilitated. 01 02 03 04 05

4. I see value in the rehabilitation programmes delivered to me as an offender. 01 02 03 04 05
5. The rehabilitation programmes are changing my attitudes towards crime. 01 02 03 04 05
6. I am a rehabilitated juvenile and ready for community reintegration. 01 02 03 04 05
7. I will never commit crime again. 01 02 03 04 05
8. We support and encourage each other with my friends to participate in rehabilitation programmes. 01 02 03 04 05
9. I am a first-time offender and therefore participating for the first time in rehabilitation programmes. 01 02 03 04 05
10. I am repeat offender and participated before in the rehabilitation programmes. 01 02 03 04 05
11. I participate in rehabilitation programmes voluntarily. 01 02 03 04 05
12. The social environment is good for me to adapt and rehabilitate fully. 01 02 03 04 05
13. The rehabilitation programmes have empowered me with sufficient knowledge and skills to lead a crime life upon release from prison. 01 02 03 04 05
14. My parents play a significant role in my rehabilitation. 01 02 03 04 05
15. Rehabilitation programmes are not helping me to change my attitude towards crime. 01 02 03 04 05

16. My rehabilitation needs were assessed before I was placed into a rehabilitation programme. 01 02 03 04 05
17. I adapted well to the rehabilitation programmes because they were in line with my criminogenic needs. 01 02 03 04 05
18. The rehabilitation programmes will assist me to effectively reintegrate to the society. 01 02 03 04 05
19. My risk level was ascertained prior to being allocated a rehabilitation programme. 01 02 03 04 05
20. I enjoyed participating in all rehabilitation programmes. 01 02 03 04 05
21. The rehabilitation programmes I participated in will assist me to reintegrate to the society. 01 02 03 04 05
22. My rehabilitation needs were assessed before I was placed into the rehabilitation programme. 01 02 03 04 05

2. The juvenile offenders' experiences and perceptions of education and training programmes.

23. Education and training programmes have developed my positive self-esteem. 01 02 03 04 05
24. I have not benefited anything from the education and training programmes. 01 02 03 04 05
25. I participate in education and training programmes just to pass time. 01 02 03 04 05

- | | | | | | |
|--|----|----|----|----|----|
| 26. Education and training programmes have changed my attitude towards crime. | 01 | 02 | 03 | 04 | 05 |
| 27. I benefited more from vocational training. | 01 | 02 | 03 | 04 | 05 |
| 28. I benefited more from ABET and mainstream education. | 01 | 02 | 03 | 04 | 05 |
| 29. Being called a learner or student by educationists improved my positive self-esteem and changed my attitude towards crime. | 01 | 02 | 03 | 04 | 05 |
| 30. Education and training programmes will enable me to resist rejection by my communities. | 01 | 02 | 03 | 04 | 05 |
| 31. The vocational skills that I have acquired will assist me to self-employed and desist from crime. | 01 | 02 | 03 | 04 | 05 |
| 32. I benefit and participate most in education and training programmes. | 01 | 02 | 03 | 04 | 05 |
| 33. I attend the prison school programmes. | 01 | 02 | 03 | 04 | 05 |

3. The juvenile offenders' account on social workers and psychologists' services.

34. I was informed of the availability of social work programmes during admission to prison. 01 02 03 04 05

35. Social work programmes have reignited my feeling of self-worth and hopefulness 01 02 03 04 05

36. The instable background that I come from was the cause of my criminal behaviour. 01 02 03 04 05

37. Social workers' programmes are assisting me to deal with the instability at home after my release 01 02 03 04 05

38. Failure to control my emotions led me to committing crime. 01 02 03 04 05

39. Before I came to prison, I had a feeling of helplessness and hopelessness. 01 02 03 04 05

40. Social workers programmes are assisting me to deal with and control my emotions. 01 02 03 04 05

41. I benefit and participate most in social workers programmes. 01 02 03 04 05

42. I participate most and benefit from psychologist programmes. 01 02 03 04 05

43. Being addressed as a client by social workers and psychologists improved my self-esteem and changed my attitude towards crime 01 02 03 04 05

44. Psychologists' services are assisting me to with 01 02 03 04 05
my emotions, which contributed to me committing
crime.

4. Juvenile offenders' perceptions and experiences of spiritual care work services.

45. Attending spiritual care workers programmes has 01 02 03 04 05
changed my personality.

46. I was not a religious person before I came to 01 02 03 04 05
prison.

47. Spiritual care workers have assisted to cope with 01 02 03 04 05
temptations that resulted with me committing
crime.

48. I am no longer a violent person because of the 01 02 03 04 05
spiritual care services.

49. Spiritual care programmes are most beneficial to 01 02 03 04 05
me.

Thank you for taking time to fill in this questionnaire.

END OF QUESTIONNAIRE.



Ucelwa ukuba ubambe iqhaza ocwaningweni olusihloko salo sithi: “Izinhlelo zokuhlunyeleliswa kwesimilo kweziboshwa ezisencane ngokweminyaka eMnyangweni wezokuHlunyeleliswa kwezimilo esifundeni saseThekwini”

Sizobonga kakhulu usizo lwakho ngokuthi usiphendulele lolu luhlumibuzo oluyingxeny yoncwangingo olumayelana nendlela izinhlelo zokuhlunyeleliswa kwezimilo ezibukeka futhi zisetshenziswe ngayo ngaphakathi kwalesi sikhungo okuso.

Imiphumela yalolu cwaningo izosiza uMnyango wezokuHlunyeleliswa kweziMilo ekuthuthukiseni indlela eyethula ngayo izinhlelo zokuhlunyeleliswa kwezimilo ukuze zivumelane nezimo zempilo yeziboshwa ezisencane ngokweminyaka, ikakhulukazi esifundeni saseThekwini kanye nasezweni lonke. Loluhlumibuzo kalizukulidinga igama lakho futhi zonke izimpendulo zizogcinwa ziyimfihlo bese zisetshenziswa ekufundeni nasekufundiseni nje kuphela.

Siyabonga futhi sithokoze kakhulu ngesikhathi nangemizamo yakho ekugcwaliseni lolu luhlumibuzo. Uma udinga ulwazi oluthe xaxa olumayelana nalolu cwaningo, ungaxhumana noMnu. Vusi Hadebe ngalezi zindlela ezilandelayo:

- Inombolo yeselula: 072 6433191
- Ngezikhathi zokusebenza: 031 373 6709
- Ngeposinyazi: vusumuzih@dut.ac.za

Ukusayina:

IMIYALELO KUBAPHENDULIMIBUZO

5. Ucelwa ukuba ukhethe impendulo eyodwa kuphela esebhokisini elifanele.
6. Phendula yonke imibuzo.
7. Ucelwa ukuba ungawushiyi umbuzo ungawuphendulile.

ISIGABA A:

IMINININGWANE EJWAYELEKILE

Ucelwa ukuba ubonise ngokufaka uphawu.

6. Imfundo

Ucelwa ukuba ubonise ngokufaka uphawu ezingeni lemfundo okulo.

Ngaphansi kukamatekuletsheni	01
Umatekuletsheni	02
Isitifiketi Sezohwebo	03
Idiploma	04
Idigri	05
Iziqu Zosenazo Ezokuqala	06

7. Uhlanga

Ucelwa ukuba ubonise uhlanga oyilo ngokufaka uphawu ebhokisini elifanele.

Ungumuntu Omnyama	01
Ungumlungu	02

Ungowomdabu WaseNdiya	03
UyiKhaladi	04
Ungowolunye uHlanga	05

8. Ubude besigwebo

Ucelwa ukuba ubonise ubude besigwebo sakho ngokufaka uphawu ebhokisini elifanele.

Iminyaka emi-2 – 5	01
Iminyaka eyisi-6 – 10	02
Iminyaka eyi-11 – 15	03
Iminyaka eyi-15 nangaphezulu	04

9. Uhlobo Lwesiboshwa

Ucelwa ukuba ufake uphawu ebokisini elifanele elikhombisa ukuthi sewake waboshwa ngaphambilini noma kungokokuqala.

Kungokokuqala	01
Sewake waboshwa	02

ISIGABA B.

Ucelwa ukuba ukhombise impendulo yakho yalowo nalowo mbuzo ngokubhala u-X

Qaphela lokhu okuchazwa yilesi silinganiso esilandelayo:

01 = Ukuvuma kakhulu

02= Ukuvuma

03= Ukungavumi nokungaphiki futhi

04= Ukungavumi

05= Ukungavumi nhlobo

1.Indlela iziboshwa ezisencane ngokweminyaka ezibuka ngayo izinhlelo zokuhlunyeleliswa kwesimilo ngokwejwayelekile.

1. Ngaziswa ngezinhlelo zokuhlunyeleliswa kwesimilo 01 02 03 04 05
ngesikhathi ngingena ejele.
2. Ngaziswa ngezinzuzo zokubamba iqhaza 01 02 03 04 05
ezinhlelweni zokuhlunyeleliswa kwesimilo.
3. Isimo senhlalo siyavumelana nesimo 01 02 03 04 05
sokuhlunyeleliswa kwesimilo sami.
4. Ngiyakubona ukubaluleka kwezinhlelo 01 02 03 04 05
zokuhlunyeleliswa kwesimilo engifakwe kuzo
njengesiboshwa.
5. Izinhlelo zokuhlunyeleliswa kwesimilo ziyasiguqula 01 02 03 04 05
isimomqondo sami ngobugebengu.
6. Ngingumuntu osemusha onesimilo 01 02 03 04 05
esesihlunyelelisiwe futhi sengikulungele ukuthi
ngiphinde ngibandakanywe nomphakathi.
7. Angeke ngiphinde ngibenze ubugebengu. 01 02 03 04 05

8. Siyesezana futhi siyakhuthazana nabangani bami 01 02 03 04 05
ukuthi sibambe iqhaza ezinhlelweni
zokuhlunyeleliswa kwesimilo.
9. Ngizaqala ukuthi ngiboshwe futhi yingakho-ke 01 02 03 04 05
kungokokuqala ukuthi ngibambe iqhaza
ezinhlelweni zokuhlunyeleliswa kwesimilo.
10. Angiqali ukuboshwa futhi sengake ngalibamba 01 02 03 04 05
iqhaza ezinhlelweni zokuhlunyeleliswa kwesimilo.
11. Ngazingenela ngokuthanda kwami ezinhlelweni 01 02 03 04 05
zokuhlunyeleliswa kwesimilo.
12. Isimo senhlalo siyahambisana nami futhi 01 02 03 04 05
siyavumelana nokuhlunyeleliswa kwesimilo sami
ngokugcwele.
13. Izinhlelo zokuhlunyeleliswa kwesimilo zingihlomise 01 02 03 04 05
ngolwazi namakhono anele okuphila impilo
engenabo ubugebengu uma ngiphuma ejele.
14. Abazali bami babambe iqhaza elibalulekile 01 02 03 04 05
ekuhlunyeleliseni kwesimilo sami.
15. Izinhlelo zokuhlunyeleliswa kwesimilo kazingisizi 01 02 03 04 05
ngalutho ekuguquleni isimomqondo sami
ngobugebengu.
16. Izidingo zokuhlunyeleliswa kwesimilo sami 01 02 03 04 05
zabhekisiswa ngaphambi kokufakwa ezinhlelweni
zokuhlunyeleliswa kwesimilo.

17. Ngazejwayela kalula izinhlelo zokuhlunyeleliswa kwesimilo ngoba zazihambisana nezidingo zobugebengu. 01 02 03 04 05
18. Izinhlelo zokuhlunyeleliswa kwesimilo zizongisiza ukuthi ngibuyele kalula emphakathini. 01 02 03 04 05
19. Izinga lokuba sengcupheni kwami labhekisiswa ngaphambi kokufakwa ohlelweni lokuvuselelwa kwesimilo. 01 02 03 04 05
20. Ngakuthokozela ukubamba iqhaza kuzo zonke izinhlelo zokuhlunyeleliswa kwesimilo. 01 02 03 04 05
21. Izinhlelo zokuhlunyeleliswa kwesimilo engibambe iqhaza kuzo zizongisiza ukuthi ngiphindele kalula emphakathini. 01 02 03 04 05
22. Izidingo zokuhlunyeleliswa kwesimilo sami zabhekisiswa ngaphambi kokufakwa ohlelweni lokuhlunyeleliswa kwesimilo. 01 02 03 04 05

2. Indlela iziboshwa ezisencane ngokweminyaka ezibuka ngayo izinhlelo zokufunda nokuqeqesha.

23. Izinhlelo zokufunda nokuqeqesha zillithuthukisile izinga lokuzethemba kwami. 01 02 03 04 05
24. Angizuzanga lutho ezinhlelweni zezemfundo nokuqeqesha. 01 02 03 04 05
25. Ngibamba iqhaza ezinhlelweni zezemfundo ukuzichithela isikhathi nje. 01 02 03 04 05

26. Izinhlelo zezemfundo nokuqeqesha zisiguqulile isimomqondo sami ngobugebengu.	01	02	03	04	05
27. Ngizuze kakhulu ngokuqeqeshelwa amakhono omsebenzi.	01	02	03	04	05
28. Ngizuze lukhulu ohlelweni lwezemfundo nakolwe- ABET.	01	02	03	04	05
29. Ukubizwa ngomfundi ngabakade besifundisa kulenyusile izinga lokuzethemba kwami futhi kwasiguqula nesimomqondo sami ngobugebengu.	01	02	03	04	05
30. Izinhlelo zezemfundo nokuqeqesha zizongisiza ukuthi ngimelane nokuhlubukwa wumphakathi.	01	02	03	04	05
31. Amakhono emisebenzi engiwazuzile azongisiza ukuthi ngizisebenze mina futhi ngihlukane nobugebengu.	01	02	03	04	05
32. Ngizuze lukhulu ngokubamba kwami iqhaza ezinhlelweni zezemfundo nokuqeqesha.	01	02	03	04	05
33. Bengifunda esikoleni esisejele.	01	02	03	04	05

3.Ukusebenzisana kweziboshwa ezisencane ngokweminyaka nosonhlalakahle kanye nodokotela bezengqondo.

34. Ngaziswa ngokuba khona kwezinhlelo 01 02 03 04 05
zosonhlalakahle ngesikhathi ngingena ejele.
35. Izinhlelo zosonhlalakahle zibuyise umuzwa 01 02 03 04 05
wokuzibona ngibalulekile nokuzethemba.
36. Ukungazinzi kwesimonhlalo engibuya kusona 01 02 03 04 05
yikona okwaba yimbangela yokuzibandakanya
ebugebengwini.
37. Izinhlelo zosonhlalakahle zizongisiza ukuthi 01 02 03 04 05
ngibhekane nesimo sokungazinzi kwesimonhlalo
ekhaya emva kokuphuma ejele.
38. Ukwehluleka ukuzibamba yikona okwaholela 01 02 03 04 05
ekutheni ngenze icala.
39. Ngaphambi kokungena ejele, ngangizibona 01 02 03 04 05
ngingento yalutho futhi ngingenathemba.
40. Izinhlelo zosonhlalakahle ziyangisiza ukuthi 01 02 03 04 05
ngikwazi ukuzibamba.
41. Ngazuza lukhulu ngokubamba kwami iqhaza 01 02 03 04 05
ezinhlelweni zosonhlalakahle.
42. Ngabamba iqhaza futhi ngazuza lukhulu 01 02 03 04 05
ezinhlelweni zodokotela bezengqondo.
43. Ukusebenzisana nosonhlalakahle nodokotela 01 02 03 04 05
bezengqondo kulithuthukisile izinga lokuzethemba

kwami futhi kwasiguqula nesimomqondo sami
ngobugebengu

44. Odokotela bezengqondo bayangisiza ukuthi 01 02 03 04 05
ngikwazi ukuzibamba okuyikona okwangiholela
ekutheni ngenze icala.

**4. Indlela iziboshwa ezisencane ngokweminyaka ezibuka ngayo izinhlelo
zokunakekelwa ngokwezenkolo.**

45. Ukuhambela izinhlelo zokunakekelwa 01 02 03 04 05
ngokwezenkolo kubuguqulile ubunjalo bami.

46. Ngangingesilona ikholwa ngaphambi kokungena 01 02 03 04 05
ejele.

47. Abezenkolo bangisiza ukuthi ngikwazi 01 02 03 04 05
ukubhekana nezilingo ezangiholela ekutheni
ngenze icala.

48. Angiseyena umuntu onodlame ngenxa 01 02 03 04 05
yomsebenzi wabezenkolo.

49. Izinhlelo zokunakekelwa ngezenkolo zingisize 01 02 03 04 05
kakhulu.

UKUPHENDULWA KWEMIBUZO SEKUPHELILE

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JUVENILE OFFENDERS' REHABILITATION PROGRAMMES
IN THE DEPARTMENT OF CORRECTIONAL SERVICES IN
DURBAN MANAGEMENT AREA

By
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Thesis submitted in partial fulfillment of the requirements for the Doctor of Philosophy in
Management Sciences (Public Administration)

Supervisor
B.S. Ngyanu

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