

DURBAN UNIVERSITY OF TECHNOLOGY

**REHABILITATION OF CHILD INMATES IN NORTH KIVU PROVINCE,
DEMOCRATIC REPUBLIC OF CONGO**

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Candidate's declaration

I, ALEXANDRE MWANA-NTEBA MUKENDI, hereby declare that this thesis is my own work, except for references to the work of others which have been duly acknowledged; and it has not been presented to this University before or elsewhere to the best of my knowledge.

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Durban, 20 January 2025

Signatur

DEDICATION

I dedicate this thesis to my beloved wife, Esther, and my wonderful children Michel-Ange, Archange, Marie-Michelle, Marie-Gabrielle and Maël who, for a while, missed me during the research activities. To my mother, my sisters and brothers and to la Sapienza Catholic University members.

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ABSTRACT

The Democratic Republic of Congo (DRC) is one of the rare cases of extreme human rights violation in all spheres of life, the penitentiary facilities of the country are no exception. Inmates languish in pain and oftentimes remain without justice, dignity and respect of their rights. This study investigates the conditions of detention of child inmates in Munzenze Prison, and the extent to which introducing peace education in that correctional service could help transform those young offenders. It appears that child offenders come from communities where they have committed crimes and are in a situation where the relationships between them and these communities have been broken. The prison conditions where they find themselves are not conducive to preparing inmates to be reinserted within their respective communities. The study explores peace education programmes for juvenile inmates and their effectiveness to prepare inmates for better future life after prison life. The study was conducted in North Kivu province where data was collected from different stakeholders. The major aim of the study was to investigate life conditions behind bars and the needs that arise under those conditions. Two trends emerged as ways of dealing with criminal behaviours of youths and their delinquency in the DRC; those are incarceration and the National Service (NS) programme. While many youths and children are imprisoned in normal penitentiary facilities while others are sent to Kanyama Kasese NS where they receive vocational training to become productive in active life after their release. This second strategy appears to be the best alternative to imprisonment. The absence of a given educational scheme for child inmates in the Democratic Republic of Congo can compromise the smooth return of children into their communities and reduce recidivism. Three theories were used in this study: (1) peace education, (2) restorative justice and (3) the theory of change. These theories helped to understand the context of children's delinquency and incarceration. They also demonstrate the extent to which they can serve as pathways to the rehabilitation and re-integration of child inmates into their communities while preparing them to become law-abiding citizens. Such programmes can inspire change in incarcerated children and prepare them for a bright future. The theoretical frameworks were evaluated as interventions within a qualitative participatory action research design. The research findings revealed that the main causes of children's incarceration and being sent to prison are sexual abuse, stealing and murder. The results also unravel a critical lack of rehabilitation and reeducation programmes in correctional institutions in the DRC. Furthermore, the findings reveal that peace education mechanisms are needed in the prison's settings, especially in the country. After the implementation of a suggested peace education

programme and evaluation of its short-term evaluation, this thesis recommends and advocates the use of restorative justice, peace education and national service as instruments of child inmates' transformation and their social reinsertion. It is imperative to vulgarise these programmes across the country and substitute the inhumane incarceral conditions of children with reeducation services such as the national service.

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ACRONYMS

ACAT	Action des Chrétiens pour l’Abolition de la Torture
AVP	Alternative to Violence Programme
CAP	Criminal Attitude Programme
CBT	Cognitive Behaviour Therapy
CPT	Committee for Prevention of Torture
CNDH	Commission National des Droits de l’Homme
CVRS	Centre for the Study of Violence and Reconciliation
CWP	Community Work Programme
DRC	Democratic Republic of Congo
ECR	Education for Conflict Resolution
FGC	Family Group Conferencing
FGD	Focus Group Discussion
FIACAT	Fédération Internationale de l’Action des Chrétiens pour l’Abolition de la Torture
GLM	Good Life Model
HRW	Human Rights Watch
ICPR	International Commission for the Protection of the Rhine
IDPC	International Drug Policy Consortium
MONUC	Mission d’Observation des Nations Unies au Congo
MI	Motivational Interviewing
NGOs	Non Governmental Organisations
OMCT	Organisation Mondiale Contre la Torture
PAR	Participatory Action Research
QCEA	Quaker Council for European Affairs
RA	Restorative Action
RJ	Restorative Justice
RNR	Risk Need Responsivity
SN	<i>Service National</i> [National Service]
TB	Tuberculosis
ToC	Theory of Change
UK	United Kingdom
UN	United Nations

UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations for Children Fund
UNODC	United Office on Drug and Crime
UNDP	United Nations Development Programme
USA	United States of America
VAP	Victim Awareness Programmes
VOD	Victim Offender Dialogue
V-O-M	Victim Offender Mediation

PART ONE

GENERAL INTRODUCTION

CHAPTER ONE: INTRODUCTION

Chapter 1 presents the research background and study problem, the research questions and objectives, the scope of the study followed by definitions of key terms. The main research problem is that the number of unattended children under the age of 18 years in the Munzenze correctional institution and lack of any plan for their reintegration after they are released are strong factors of violence and danger to the communities where these children have to return. These facts motivated me to investigate the introduction of a training and reintegration programme for these child inmates. The assumption is that the success of such a programme will allow the children to re-integrate into society as changed citizens as it will equip them with skills and knowledge to cope with life after prison. Furthermore, the communities that will welcome them will also notice the change and live more peacefully than they had before the training processes.

1.1 RESEARCH BACKGROUND

The Democratic Republic of Congo (DRC) is among the countries with a high number of detainees, with around 120 overcrowded prisons countrywide for civilians and the militia (Van Hout and Mhlanga-Gunda, 2019:4). A good number of them are very old and in bad condition. and the life of the inmates is very alarming. Among the prisons in DRC, Makala Central Prison is the most overcrowded institution in Kinshasa. According to Human Rights Watch (2020), DRC's prisons are at 432% of their capacity whereas those in eastern Congo are at over 600% of their capacities. The same situation is faced by Munzenze Prison in Goma. According to the record given by the *Tribunal pour Enfants* (A Juvenile Court) as on 10 June 2020, the Munzenze Prison was hosting 72 children – 66 boys and 6 girls, aged between 14 and 17 years old – who were mainly accused of assault, robbery and sexual abuse. Many of them committed these crimes as child soldiers. Olders report on detention in DRC by the Human Rights section of The United Nations Organization Stabilization Mission in the Democratic Republic of the Congo (MONUSCO, 2005a; 2005b) revealed an alarming situation of non-observance of national and international standards, especially about the inmates' conditions of incarceration. Van Hout and Mhlanga-Gunda (2019: 6) asserted that:

... poor sanitation and hygiene were reported across all records. Conditions were characterised by insufficient, overflowing, non-functional toilets and bathing facilities with some water points close to sanitation outflows, and bathing buckets sometimes used as toilet facilities in the night.

The same report revealed that there were between 5 to 10 deaths daily in each prison because of hunger and other bad social conditions in custody. This report indicated that there was a grave deficiency in terms of food, hygiene and healthcare. Lack of these basic needs continues to convert some prisons into hell. This is the case of Munzenze Prison in Goma town or Nyongera Prison in Rutshuru and Kanyabayonga (MONUSCO, 2006). These prisons are overcrowded, with precarious living conditions. It is difficult to implement education policies that could prepare the child inmates to improve their skills and to re-integrate the society. It is challenging to shape a programme that should constitute a bridge between the child inmates and their society once they are back.

The above views were brought up in different international and national legal texts. Internationally, international standards and benchmarks such as the UN Standard Minimum Rules for the Administration of Juvenile Justice (the "Beijing Rules"), the International Covenant on Civil and Political Rights (ICCPR); the UN General Assembly Basic Principles for the Treatment of Prisoners of 1990; the UN Standard Minimum Rules for the Treatment of Prisoners (the Nelson Mandela Rules) of 2015 have been adopted by many countries. In the DRC, the 2011 Constitution (Arts. 43, 44, 45, p.17) and the Law on Child Protection (2009, art, 24, pp 19, 20) emphasise that children must be protected and should get access to education without any discrimination. Among these rights, the children are entitled to education. This is the idea behind the African Charter (1990, Art 11) on the wellbeing of the children, which provides that every child has the right to education as this aims at preparing a child to become responsible in society and to develop appropriate attitudes, to promote dialogue and mutual respect and friendship among people. Stakeholders in this domain (judicial, civil society organisations, those in education) seem to have given up on the long-term fate of inmates, including that of the children. They think that retributive justice is the only way to address the crimes committed by these children and the source of satisfaction of victims and the society. Here, community members forget that restorative justice could be a way to bring back peace and social harmony, which is a traditional conflict resolution approach called Baraza (Kiyala, 2016).

Children accused of breaking the law must be handled according to the international legal frameworks in this matter. For instance, Article 37 of the Convention on the Rights of the Child stipulates:

States Parties shall ensure that:

(a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age; (b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time; (c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age. In particular, every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances; (d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority and to a prompt decision on any such action.

These provisions are often ignored when children are apprehended and accused of committing crimes. The provisions have been violated in the DRC, as observed by Braithwaite (2015: 311) in the case of former child soldiers. He notes that:

... police and soldiers often arrest them [child soldiers] with little justification. Those who do have affiliations with organised crime groups bribe prison officials to release them out the back door of the prison. It is the innocent children who are left there to rot. They are forgotten as they wait for completion of a non-existent investigation, often into a non-existent crime.

The treatment of these child soldiers is not different from that of other youths involved in criminal activities or have broken the law. Braithwaite (2015) advocates restorative justice instead of incarceration of child offenders. Unfortunately, restorative justice has not been included in the Constitution of the DRC. A few experiments with restorative justice

mechanisms have been conducted by Kiyala (2016; 2018; 2019; 2021). The outcomes of peacemaking circles and Baraza indigenous jurisprudence have yielded positive results in processes aimed at social reintegration of former child soldiers accused of committing human atrocities in the eastern DRC. Recently, the DRC Government has started the National Programme Scheme that aims at the rehabilitation of the most violent gangs of the youths known as kuluna. However, the programme is limited because it has not reached the majority of children and the youths who violate the law.

While there are many children among the prisoners in the world, “children do not belong to the prison. Children should go to school”. They should play and enjoy themselves. Unfortunately, everybody knows the images of children locked up in dirty prisons, in small cells, without any form of privacy or education behind bars. At the turn of the century, UNICEF (2002: 1) estimated that there were more than a million children worldwide in prison. Some of them have committed political crimes or economic crimes. So, these children need education, but they also need to be transformed so as to enhance their prospects of reintegration. Accordingly, the kinds of education needed to facilitate rehabilitation and reintegration of children is peace education and restorative justice that aim to provide opportunities to understand that the mistakes they have made affect the community and they are responsible and need to change their behaviour in order to reconcile with the community from the perspective of a safe reintegration. There are two types of education: conventional education which provides basic numeracy and literacy, and peace education which provides opportunities for a child to reconsider their lives, their responsibility for their behaviour, what their responsibility is to their community and what they must do to change their behaviour. Both types are essential but greater emphasis is needed on the second type in order to successfully rehabilitate and re-integrate child inmates.

1.2 RESEARCH PROBLEM

This research is about the rehabilitation of child inmates in one of the oldest and biggest prisons in the east of the Democratic Republic of Congo which houses many children aged below 18 and including some as young as 13. They were apprehended either because of their involvement as child soldiers or as offenders accused of various crimes. Very little is being done to rehabilitate them so that they may subsequently re-integrate into their communities. Rehabilitation and reintegration are suggested as ways to help these children so that they get a basic education. Conventional education alone has had a limited impact in this case. The expected outcome of this study is to have children who think or behave differently about

themselves and about others or their communities and who are committed to the process of reintegration after their stay behind bars.

The number of unattended children under the age of 18 years in correctional institutions and the lack of any plan for their reintegration on release are critical problems as they result in more violence once the children are out of prison. The situation in which they live with all the prison experiences pushes them to be worse than before going to prison. A consideration of these aspects provided the motivation to come up with a training and reintegration programme for these child inmates. The success of such a programme would allow them to re-integrate and equip them with skills and knowledge to cope with life after prison. There is a need to take care of this category of young people, not only because they have rights but also because of what they can offer to the community and what they can achieve. In addition, there is a need to prevent recidivism or returning to prison as a result of future crimes.

1.3 RESEARCH QUESTIONS AND RESEARCH OBJECTIVES

From this background, the following questions were raised and have to be examined in this thesis:

1. What is the situation of child inmates in Munzenze Prison?
2. What efforts are currently being made to help and prepare them for rehabilitation?
3. How might a peace education programme be planned and implemented in Munzenze Prison and in other prisons in the country?
4. Which strategy could be effective to facilitate the rehabilitation of child inmates in Munzenze Prison?
5. How could the short-term outcomes of the intervention be measured?

These questions can also be expressed as objectives. The main aim of this study is to assess the living situation of children in Munzenze Prison and the rehabilitation programmes therein, if any, in order to increase the awareness of the need for rehabilitation efforts among the stakeholders and the child prison inmates in DRC. Specifically, the objectives are:

1. To assess the living conditions of child prison inmates in Munzenze Prison.
2. To explore the efforts currently being made to help and prepare the child inmates for their rehabilitation and to evaluate the effectiveness of these efforts.
3. From an action research approach and with research participants, to shape and implement an intervention involving conventional and peace education.

4. Develop a sustainable rehabilitation programme for child inmates in Munzenze Prison.
5. To evaluate the short-term outcomes of any intervention initiated through this research.

1.4 RESEARCH ASSUMPTIONS

1.4.1 Research Assumptions

Based on the established research problem, mainly the children population in Munzenze Prison and the absence of appropriate strategies for their rehabilitation and their reintegration once they come out of prison, the situation requires a particular attention in term providing an adequate remedy that would serve the wellbeing of juvenile inmates. such measures would include training programmes for an effective and efficient rehabilitation and reintegration programme. The following assumptions are made about the current and ongoing challenges faced by juvenile inmates:

1. The living condition of children in Munzenze Prison is not conducive to the implementation of peace programme and bring about the social needed change.
2. Young inmates in Munzenze Prison come from various communities and they will one day go back to these communities. So, it is important that someone thinks about the ways these children will be going back to their society and how the community members will welcome them.
3. The living situation in the DRC penitential facilities is generally and acutely distressing and painful.
4. Many inmates, including young detainees are released without being exposed to a proper rehabilitation programme.
5. There are limited socio-political and humanitarian efforts being made in order to change the behaviours of child inmates in Munzenze Prison.

1.4.2 Delimitations of the Study

For the purpose of this study, I focused on Munzenze Prison in the eastern part of the DRC, in the North Kivu Province. There are child inmates who need to be prepared for their reintegration into their community, through rehabilitation and educational programmes that are needed in the prison. The main participants in this study were first the group of child inmates in the correctional institution; then other stakeholders including the prison staff, educators who have

some expertise in teaching and learning as they can assist to design a suitable programme to this category of learners; the officers in the judiciary who deal with criminal cases of children and finally, the community members who see the children being imprisoned and who need to welcome them when they come out of prison. As for the time scope, this research covers a time period between 1996 to 2024 based on when the Congolese government initiated what is known as National Service (*Service National*) to deal with unemployed young people who were a security threat in main cities countrywide. The current situation of conflicts, wars and issues of bad governance are other factors pushing the young people towards violence and to become a source of disturbance in cities and their subsequent arrests. This is the situation of the children found in Munzenze Prison.

1.5 DEFINITION OF KEY TERMS

In this thesis, the major terms that I used and on which the research is based are rehabilitation, child inmates, prison and action research. It is not always easy to define the scope of these terms but to provide an understanding of their use in this research work.

1.5.1 Typology of Children and Juveniles in Need of Re-education

Table 1 gives an overview on the various groups of gangs and street children, or paramilitary groups close to child soldiers in some central African countries.

Table 1: Typology of juveniles in need

COUNTRY	GROUP OR GANG	COMMENTS
DRC	Kuluna (1)	Young people armed with machetes and razor blades attacking people in some areas in Kinshasa.
	Shege (2)	Young people who prefer to live on the streets away from the family and the home environment from where they acquire bad attitudes and behaviours such as robbery, drug abuse and violence.
	Chokora (3)	Street children scavenging from dustbins.
	Maibobo (2)	Street children, beggars or pickpockets. Can also be very aggressive.
	Misapiste (2)	These are pickpockets who steal from people's pockets or bags. The word is made from a Lingala word <i>misapi</i> meaning fingers.

COUNTRY	GROUP OR GANG	COMMENTS
	Deux doigts (2)	The French form for 'Misapiste'. <i>Deux doigts</i> means two fingers. This refers to the way the pickpockets use their fingers to steal from pockets.
	Mupangeur (1)	From the Swahili word <i>mupanga</i> that means machete. This refers to the street gangs who use machetes to intimidate people and to rob them their goods.
RWANDA	Abana batagira kivurira (4)	Children without any support.
	Abasaligoma (3)	Beggars. The concept has a French origin. These poor and young beggars used to be abused by the colonial people and the elite calling them <i>Sale gamin</i> meaning dirty little child. From there the common language in Rwanda derived the word <i>Saligoma</i> . <i>Abasaligoma</i> is plural form for <i>Saligoma</i> .
	Utubandi (2)	Little bandits or young boys or girls moving about in cities and begging. Sometimes, they can be pickpockets.
	Abana b'inzererezi (5)	Children wandering or moving everywhere, vagabond.
	Inkaritasi (5)	Children who need charity and help. The concept is derived from the word CARITAS meaning charity. Initially, this Catholic NGO used to take care of poor children who were malnourished. Those children who move around asking for help are taken care of by CARITAS or other humanitarian NGOs.
	Amatofa (6)	Stubborn children.
	Maibobo (2)	Street child, beggar or pickpocket.
UGANDA	Masikini (6)	A Swahili word for poor.
	Maibobo (2)	Street child, beggar or pickpocket.
BURUNDI	Birobezo (5)	Professional beggars.
	Mayibobo (2)	Street child, beggar or pickpocket.
	Batimbayi (3)	Tough guys.
Kenya	Maibobo (2)	Street child.

Sources: Compiled from: Thill (2019:26); Dugrand (2013: 189) and Dimbu et al. (2020)

These different categories of youths are generally aged between 5 to 17, originating from poor families or are orphans. They can be further classified in five categories. Category 1 (*kuluna and mupangeure*) aged between 10 and above are the most cruel and violent. Category 2 are aggressive and involved in little crimes (aged between 10 and above). The third category are also aggressive and are petit thieves (10 and above). The fourth and fifth category consist of

vulnerable children (5 to 17-year-old), also found in the streets begging and can be pickpockets as well. All these youths are in the street as a result of structural violence (the lack of livelihoods, schooling, food, caring societal and family protective structures). The first three categories are also jailed along child soldiers who are not listed in Table 1.

1.5.2 Rehabilitation

The concept of rehabilitation relates to imprisonment because prison is seen as the institution where inmates are kept not only for punishment, but also to be prepared for their return into the community through the rehabilitation process which will help them to be aware of their criminal attitude (Niriella, 2010: 15). In the same vein, rehabilitation is intended to prevent recidivism (Taylor, 2017: 3). Arbour et al. (2012: 33) confirm that the rehabilitation process significantly reduces the rate of recidivism on condition that inmates accept to be part of programmes that will help them avoid making mistakes again. Indeed, the ultimate purpose of rehabilitation is to transform offenders, prisoners or criminals positively into good people who are ready to re-integrate into their own community after detention. In order to succeed, the offender must be treated as a whole person in order to transform his behaviour positively (Niriella, 2010: 17).

In the context of this study, rehabilitation is seen as the process whereby child inmates in the case of Munzenze Prison are prepared through programmes that will allow them not only to reintegrate into their communities but also to be accepted by members of the same community and more importantly, by the victims of their offences. This process will play a vital role because it will deeply work on the children's behaviours so that it limits the possibility of recidivism.

1.5.3 Reintegration

Reintegration is a way of preparing inmates for their transition from prison to the community through appropriate activities (Chikadzi, 2017: 288). In this way, reintegration is understood as the process that prepares someone to return to the community after imprisonment. The reintegration process includes psychological and social activities designed to reduce their capacity to re-offend. The process starts while inmates are in prison or in other structures capable of receiving inmates for this preparation (UNODC, 2014: 6). In addition, the reintegration process includes all activities that involve the inmates themselves who is the main actor in their own transformation and reintegration into the community by encouraging them to become law-abiding citizens and helping them to not to reoffend (Nwune et al., 2019: 14).

Furthermore, the process of reintegrating inmates does not inherently require detention. While imprisonment can be viewed as a means of combating deviant behaviours that endanger community wellbeing, the time spent in prison should be used more effectively to train and equip inmates for their eventual return to society. Simultaneously, efforts should be made to prepare community members to welcome former inmates upon their release from prison (UNODC, 2014: 5). To achieve this, the aim of reintegration is to ensure that offenders are able to reduce their potential of repeating the crimes that caused their incarceration. This requires that all stakeholders understand the relevance of the reintegration process for the benefit of inmates and the benefit of the community (Chikadzi, 2017: 288).

1.5.4 Child Inmates

According to Article 1 of the Convention on the Rights of the Child and the United Nations Convention on the rights of the child, “a child means every human being below the age of eighteen”. The concept of child, in the common understanding, refers to a person who is naturally young. It also applies to a person who is not mature. In the context of this study, the concept of child inmate refers to a person below the age of 18 who is imprisoned for a long or a short term and who is waiting for his rehabilitation and reintegration into the community through appropriate programmes.

1.5.5 Prison

Basically, a prison or a jail seems to be synonymous in the common understanding of many people. However, these two concepts do not have the same meaning. The concept of prison is defined as any place prepared for offenders’ imprisonment (Nepal Prison Act, 2019: 2). Furthermore, a prison is a creation of the state with the perspective of confining criminals who have been sentenced for a long time under the administration and the coordination of state services (Mustin and Adalist-Estrin, 2003: 2). Therefore, while prison has been said to be a place where inmates are kept, this does not mean that prisoners should be forgotten because of their state, but the place should also be a space where prisoners are educated and prepared for their rehabilitation and reintegration into the community through designed programmes that promote human rights (Verma, 2018: 10). In contrast, jail is said to be a place where prisoners are kept while awaiting sentence to be pronounced by the court and by judges (Mustin and Adalist-Estrin, 2003: 1). In this study, prison refers to the place where child inmates are confined for a period of time after they have been convicted. Munzenze Prison in Goma town, North Kivu province in Eastern DRC has been selected as a case study.

1.5.6 Action Research

Action research has been reported by many scholars and researchers to be a process that is mostly used in the education field but also in other aspects of life. According to Burns (2009, cited in Al-Obayidi (2021: 232), action research is a process that combines both action and research, and refers to an activity which is organised inside a given organisation through activities that are implemented in order to bring about needed change. Additionally, Kemmis and Mc Taggart (in Al-Obayidi, 2021: 232) say that action research is a sum of activities that brings a change that allows for a review of the process and the consequences that lead to change and to re-plan in case the results did not meet the set objectives. Similarly, according to Rapoport (cited in Al-Obayidi, 2021: 233), four elements must be taken into consideration in the action research process. These elements are participant empowerment, cooperation via participation, the acquired knowledge and the social change. In addition, action research constitutes best practice for both the researcher and the community to be part of the research process (Keegan, 2016:258).

In this study, action research was the main process that enabled me to understand the problem that child inmates were facing, to establish their needs as children in detention, to see whether it would be possible to initiate activities which would help them to be educated, to create an awareness of the need for change, and to prepare them for their eventual return to the community. The process also enabled me to work with other stakeholders who are involved in the context of child inmates. These stakeholders are the community members, the prison staff, the lawyers and educational officers. Thus, action research was found to be appropriate in providing the necessary information and strategies to deal with children in prison.

1.5.7 National Service [National Service Programme]

This is a Congolese National Model created on 15 October 1997 by the Presidential Decree 032 of 15th October 1997.¹ This model or service is known as a paramilitary structure for

¹ This is a paramilitary service that was created by a Presidential Decree 032 on 15th October 1997 to deal with the gangs known as Kuluna. These young people create insecurity in Kinshasa. Through this Decree, the Congolese government decided to open a centre that would take care of these young people by initiating some activities that would enable to reeducate these members of gangs. These activities mainly focus on agriculture and other skills like building, welding and making furnitures.

<https://www.leganet.cd/Legislation/Droit%20administratif/SP/DL.032.15.10.1997.htm>

education, supervision and mobilisation of civic and patriotic actions with a view to the reconstruction of the country. The service has the following as its objectives (Democratic Republic of Congo 1999):

1. to create countrywide, support centres for unemployed young people, girls and boys, young secondary or university leavers; with a view to provide them with civic and patriotic education, introducing them to agricultural production work, followed by possible professionalisation, and giving them paramilitary and self-defence training;
2. to gradually transform each centre into a truly integrated development pole, by providing technical and material support to all surrounding villages;
3. to transform the centres of production and support for reconstruction into a melting pot of civic and patriotic values by using integrating young people from different backgrounds, social classes and ethnic groups, and to develop socio-cultural values in them, namely, love of one's country, solidarity, tolerance, justice, equality and fairness despite the diversity of origins;
4. to transform the centres of production and support for reconstruction into a nursery of future actors of integrated development, having acquired a taste for productive work, while remaining ready to defend the viability and interests of the country by all means, including the use of arms if necessary;
5. to transform the centres into life-size laboratories, where all the recipes, ideas or theories relating to the development of the country would be tested;
6. to transform the training centres into a catalyst for an urban exodus, where young people would discover the hidden treasure and everything attracting them to country life, and the need to save their villages and countryside, from which sustainable development must start;
7. to transform the centres into ideal settings, where all the talents inhibited by the precarious living conditions in their usual living environment can flourish;
8. to supervise military personnel at the end of their career, with a view to their integration into the various centres of integrated development, and their participation in production and national reconstruction;

9. to enlist, as part of fixed-term civic services, graduates from higher education and university institutes with a view to helping the deprived or marginalised regions of the country where there is a shortage of doctors, teachers and other professionals.

These objectives are aimed at helping the nation to cope with the issues of unemployment and peace or security in urban and in rural areas. The major question was to establish what has gone wrong because today the insecurity issue seems to have taken on unbearable proportions.

1.6 RATIONALE OF THE STUDY

The commission of crimes by children and youths is a great concern for the state and their families. The increased number of youths as described in the typology of youths (Table 1) and the scale of violence they are involved in from different communities both in the Great Lakes Region and the DRC demands an adapted response aimed at discouraging criminal behaviour among such youths and facilitating their social reinsertion after they have been incarcerated or imprisoned for antisocial behaviour and a range of crimes they often commit. These include murder, causing injuries, robbery, fighting with machetes or what can cause grave body injuries to victims. While several researchers have focused on peace education and restorative justice as ways of curbing youth violence and alternatives to imprisonment, the DRC has limited experience and practice of these approaches.

Researchers include Harber (2018) who focused on peace education in post-conflict Africa, and John (2018) who looked at peace education in post-apartheid South Africa, Chandran and Nagaraj (2020) looked at peace education in India advocated peace education and deliberated on the merits and challenges of this kind of education. Their research focused on peace education in school curricula. Bashir and Akbar (2021) also studied the impact of peace education but focused on teachers in schools. Other researchers focused on education programmes for inmates. Quan-Baffour and Zawada (2012: 73) wondered whether this education was a “reward for offences or hope for a better future”. Their study was based on two correctional institutions based in Pretoria in South Africa; they concluded that this kind of education programme in prison is not a waste of time or energy. However, the peace dimension is not apparent in this study. This is an important aspect of my study, namely peace education.

Torrijo and De Maeyer (2019: 671) also focused on education in prison and on providing vocational training. Their aim was to establish whether this education in prison was a right. Szifris, Fox and Bradbury (2018: 43), talking about education in prison, derived an essential model based on what they call “Context-Mechanism-Outcome Configuration” (CMOC). This

model seems to tackle the considerations of the location (the place, the context), the methods (the ways or mechanisms), and the outcomes (the results or effects) of the education provided to young boys and girls in correctional institutions like Munzenze Prison or in a re-education centre like Kanyama Kasese based on the National Service idea.

Though peace education was conducted in other contexts, the insights or analyses of the scholars I have mentioned could be beneficial to the situation in DRC in general, and North Kivu in particular. A host of youths are in prison as a result of insecurity, armed conflicts, banditry and their detention have overwhelming consequences for the DRC Government. Some youth criminals have been sent to the Kanyama Kasese Rehabilitation Centre under the NSP while others have continued their activities with armed groups, and former young fighters and gangs operating in the cities.

My study looks at another environment, the prison. There is limited information about the use of peace education as a means of rehabilitation of youth inmates in the DRC. My project may be the first of this kind– to pursue the re-education of juvenile inmates in preparation for their post-prison life. That is why the lack of information about the alternative to imprisonment and structure in prisons in the country, and the absence peace education scheme for inmates make my research project an important one because it provides a new lens on the Government's strategy to heal young offenders and facilitate their social reintegration.

Therefore, this study intends to inform the decision-makers and other stakeholders in education about the advantages of peace education in prison; and to offer young people who are being wasted behind bars with new ways of looking at life and reforming their behaviours. Although there is enough information about re-education of Kuluna from Kinshasa at Kanyama Kasese Centre, little is known about education or peace education prisons in the country. Thus, introducing peace education in prisons is vital as it will allow other youths in conflict with the law to assess National Service as an alternative to imprisonment and how to improve the practices in the Kanyama Kasese Rehabilitation Centre that could be replicated in prisons. Another need for this study on peace education in prison is also justified or explained by the rise of conflicts and wars in the North Kivu province around Goma town giving rise to many unaccompanied or uncontrolled children and gangs. Keeping them behind bars is not the only option available and vocational training is not the only good option; there is need to educate them on peace matters.

1.7 OUTLINE OF THE THESIS

The thesis has five parts and ten chapters. Part 1 has one chapter, Chapter 1, that includes the general introduction. This includes the research background, the research questions and research objectives, and the scope of the study followed by the definition of key terms.

As for Part 2, it comprises four chapters from Chapters 2 to 5. Chapter 2 focuses on youth violence, their imprisonment and the alternatives to imprisonment in the context of the DRC. This chapter provides an overview on child violence in the DRC, specifically the causes of violence among young people and how they create groups or gangs. The next point in the chapter is about life in prison and tries to explain the conditions of detention in DRC prisons and their impact on the children who are incarcerated. Finally, the chapter focuses on the alternatives to imprisonment with a particular view on the Kanyama Kasese Rehabilitation Centre. This centre hosts young people who have been apprehended while creating havoc in Kinshasa town and it helps to re-educate them. The centre operates as an alternative to traditional prisons. Chapter 3 is about the rehabilitation and reintegration processes of children who have been in prison. The chapter mainly focuses on empirical experiences of former inmates in matters of inmates' preparation and return to their communities. The chapter looks at empirical facts around rehabilitation and reintegration of former prisoners and the effectiveness of the efforts made in this exercise. In addition, the chapter discusses the components of restorative justice and the challenges from the African prison perspective. Chapter 4 is about the theoretical framework sustaining the research. It provides the major theories used in the thesis and which are peace education theory, the restorative justice theory and the theory of change. Chapter 5 addresses peace education as an imperative for child inmates' rehabilitation in Munzenze Prison. The chapter presents an understanding of prison education and rehabilitation strategies. The major question is to understand the relationship between education in prison and inmates' transformation. The chapter evaluates the relevance of peace education in a prison setting using Munzenze Prison as a case study.

Part 3 is about research methodology and has one chapter. Chapter 6 addresses the research design and methods. This chapter presents the research population and sampling methods coupled with data collection methods and analysis. The chapter also gives a view on the ethical considerations in research, the validity and reliability of the methods and tools used in this research.

Part 4 is about data analysis and has three chapters. Chapter 7 is about the exploratory phase of the research and includes the data presentation, analysis and interpretation of results. The chapter presents the data from the research field and its interpretation according to the research questions and objectives. Chapter 8 is about the intervention done within the Munzenze Prison. After assessing the prison situation and the children incarcerated therein, the work was to prepare a programme that could respond to the causes of incarceration and to the young people's preparation for community reintegration. Chapter 9 presents an evaluation of short-term outcomes out of the intervention. It assesses the programme's effectiveness in terms of children's preparation for rehabilitation and social reintegration. The chapter gives a short-term assessment of the activities conducted in Munzenze Prison during the three months of peace training. It collects different voices from the stakeholders in this research. The researcher also listened to the parent of one boy who was released after some training.

Part 5 has one chapter which is Chapter 10 and which draws the study to a close. This chapter revisits the research questions/research objectives and the major assumptions. In addition, it provides research limitations and the implications of the study for various stakeholders. The study concludes with some recommendations and areas for further research.

PART TWO

LITERATURE REVIEW

Part 2 of this research study is about the literature review. The part takes into consideration the documents and written material related to the research questions and objectives. Part 2 comprises four chapters and assesses first the literature about young people and violence in general and in the DRC context. Then the chapter presents information around the rehabilitation and reintegration processes of children in correctional institutions according to theories related to peace education, restorative justice and behavioural change on the side of the children in prison and after they are released. This part concludes with chapter five based on peace education as an imperative and vital component in children preparation to rejoin their families.

CHAPTER TWO

STUDY CONTEXT: YOUTH VIOLENCE, IMPRISONMENT AND ITS ALTERNATIVES IN THE DRC

2.1 INTRODUCTION

The major point of this chapter was to understand youth violence in the DRC and how young people are involved in violence thus compromising the public security. These young people make groups or gangs operating in various corners of cities and suburbs. They are known under various names including the Kuluna, Shegue, Maibobo or Chokora. Others simply operate as child soldiers or young members of armed groups. In this section of the thesis, I also looked at how the prisons respond to the deviant youth behaviours and violence. From the ideology or practice to the outcomes of imprisonment; I present an alternative to imprisonment in order to promote rehabilitation and reintegration of former offenders into the community.

2.1.1 Background

Looking at the current Congolese situation, the general impression is that many young people, both boys and girls, sometimes get involved in violence and crimes for many reasons related to the general situation in the region, in the country and in cities where they live. Gang violence is evidenced in assaults, disputes, violations or crimes. Violence is seen as a situation or

behaviour that governs families and members of different groups' behaviour (Abreha, 2020: 3).

Chapter 2 provides a look at the general types of violence, the background and an overview on the violence perpetrated by young boys and sometimes young girls on the street or in some dark corners of a city. It discusses the youth violence in both urban and in suburbs or periurban environments considering three phenomena as examples in Kinshasa town and other towns in DRC. These phenomena are the groups known as *Kulunas*, *Shegue* and *Maibobo*. These are gangs that create insecurity on streets and in some areas of Congolese cities. To these three groups, the research adds the child soldiers initially known as *Kadogo* or the little ones. These various groups have the same features as they are made by young people who are involved in drug abuse, alcohol and different crimes. Their behaviours and insecurity they create push them to spend much of their lives in prison. This chapter also assesses the strategies that have been used by the Congolese security actors and shows the shortcomings of these strategies.



Figure 1: Street fight of two rival gangs in the inshasa

Source: Forum des As (2021)

Specifically, the chapter presents the restorative justice approaches that have been tried like *Likofi I* and *Kanyama Kasese* options through what is known as national or civil service. Finally, the chapter examines two strategic options: punishment or imprisonment on the one side and, the adopted strategy put in place with these Kuluna in Kinshasa on the other side. It suggests a particular strategy to deal with these types of gangs from the example of the child inmates in Munzenze Prison. The suggested strategy is peace education that could be effective elsewhere considering the effectiveness of peace education via agriculture as promoted by the *Kanyama Kasese* structure instead of simple incarceration or any other type of punishment.

2.1.2 Understanding Violence

Galtung identified violence as a form of suffering that can impede access to human needs (Confortini, 2015: 337). It is asserted that violence constitutes an attack on the fulfilment of individuals' basic needs, which are integral to human wellbeing (Ercoşkun, 2021: 2). Thus, any disruption of human needs is deemed a violation (Ercoşkun, 2021: 2). Consequently, violence is perceived as the capacity to harm or wrong others in pursuit of one's own interests (Kent, 2018: 132). Galtung, in his studies published in 1969, concluded that violence is inherent in human nature and can manifest as either structural or personal (Confortini, 2015: 336). Moreover, Galtung proposed a classification of various types of violence (Ercoşkun, 2021: 2). By its very essence, violence inflicts pain on individuals and can manifest in diverse forms (Kent, 2018: 132). Thus, we have the following types of violence:

2.1.2.1 Direct violence

Direct violence is a kind of violence that results in injury of the victim by the perpetrator (Kent, 2018: 135). In addition, direct violence is explained by a struggle between two groups where one of them hurts the other through violent actions such as injuries and other forms of pain. In the context of war or interpersonal conflicts, this type of violence can take form of verbal or physical abuse (Abreha, 2020: 4). This form of violence aligns with our research focus as juvenile inmates at Munzenze Prison are detained due to their involvement in violent behaviours such as sexual abuse, robbery, assault, and other harmful actions against community members, who are regarded as the victims of their offences.



Figure 2: Rival kuluna gangs fighting in the streets of Kinshasa

Source: Forum des As (2021)

2.1.2.2 Structural or indirect violence

This is the kind of violence that constitute a situation that pull up the possibility of people to have access to their basic needs and rights and in the same time, it creates a kind of gap between what is supposed to be and what is real as the situation of social structure (Abreha, 2020: 3). According to Assefa (Abreha, 2020: 3), structural violence should be understood as the slaughter of people without the use of arms. Galtung refers to this kind of violence as damage caused to people by limiting their access to the basic needs of life such as access to resources, education and health services (Oudenhoven, 2015: 2). For example, hunger is a result of structural violence because it is the way that economic and social systems may limit people's access to food because of their social status (Abreha, 2020: 3). In this study, structural violence is seen as all the deeds or actions that deprive children of their rights or that keep them behind bars for days. Structural violence is a kind of violence which is conceptualised in the context of an organisation where there is no justice in terms of sharing of available resources but also the power issues. The consequence of this situation is that those who have power create structural conflict when they decide on the resource sharing which is inequitable (Confortini, 2015: 336).

According to Confortini (2015: 336), we cannot reduce structural violence based on resources when they are not available to everybody equitably like access to health services and to education. We can also face structural violence when a group of people experiences racism and sexism from others. From these situations, violence can spread because they want to protect themselves against this kind of discrimination (Abreha, 2020: 3). Structural violence refers to the sufferings that are imposed on people by another group that is looking to achieve their own interests by denying others' interests (Kent, 2018: 133). This research assumes that there is structural violence by the parents and the political leaders against children when the former do not lead well or they do not show them the right way to behave in society.

2.1.2.3 Cultural violence

Usually, when talking about cultural violence, we look at a set of values, behaviours and other kind of attitudes belonging to a group or community and this set of elements have an impact on the daily life of the community (Serrat, 2008: 1). Culture is said to be the epicentre that guides the way of living in a given community or organisation and by which we react in front of the environment that surrounds us (Shaheed, 2011: 2). Moreover, cultural violence is the representation or the interpretation of values that are part of the environment in which people

are living and sometimes this interpretation could be the cause of discrimination or rejection of some members in the community (Kent, 2018: 133). This happens when people or a given group are rejected because of religion, colour and other considerations. This is also the result of discrimination and the struggle between people that have opposing points of view (Abreha, 2020: 4). Galtung (2004, in Ercoşkun, 2021: 3) argues that structural violence is rooted in political contexts while cultural violence is the result of anger, fear and rejection of others because they appear to us like strangers.

Therefore, the most important thing is to learn how to develop the techniques and methods that would help us to eliminate violence and other conflicts through a peaceful way or by conflict resolution (Bao et al., 2016: 543). Peace through these techniques will have an impact on the culture of violence and conflict by eliminating any possibility to fall on negative behaviour that could give rise to another cycle of violence (Confortini, 2015: 335; Ercoşkun, 2021: 3). That is why peace values are needed in order to end conflict and violence.

The next section highlights the major points of violence in relation to the theory of peace. The figure below shows how the three categories of conflict are interconnected according to Galtung which he presents in the image of a triangle.

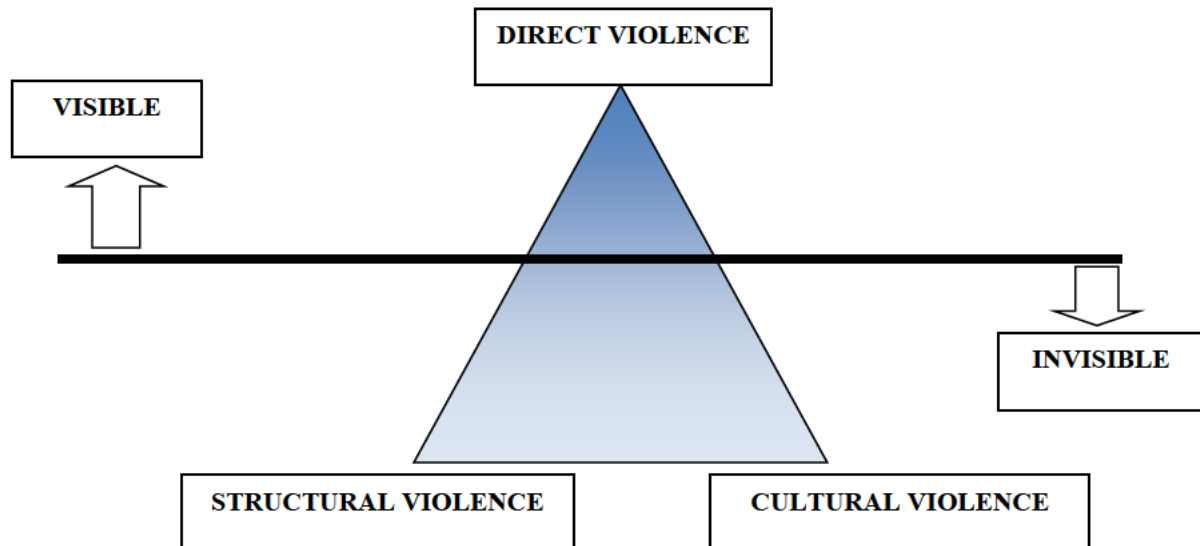


Figure 3: Galtung's Violence Model

Source: Ercoşkun (2021: 2)

The following part presents cases of children involved in various acts of criminality and insecurity in different places and under different fashions. These cases are groups of young people operating on the streets or in some areas within cities. If the assumption is that these children are used or misused in violent actions, the common point among them is that they operate in gangs, they act against the established laws and some of them end their days behind bars. In some places, children are recruited as child soldiers, others known as *Kuluna*, *Shegue* or *Maibobo* are violent young people opposing their societies.

2.1.3 Background to City Violence by the Street Gangs: Child Soldiers, Kulunas, Shegue, Maibobo

The issues of young children used as soldiers and other street children in Africa have been documented in academic research, in reports and studies. The link among these studies and reports is related to the various wars and conflicts that the continent has suffered. These wars, mostly known as wars of liberation, involved warlords who had no mercy to human beings and especially to children. Some examples of these studies are the study by Francis Blessings Kakhuta-Banda presented in 2014 at the University of Witwatersrand in Johannesburg. The study was about ‘the use of child soldiers in African Armed conflicts: a comparative study of Angola and Mozambique’. Kakhuta-Banda lists the former armed fronts that played a role in child soldiering especially in Angola and Mozambique. These armed fronts are like the FNLA or National Front for the Liberation of Angola; the MPLA or the Popular Movement for the Liberation of Angola, the RENAMO or Mozambican National Resistance in Mozambique and the FRELIMO or Mozambican Liberation Front. To the above liberation movements, one can add the RPF or Rwandan Patriotic Front that ousted the then president Habyarimana and took power in Rwanda and the AFDL or the Alliance of Democratic Forces for the Liberation of Congo-Zaire that removed the then President Mobutu from power.

All these movements involved children in the wars. Another example is the study by Anli Le Roux (2013: 39-40) whose topic is ‘Screening African Conflicts: The different faces of Africa Child Soldiers’. Her study was presented in 2013 at the University of Cape Town in South Africa. On her side, Leonie Steinl (2017) produced a study entitled ‘Child Soldiers as Agents of Wars and Peace’. Other studies of the child soldiers’ phenomenon have been extensively studied by Kiyala (2015; 2016; 2018).

To change the former child soldiers can sometimes be very challenging, especially when there is lack of accountability for crimes and many other violations of which child soldiers or other

gang members are responsible. This appears in a paper on ‘Challenges of Reintegrating Self-Demobilised Child Soldiers’ in places like North Kivu province of DRC’ (Kiyala, 2015: 99). According to Kiyala (2015), there is a paradox when children are recruited as soldiers in any armed group; in this situation, these children are victims of violence because their recruitment always goes with violence and brutality; they are perpetrators of violence because they also take part in brutalities, tortures and hostilities. The child soldiers also appear to be regarded heroes by their peers.

Examining the root causes of violence and the behaviours of child soldiers, as well as exploring avenues for addressing this issue, Kiyala observes that globalisation has contributed to the proliferation of child soldiering, yet it also presents opportunities to prevent children from becoming involved in armed activities. Additionally, he evaluates the combined efforts, both local and international, aimed at addressing the child soldiering phenomenon (Kiyala, 2018: 272). This context underscores the immense challenge posed by the issue of child soldiers on a global scale while searching for effective solutions. Various stakeholders may contribute to addressing this challenge, with restorative justice being one potential approach (Kiyala, 2019). In the ongoing situation in DR Congo and from the beginning of hostilities and of the child soldiering context, Kiyala (2019: 4) found that

The need for justice was uncovered as a catalyst to peacebuilding. In the context of the Congo, which is affected by systematic conflict and latent resumption of hostilities, a more adapted and flexible justice approach was required in dealing fairly with young soldiers and their victims.

So justice as a kind of remedy was needed to rebuild broken relationships among the child soldiers and their victims; it was needed to reconcile them. It may be needed even today to deal with the groups of gangs known as Kuluna, Shegue and Maibobo. Looking at their origins, this study established that the youth violence in the Democratic Republic of the Congo has a historical background that is related to the socio-political crisis which created multiple instances of violence among the young people in the different cities all over the DRC. Talking about the causes of violence that involve many young people in Bukavu which is the headquarters of the South Kivu province, Michel (2019: 14) portrays this strong account as follows:

Insecurity in Bukavu reflects the socioeconomic and political context of the city. This has been shaped by its colonial history, the nature of governance and civil-security

relations, economic decline, a shift in the social contract between state and society, and legacies of rebellion, violent conflict and occupation. Together, these factors underlie the specific landscape of insecurity in Bukavu.

Bukavu is just one of the Congolese cities; it is the headquarters of the South Kivu Province. Michel (2019) conducted his research there and established various causes of insecurity caused by uncontrolled young people. The insecurity, according to him, has its roots in colonial times i.e., before 1960. Other causes related to the state of relationships among the security actors and civil society added to the economic situation that plunged people into poverty. There is also the impact of rebellion and wars that affected young people. These situations as portrayed by Thill could explain what is going on or has been going on in other cities like Kinshasa and Goma. In this study, I consider the origins or causes of the gang phenomenon at two levels, the international level and the local one. The international level is to be located in the situation in the world and in the Great Lakes Region in general while the local level looks at the Congolese socio-political and economic situation.

The socio-political crisis in the Great Lakes Region

The Great Lakes Region was impacted by multiple crises that created chaos not only in the neighbouring countries but also in the DRC especially in cities and towns bordering these countries. Issues of conflicts that affected RDC started in Uganda in 1980s and spread to Rwanda and in Burundi in the 1990s.

In the DRC, the crisis started at beginning of the independence era which was followed by the ethnic crisis in Katanga and in Kasai against the separation of these provinces from the rest of the country between 1960 and 1965 coupled with the conflict between Luba and Lulua in Kasai in 1960. These are two neighbouring Congolese tribes that fought each other and involved young people from each group. There were other wars in other parts of the country especially the Mulele war in east, Kisangani, Goma and Bukavu. The Mulele rebels calling themselves Mai Mai were a mixture of young and older people who were very known for their criminality. That is why there are some other Mai Mai groups creating insecurity and causing atrocities in North Kivu province.

History also recounts various events that significantly impacted the Democratic Republic of Congo (DRC), particularly its youth. One such event was the political upheaval in the 1990s, marked by the advent of multiparty democracy, which provided an avenue for individuals aspiring to engage in politics. This period witnessed the emergence of numerous political

parties, each seeking followers, leading to the recruitment of young, unemployed individuals. However, as access to the political arena remained limited, certain parties resorted to using the streets as platforms for expression, thereby fostering a culture of street activism that often led to conflicts with law enforcement. This era of multiparty politics coincided with the National and Sovereign Conference, which lasted nearly two years, further contributing to societal chaos. Amidst this turmoil, the liberation war commenced in 1996 under the leadership of Mzee Laurent Kabila, resulting in the downfall of the Mobutu regime. Kabila's rise also ushered in a new era marked by the involvement of young people, who, empowered by firearms, engaged in pillaging, rape, and authoritarian behaviour, exerting control akin to local lords in villages. The democratization process in the DRC precipitated a cascade of crises that eroded the country's social and political fabric, laying the groundwork for various forms of violence and turmoil (Ndushabandi, 2013: 54). These crises unfolded against a backdrop of widespread poverty, affecting countless individuals and households, and fuelling aspirations among young people to emulate the armed soldiers. Additionally, the repercussions of the DRC's multiparty system were felt in neighbouring countries such as Burundi and Rwanda.

In Burundi, conflicts started in the 1960s with the assassination of the monarch Rwagasore. This was the end of monarchy in the country, but it was followed by ethnic crisis and massacre of Hutu between 1965 and 1972 (Ndushabandi, 2013: 57). The situation went on in Burundi until the first democratically elected, President Melchior Ndadaye, a Hutu, was assassinated only few months after his election. In the same way, the problem of ethnicity affected Rwanda when the country became independent after the end of monarchy which negatively affected the social aspect by dividing ethnics group with the consequence that in 1959 the Tutsi were excluded and forced to migrate to Uganda and the Congo as refugees (Ndushabandi, 2013: 57). The arrival of more than one million Hutu refugees in the DRC from Rwanda after the Rwandan genocide and after the RPF won the war in 1994 (UN, 2015: 15) is another factor that brought conflicts and drew many young people into atrocities and crimes. Among the problems created by the influx of refugees and local as well as international conflict, there was the proliferation of uncontrolled children in the name of child soldiers and other boys with negative behaviours like the Kuluna, the Shegue and Maibobo in various towns.

The child soldiers of Kadogo

As earlier mentioned, the child soldier phenomenon is a real fact in different part of the world where there have been wars and especially in the DRC. In the context of this research, the

concept of child soldiers has reference to the Paris Principles (2007: 6) that tried to define this category of children as

the person below the age of 18 and who is or has been recruited or used by an armed group in any capacity, including but not limited to children, boys and girls used as fighters, cooks, porters, messengers, spies or for sexual purposes. It does not only refer to a child who is taking or as taken a direct part in hostilities.

Continuing in the line (Steinl, 2017: 5-6) tells us that this category of child is a victim of the violation of human rights but also an active actor for the violation of these human rights by doing harm against people. Further to this, she added that the understanding of the concept of child soldier is based on the 1997 “Cape Town Principles and Best Practices on the Prevention of Recruitment of Children into the Armed Forces and on Demobilization and Social Reintegration of Child Soldiers in Africa” (‘the Cape Town Principles’) and means:

Any person under 18 years of age who is part of any kind of regular or irregular armed force or armed group in any capacity, including but not limited cooks, porters, messengers and anyone accompanying such groups, other than family members. The definition includes girls recruited for sexual purposes and for marriage. It does, therefore, only refer to a child who is carrying or has carried harms.

Steinl (2017: 6) states the definition from the Paris Principles is similar but with a slight difference in that it is said that those children have been recruited or used by an armed group or force when the 1997. The Cape Town Principles state that they are anyone accompanying an armed group of force.

These definitions of child soldiers show that some countries or the societies go against the international regulations by involving children in negative acts. Unfortunately, the Congo history also shows that the country has bad experiences in using children in armed group with the most known history being the Kabila AFDL that integrated many children known as Kadogo (Kiyala, 2018: 273). Kadogo is a Swahili word meaning the little one or to some extent a soldier of a lower rank as it is observed in the Ugandan and Rwandan army. An unfortunate fact is that recruitment into the army exposes them to many kinds of violence against community members and the consequences are many to the children as well as to their communities (Kiyala, 2015: 100). One thing to notice is that children were recruited as soldiers because of influences by their friends or by force by the warlords. However, some of them could have been recruited because of the socioeconomic situation of poverty in their families.

Given the atrocities they have done in the communities, some of these children find it difficult to rejoin their families and the families sometimes find it hard to welcome them (Kiyala, 2015: 118). Because of this, most of them choose to live on the streets and to become street children or to join armed groups that recruit and welcome them. In this way, they become more violent than they were. Some end up in prison once they are arrested.

The Kulunas and the Shegue

The concept of Kuluna refers to gangs causing violence and insecurity in the capital city of Kinshasa (Makelele, 2018: 14). But even if the concept of Kuluna seems to designate this kind of group in the context of DRC, juvenile delinquency is said not to be particular to Kinshasa according to various scholars who tried to explain the Kuluna phenomenon in their own context (Makelele, 2018: 14). For example, the behavioural theory of Bandura (2000) stated that the violent behaviour is the result of the connection of human with the environment in which he is living. Bartol (2002) also states that the violent society in which human beings are living helps them to develop aggressive attitudes learned from their community (Wortley, 2008: 26; 27).

In various living environments, such as in the United States of America, it has been noted that the issue of adolescent gangs has emerged as a significant public safety concern. This phenomenon can be traced back to the aftermath of the Second World War. Consequently, former President Bill Clinton designated the period of 12–16 September 1994 as National Gang Violence Prevention Week in response to the heightened levels of juvenile violence activities during that period (Englander, 2003: 127). In addition, it was established that street children exist also in Rwanda where they are known as *Abana badafite kivurira* which means children without any support or abandoned children or *Abasalingoma* which means bad boys. In Burundi, these kinds of children are called *Birobezo* or beggars while in Uganda, they are known as *Masikini* which also means beggar also or street boy (Dimbu et al., 2020: 11).

This background allows us to say that the Kulunas gang phenomenon is not the creation of Kinshasa as it is even the case in other countries around DRC. However, the Kuluna group is made up of young people who decided to take security of their area into their hands. The idea was good but was in contradiction with the work that should have been done by the police and other official security actors. Over time, they became violent and started to steal and brutalise people. The concept of Kuluna is differently understood by different authors who present them as children living in bands in the street with different purpose like finding a small job and choosing to belong to the same violent group as other young men. These latter are sometimes

known for the weapons they use, especially machetes and razor blades to attack people or snatch their goods on the streets (Makelele, 2018: 16).

In brief, the Kuluna phenomenon is characterised by the deviant attitudes that compromise the safety of the community and experience tells us that there are different groups of Kuluna operating in different parts of the capital city of Kinshasa. These groups have different names according to places where they operate from. Some of them are called *bana bolafa*, *bad boys*, *les Zoulous* and *Kansas* in the district of Bofolu. Others are known as *ecurie*. Similarly, it has been reported that there are around 15 municipalities in Kinshasa that are renowned for hosting the Kuluna groups. These are.: Ngaba and Matete which are said to be the factories producing the Kuluna Makala, Kisenso, Limete, Kalamu, Barumbu, Kinshasa, Bumbu, Ngiri-ngiri, Bandalungwa, Masina, Kimbanseke, Kintambo and Ngaliema (Makelele, 2018: 16). The consequence of their violent activities pushed the government to undertake operations that sent some of them into prison, but others had an opportunity to be re-educated and trained through what is known as National Service at Kanyama Kasese. This is a place where those Kuluna who are caught in Kinshasa are taken to be trained in vocational activities, the most prevalent one being agriculture. However, some of them are trained in other activities like making furniture. The Kanyama Kasese appears to be another aspect of prison from where the re-educated boys can at least learn some skills for themselves and for their communities. This place and its activities have changed the former offenders and troublemakers.

It should be noted that the Kulunas are not found only in Kinshasa but in other provinces or cities. These groups have different names and operate differently. In the same Kinshasa, there is another group called the *Shegue* or *Shege*. These ones get their name from ‘the Schengen visa’. Initially the *Shegue* used to be young unemployed people who wanted to emigrate to Europe. They used to talk about *Shengen* and ended up adopting that name for their group. On the other hand, the name *Shegue* was used to refer to unaccompanied children quite often known as sorcerers. No one wanted to welcome them, and they ended up being on the street, dancing and stealing. However, Dimbu et al. (2020) found that the concept *Shegue* has different origins, and they underline three of them. The first origin of the word is from a certain Tshikala who argued that the concept is derived from Schengen with the idea of freedom and free movement. So, the *Shegue* are those young boys and girls whose dream is to be free somewhere and doing as they please.

The second interpretation of the concept of *Shegue* comes from a study by Dugrand in 2013 relating the concept to *Haoussa* language from Nigeria and that means a bastard. This implies

an idea that the *Shegue*, according to the Haoussa people are those unknown children who live on the streets without any one to look after them. The third interpretation of the origin of this concept is derived from the deformation of Che Guevara's name by taking the first part of the name 'Che' to which they add the first part of Guevara to get *Chegue*. The young people who choose this nickname do it in admiration of Ché Guevara who is known as an idol or a symbol or even a role model of living in freedom in Kinshasa. These young *Shegue* try to develop the same attitudes as Ché Guevara among which are solidarity with the powerless and the poor in order to correct the negative behaviour of African people; the love of experience and exploration, speaking one's mind openly, courage, violence, aggressiveness and resilience despite the tough conditions of life. The *Shegue* try to face and challenge the life conditions and continue to survive like Ché Guevara did (Dimbu et al., 2020: 12-13).

Thus, the difference between the Kuluna and the *Shegue* is that the first group is made of young people whose origin or location is known whereas the second group is made of abandoned children, children who decide to live in solidarity but whose whereabouts are not known; people simply call them sorcerers or witches.

Maibobo and Chokora

The Maibobo phenomenon is the other form of street children who are involved in violence as a way to survive. They can be called juvenile delinquents. The historical background of these children on the street is linked to issues of insecurity that some countries have gone through since their independence. However, from the perspective of this research, the phenomenon reached alarming proportions in the 1990s and this was related to the socio-political and economic situation worldwide and in most of African countries. Immediately after the independence, just 15 years later, countries like DRC, Burundi, Uganda, Rwanda had had coup d'états and rebellions and other social and community conflict (Thill, 2019: 19). In these political conditions that affected the social aspects, children were not spared as they became involved in rebellion or they suffered their parents' poverty (Urbain and Tony, 2017: 88,90). Goma town in North Kivu province was also subject to this situation. The town fell victim to ethnic clashes in the 1960s and welcomed the Rwandan refugees in 1959 and in 1994. Goma was also a victim of the AFDL in 1996, the RCD in 1998 and the M23 in 2012.

All these events had an impact on the societies and on the young people who found themselves closed to rebels and in poor families. The education system was also not good at all. In these conditions, most children found themselves without no option other than to look for their

survival at any cost. That is how some of them ended up on the street begging or looking in the bins for food. The Maibobo are those street boys and girls who spend their days in abandoned houses or who sleep in markets at night. They are known to be rude and very aggressive; they smoke and take local alcohol, or they sniff glue. Their eyes are always red and their voices are like drums. The Chokora are young children who are pushed onto the street because of poverty in their households. They are unable to snatch goods from people, which is why they move around from house to house or in the markets begging. However, sometimes, the Chokora can also be pickpockets, or they can steal small things like clothes, shoes, plates or anything they can sell to get a little money. With time, the Chokora become Maibobo. The big problem with these Maibobo and Chokora is that, when they leave their families, they contribute to the insecurity in cities like Kinshasa, Bukavu or Goma.

The security situation or children condition in Goma is like many other cities in the country. There are notorious areas within Goma like Ndosho, Mapendo, Birere, Majengo, Buhene, Turunga and Mugunga that are said to be the most insecure and hotbeds of gang activities. In these areas, there is a lot of criminality, robbery and taking people's goods by force. All this is done by the Maibobo moving around freely. It is commonly believed that these gangs work with policemen or soldiers. There are many cases or examples or crimes done by the Maibobo like the one reported in Kahembe area where a journalist was beaten, his bag and camera were taken and he was seriously injured (Urbain and Tony, 2017: 93).

These phenomena usually happen in Goma town and involve children who end up being imprisoned especially in Munzenze Prison if they are not killed themselves. Imprisonment and other physical punishment are a kind of solution that the security actors choose to deal with this situation. However, in this study, we consider this response as correcting violence with violence. The outcome could be to create more violence, to injure or to kill the offender. The Likofi operation aimed at re-educating them was another way to respond to this phenomenon that had become very serious in Kinshasa. So these are two solutions that have been tried. For this research and an option suggested by other scholars, there is a need to look beyond the four walls of the prison and its physical punishment to Kuluna, Maibobo and Chokora atrocities and to envisage other solutions in order to eradicate these phenomena.

It is true that all the above groups or gangs, the Kuluna, Maibobo and the Shegue together with other child soldiers end up in prison when they are arrested. According to security actors, these children deserve to be punished and the best place for this is the prison with its torture and other sufferings. However, this study found that this response increases their violence. For

instance, in the case of Kuluna in Kinshasa, instead of being incarcerated after being implicated in numerous atrocities, many young men were redirected to Kanyama Kasese as part of the National Service program. This government initiative aims at the re-socialisation and rehabilitation of the Kuluna. The following section describes the Kanyama Kasese experience as an alternative to the incarceration strategy.

2.1.4 The experiences of Kanyama Kasese Rehabilitation Programme

Kanyama Kasese is a constituency in the Haut Lomami province in what used to be the Katanga Province. The Congolese Central Government decided to open a paramilitary centre there to relocate the Kuluna from Kinshasa to this centre. It is clear that the different operations that had been implemented so far by the government in order to end juvenile delinquency and the Kuluna phenomenon in DRC and especially in Kinshasa were not productive in terms of response to the city criminality. In fact, all the operations conducted in Kinshasa to put an end to the Kuluna situation and to street gangs did not provide the expected solutions. That is why this research posits that the solutions to this kind of behaviour cannot come through the prison or justice system; the solutions cannot come through the imposition of harsh treatment against delinquent and street boys or girls. That is why, the Kanyama Kasese solution started as a try where the Kuluna were taken to be re-educated, to help them change their aggressive behaviours and bring them to reconcile with the communities. So far, more than 2 000 members of the Kuluna gang have been transferred there. This being a rural place where the young people are not free to move among the peaceful population and where they cannot get access to drugs and alcohol, it was found to be an ideal place to help these young offenders. Recently, 929 young delinquents were sent to Kanyama Kasese to be capacitated in different productive activities (Tshahe, 2022) mostly in agriculture, where it has been reported that the first group of those who were trained there were able now to feed themselves and other people through their agricultural activities. In addition, after their training in woodwork and in masonry, these young people are now committed to their work, and they are enjoying their first earnings from what they are doing or offering to the nation in terms of infrastructure and furniture (Dianyishayi, 2022). Some of these former delinquents said that they had experienced prison life but this experience did not provide them an opportunity to be useful to the nation like what they are doing at Kanyama Kasese. They confirmed that they were being transformed through the different programmes organised by the National Service (Dianyishayi, 2022). Some of them confirmed that they are now capable of achieving what foreigners used to do in the country in terms of road-building or other infrastructure.

At this juncture, one can argue that the efforts that are being done in order to rehabilitate and re-integrate delinquent children, boys and girls, into the community and the Kanyama Kasese experience are examples to emulate instead of focusing only on imprisonment without any possibility of inmates' preparation for reintegration into the community. It is a fact that punishment and prison options do not really respond to the situation that affects public security especially in the DRC context where civilian offenders are accused of working with security personnel, the military and policemen. That is why, when civilian offenders are accused of misbehaving as Kuluna, Shegue, Maibobo or child soldiers, imprisonment is seen as the ultimate way dealing their bad behaviours. The following points focus on the prison realities and the imprisonment realities all over the world, in Africa and especially in the DR Congo.

2.2 IMPRISONMENT

2.2.1 The Purpose of Imprisonment

People wonder whether the aims of prisons or imprisonment are to punish the offenders, to pursue or to do justice, to educate and correct the offenders so that they become good citizens and behave well when they re-integrate into their communities. That is why to evoke the concept of imprisonment without talking about punishment would distort the understanding of the issue of imprisonment. In fact, the concept of punishment has multiple understandings that reflect its aims which are the responses to crime by imposing sanctions on offenders. This is done by the state with both exacting retribution and with the aim of decreasing the crime rate to prevent people from committing offences and prepare the reintegration and the rehabilitation of those who committed crimes (Van Ginneken, 2016: 3). Imprisonment serves the purpose of criminal justice by removing individuals who have violated laws from society, thereby preventing them from committing further crimes (incapacitation), while also providing an opportunity for rehabilitation, punishment and deterrence (Gopalan and Bagaric, 2016: 58).

These fundamental aspects are intricately linked to imprisonment, as the conventional interpretation pertains to criminal behaviour and the manner in which criminal law prescribes punishment for those who transgress legal norms (Parveen, 2017: 59). Given the impossibility of achieving a society entirely devoid of offences or offenders, prisons serve as a key mechanism for curbing misconduct within a given state through punitive measures involving incarceration. This understanding of prisons is widely acknowledged among users worldwide (Ranga Rao, Kumar and Das, 2017: 1-2). It is crucial to distinguish between two State perspectives on imprisonment: moral education and collective defence. The former emphasises

stringent action against serious crimes that disrupt societal order, thereby facilitating a clear comprehension of the rules and standards enforced by the State and fostering internalization of these values.

To explain the ideas above and concerning the moral understanding of punishment, we need to know why it is important to inflict sanctions on someone because sometimes it is perceived negatively by those who are condemned, especially by sanctions of imprisonment or pain. Two theories appear as the interpretation of punishment: retribution and recidivism (Dignan and Cavadino, 2007: 37). Retributionists view punishment as a necessary response to crime and a moral obligation that requires mutual respect for each other's rights. They believe that traditional justice should be based on a set of norms, where violations result in severe sanctions to maintain their authority within the community (Fox and Frater, 2019: 31). Therefore, it is important to emphasise that retributionists adhere to the principle that offenders should not benefit from legal forgiveness; once a crime is committed, the perpetrator should be punished in accordance with the moral understanding of justice. Wrongdoers deserve punishment that is proportionate to the offence and should be severe.

This retributionist perspective contrasts with the recidivist view of punishment. For recidivists, punishment serves as a deterrent to future offences. Furthermore, the absence of punishment for a crime can influence future criminal behaviour (Dignan and Cavadino, 2007: 37-38). These views are complemented by American philosophies of imprisonment within the retributivist framework, which emphasise retribution, deterrence and incapacitation. This contrasts with the Norwegian approach, which focuses on rehabilitation and restoration (Labutta, 2017: 339)

Referring to conceptual strategies for addressing crime – such as retribution, deterrence, rehabilitation, and incapacitation – helps us understand how these elements influence criminal attitudes and behaviour, whether minor or severe. The choice of strategy depends on whether justice is addressing individual or collective faults and considers the context in which crimes are committed as a key factor in determining the appropriate punishment (Marson, 2015: 24). Retributivist theory emphasises the nature of the offence and the deserved punishment for harm caused to the community. Additionally, it is important to note that punishment should be proportionate to the criminal behaviour, maintaining a balance between the offence and the punishment (Reid, 2015: 51). Various perspectives also highlight the benefits and reasons for punishing those who violate the rules.

Religious views stand in opposition to the proponents of punishment. From a religious perspective, God is central to human behaviour, and sin represents a transgression against God's will, as illustrated by the events in Eden. Only God has the authority to punish, holding the world in His hands (Reid, 2015: 49). In contrast, criminologists focus on the consequences of criminal acts and emphasise that punishments vary across societies, reflecting different cultural norms. Traditional justice aims to combat behaviours that threaten social harmony and to deter potential wrongdoers. The criminal justice system determines the appropriate punishment for offenders (Reid, 2015: 49). Additionally, it is argued that the U.S. has predominantly relied on incarceration as the primary form of punishment, without fully considering its outcomes, whereas other countries have adopted rehabilitation and retribution strategies to address crimes, despite the challenges these approaches face in curbing bad behaviour and responding to criminal acts (Reid, 2015: 49)

The direct answer to issues of offence and punishment consists of taking into consideration the main goals of punishment. Several scholars, including Dignan, Cavadino (2007) and Per Holth (2005) have tried to give the merits of each goals of punishment as a response to crime. Among the various forms of punishment, deterrence aims to prevent future crimes by punishing offenders whenever a crime occurs. Personal deterrence seeks to place perpetrators in an uncomfortable environment as a reminder of the consequences they will face if they reoffend. However, it is argued that harsh punishment intended for deterrence can increase the likelihood of reoffending. General deterrence aims to prevent wrongdoing by motivating others not to commit offenses (Dignanand Cavadino, 2007: 37-38).

Incapacitation focuses on protecting the community from potential crimes by imprisoning offenders to reduce the possibility of future harm. The primary goal of incapacitation is future crime prevention (Marson, 2015: 22). Besides imprisonment, other strategies include isolation or confinement and the death penalty. Isolation involves keeping the offender in a situation where they have no freedom to move or commit further crimes.

Several countries, spanning Europe, America, and Asia, use the death penalty as a form of incapacitation. However, this approach has faced significant criticism because it is difficult to predict whether a person will reoffend after imprisonment or pose a future threat to the community. This uncertainty makes it challenging to justify the use of the death penalty (Dignan and Cavadino, 2017: 40; Reid, 2015: 60). In the same vein, the punishment of the offender can also take the form of retribution. This approach aims to re-establish balance among community members affected by an offence. As previously mentioned, the philosophy

behind retribution is to respond to a crime by ensuring the punishment fits the offence committed by the offender. Consequently, many scholars argue that imprisonment often fails to adhere to the principle of proportionality. They believe that fines, rather than imprisonment, better reflect the severity of certain crimes. This perspective is evident in practices in Germany, Japan and Canada (Reid, 2015: 49-53).

Punishment is seen as a tool wielded by governments, which have the authority and responsibility to ensure justice by imposing penalties proportional to the crime, thereby maintaining peace and harmony between the government, the community and the offender. However, no form of punishment is universally accepted by those subjected to it; critics argue that it can provoke a desire for revenge. The principle that a criminal deserves punishment for their crime is reminiscent of the concept of *lex talionis*, which dictates that one who seriously offends another should receive similar treatment in return (Marson, 2015: 20-21)

From these discussions on the goals of punishment, it is clear that deterrence and retribution advocate for harsh responses to crime. In contrast, rehabilitation takes a different approach by focusing on transforming the offender. The idea is that through training and support, offenders can return to the community without repeating the mistakes that led to their punishment (Reid, 2015: 64). The key aspect of rehabilitation is understanding criminal behaviour as a social construct. The primary goal after a crime occurs is to address and cure the underlying causes of the offender's behaviour. This involves implementing programmes that benefit inmates, aiming to correct past behaviours rather than merely punishing them. By addressing the root causes of criminal behaviour, rehabilitation seeks to protect the community's future (Marson, 2015: 22; Reid, 2015: 63-64). The critical issue to analyse is whether these different goals of punishment effectively transform criminal behaviours and protect societies from future offences.

2.2.2 The Extent of Imprisonment

Generally, the concept of imprisonment is considered as a way through which a traditional justice institution responds to a crime as a punishment for an offence committed (Heard, 2018: 1) and the prison is the expression of this punishment even if its application does not match the practice in modern states (UNODC, 2007: 3). In fact, the role played by prisons in the nineteenth century was minor. With this role, the death penalty and other types of punishment were really unknown (Rubin, 2019: 2). This was done in the hope that the pain of incarceration would reduce the rate of offences, on the one hand (Muntingh, 2008: 3) and, on the other hand,

it could help in the rehabilitation and reintegration of former inmates (Muntingh, 2008: 4). However, the major question is whether imprisonment really responds to offender's re-education or change.

Jacobson, Heard and Fair (2017) conducted an important survey of some prisons around the world and came up with a report on the incarceration system. Among the consequences of 'prison population growth' there is the fact that prisons are overcrowded, inmates live in 'inhumane' and degrading conditions. In addition to this, detention disproportionately harms poor and marginalised groups in all societies. It limits the capacity of prison systems to deal effectively with the small minority of prisoners who pose serious risks to public safety, and indeed increases the risks posed by prisoners (to themselves as well as to others inside and outside prison walls). Over-use of imprisonment also imposes enormous costs on the public purse (Jacobson et al., 2017: vi). This is evident in the issue of prison overpopulation in Africa, particularly in the DRC. Overcrowded prisons create problematic incarceration conditions, which can negatively impact the implementation of rehabilitation programmes for inmates, especially for child inmates. This situation compromises their chances of successfully reintegrating into their communities and contributing positively to society. Additionally, poor incarceration conditions that fail to meet minimum living standards can expose inmates to diseases and other health problems.

2.2.3 The Imprisonment Conditions

I cannot discuss imprisonment without focusing on crime and punishment. Indeed, in the past, the purpose of punishment was clear and included various severe outcomes, such as the death penalty and long-term incarceration, where convicted individuals endured multiple forms of punishment (O'Donnell, 2016: 40-41). Globally, the judicial system has traditionally relied on punishment as a means to address crime, typically by imprisoning those who violate state laws (Coyle, 2018: 1). Generally, prison is considered an appropriate place for individuals awaiting sentencing after a trial (Islam, 2019: 201). Retributive justice is widely understood as the principle that those who break the law deserve to suffer because of their actions (Johnson, 2005: 4).

That's why I endeavoured to explore the concept of prisons and incarceration, recognising them as modern state institutions with deep historical roots, despite their divergence from contemporary criminal justice ideals. Historically, prisons served as holding places for offenders awaiting punishment, originally designed for short-term stays and not intended for

the majority of wrongdoers (Marshall, 2002). This historical perspective extends back to biblical times, evident in the stories of Joseph and Jesus, who experienced detention leading to their eventual execution. The Biblical narrative, particularly exemplified by Joseph's time in Egypt and references in the Book of Psalms, underscores the ancient origins of the concept of imprisonment. Additionally, Biblical accounts such as the incarcerations of Samson, Paul, and Silas shed light on the early treatment of Christians by Jewish authorities. Furthermore, from a Biblical standpoint, imprisonment was often equated with suffering and impending death due to the torture inflicted upon prisoners (Marshall, 2002: 5-6).

Although since Biblical times, prison has been seen as a place of death, the current place of detention should be a place where the minimum of human rights are respected. Unfortunately, in many places in the world the image of prison is negative and reflects a very dark place where people have a lot suffering to endure (Marshall, 2002: 6). In fact, imprisonment has a negative impact on prisoners because, after being released, people or former prisoners find it difficult to reintegrated into the community. This is not just because of the crime they committed, but also because the time they spend in prison has a mental effect and very often destroys their sense of humanity (Johnson, 2005: 9). Thus, the main aim of imprisonment should be to prevent offenders from committing another offence and to rehabilitate and re-integrate them into the community (Johnson, 2005: 11).

2.2.4 The Effectiveness of Imprisonment

This section discusses whether imprisonment fulfil its goals of addressing criminal attitudes and preventing new crimes by implementing programmes that will provide inmates with new skills and competencies so that once released from prison they can avoid committing crimes again. This conception is questionable because, on one hand, there are those who think that imprisonment responds effectively to reduction of criminal acts and, on the other hand, others who maintain that it increases delinquency. There is a common view among stakeholders in the public and private sectors and law practitioners, that imprisonment constitutes a tool for reducing offences (Muntingh, 2008: 2). here appears to be no direct link between the scope of imprisonment and reduced crime rates. Clear and Gendreau (1999 as cited in Muntingh, 2008: 6) assert that incarceration exacerbates the situation rather than alleviating it, reinforcing the notion that imprisonment does not solve the crime problem or reduce the crime rate.

Similarly, it is crucial to highlight that beyond the overarching goals of reducing recidivism and lowering crime rates, imprisonment is argued to primarily serve aims of incapacitation and

retribution within the prison system. Moreover, evidence from South Africa indicates that the effectiveness of imprisonment in deterring crime is not contingent upon the severity of punishment (Muntingh, 2008: 7-8). Carl and MacDonald (2009: 1) further suggest that even during periods of declining crime rates, a significant number of arrests persist due to the continuous cycle of incarceration and release, with individuals often returning to prison shortly after release. This underscores the argument that punitive judgments leading to imprisonment do not necessarily address criminal behaviour in accordance with legal mandates aimed at stabilising societal conduct and preventing recidivism. Instead, imprisonment may lead to further criminality among inmates, perpetuating a cycle of re-offence even after release (Jones, 2014: 18-19).

Moreover, the punishment after a crime does not necessarily have a positive impact on criminal attitudes and on the future possibility of reducing the threshold of re-offending (Butorac et al., 2017: 115). Indeed, the efficacy of imprisonment or the deterrent effect it has on criminal behaviour relies on the implementation of programmes aimed at the rehabilitation of prisoners to facilitate their reintegration into society. The rationale behind this approach is that a significant proportion of individuals participating in prison programmes are less likely to re-offend compared to those who are incarcerated without access to such initiatives. This highlights the efforts undertaken by European prison systems to reduce recidivism rates, contrasting with the American approach, which often prioritises arrests even for minor offenses that may not warrant imprisonment. Furthermore, the extended periods of incarceration in the U.S. without a focus on rehabilitation programmes contribute to a higher likelihood of re-offending upon release, as punitive measures alone shape the response to criminal behaviour (Butorac, 2017: 120). This stands in contrast to the practices in countries like Germany and the Netherlands, where imprisonment is viewed not solely as punitive but also as an opportunity for rehabilitation and re-socialisation. Consequently, if incarceration is deemed necessary, it is typically for shorter durations.

In terms of the duration of the incarceration, data shows that, those who were imprisoned in the interval between, 24 and 120 months had a 51% the possibility of recidivism and being incarcerated (Butorac, 2017: 121). This is the case of U.S. prisons. It is also concluded that long terms of imprisonment do not have significant power to reduce re-offending but, instead, contributes to destroy and impact the person of inmate negatively by compromising is chance to knotweed with the society without any difficulties (SCCJR, 2016: 12-13). Therefore, extended periods of incarceration should not solely centre on retribution and punishment but

should incorporate comprehensive rehabilitation programmes for prisoners or inmates. These programmes should address various facets such as psychological, social, health and developmental needs, as well as provide effective socialisation and reintegration services aimed at facilitating their successful return to society. This necessitates the implementation of programmes that adequately meet these diverse needs (Murhula et al., 2019: 24).

Indeed, even though the imprisonment has been criticised as having little impact on transforming the criminal attitudes, other scholars contradict this affirmation in showing how prison contributes to the transformation of inmates and prevents the possibility of re-offending. This the case of the Good Life Model programme that gives positive results because after implementing this programme, ex-offenders were transformed and were deterred from committing crime again. Similarly, it was determined that a programme implemented in New Zealand, targeting individuals incarcerated for serious crimes over a two-year period, yielded favourable outcomes. The treatment was found to effectively transform participants, instilling in them an attitude that significantly reduced the likelihood of re-offence within a year (Murhulaand Singh, 2019: 33-34). Furthermore, the efficacy of the Correctional Alternative Placement (CAP) imprisonment programme was demonstrated by a significant decrease in rearrest rates among participants compared to non-participants, with only 7% of those involved experiencing rearrest (Simourd et al., 2015: 1). Notably, many prisoners, subjected to prolonged incarceration amid unfavourable conditions, require such programmes to address psychological distress and mental illness, aligning with the primary goals of punishment, particularly rehabilitation (Murhulaand Singh, 2019: 25). Additionally, educational programmes within prisons have been identified as potential deterrents to criminal behaviour, particularly those focused on drug treatment in the United States. Programmes such as Adult Basic Education and General Education Development have shown promise in reducing criminal recidivism rates by offering alternative activities to criminal behaviour (Nink and MacDonald, 2009: 2).

2.2.5 The Experience of USA Imprisonment and Its Effectiveness

The judicial system of the USA has suffered seriously from delinquency and violence since former President Nixon took a retributive approach. Because of this strategy, the entire nation embarked on the retribution logic as a way of fighting crimes (Ravinsky, 2016: 1019). Similarly, it is argued that the US judicial system failed because, in the general understanding, crime management is only focused on forcing offenders to not commit offences again by imposing them harsh sanctions instead of changing the behaviour of the wrongdoers (Ravinsky,

2016: 1020-1021). The consequence is that currently the US prisons are overcrowded with a population estimated to be around a million inmates. Prisons have become places of punishment with the consequence that most of the offenders who are freed are re-incarcerated (O'Connor, 2014: 1-3). This is not a new phenomenon because for many years, the USA has been known to be the country that has a high rate of people in prison (Rosansky, 2010: 1-2).

Research indicates that in the USA almost 60% of those who were released from prison were rearrested while the incarceration rate is estimated at 53% (Bosma et al., 2014: 2) with the estimation of two million incarcerated people in America. Among the consequences, the USA is compelled to spend \$44 billion in order to respond to incarceration issues (Lerner-Wren, 2016: 6). In addition, there are various causes that send the majority of people to prison, drug abuse being the major factor (Jacobson et al., 2017: 9-10). Drug abuse is also the cause of mass incarceration in Brazil where a considerable number of prison population comprises women. There are other offences that are the causes of imprisonment in this country but at a lower rate (Jacobson et al., 2017: 7). In Thailand, drug abuse is also a cause of mass incarceration; it doubles almost after each five years (Jacobson et al., 2017: 13). Imprisonment in the USA costs a considerable amount of money for both adult and child prisoners per year and influences their basic needs before and after incarceration (Gamblin, 2018: 5). A close look at this situation enables me to conclude that the more we spend, the more prisons are unable to resolve the prisoners' situation. The current situation of prisons in the USA contradicts the idea that in case of:

a prison philosophy without any potential in fighting against the situations that made criminals, a prison philosophy which worsens the inmates life situations is tie and call to lose vocation and mission to prevent a crime perpetration, it is sure that the number of inmates will increase more and more (Cross, 1971: 1).

In my research, I aimed to demonstrate the necessity of improving conditions within prisons to foster positive transformation among inmates. This involves ensuring adequate provision of food and shelter, as well as implementing robust educational programmes from a young age to facilitate rehabilitation and successful reintegration into society. By creating an environment where inmates are unable to engage in misconduct, we can better prepare them for their return to their communities. To enhance the effectiveness of imprisonment in the USA, two distinct models have been employed by prison management: the Auburn model and the Pennsylvania model. The Auburn model emphasises assigning daily tasks to prisoners, limiting their opportunities for social interaction, and requiring them to remain confined to their individual

cells at the end of each day. In contrast, the Pennsylvania model allows for prisoner visits from individuals who assist them in obtaining education and guidance for positive transformation (Rubin, 2019: 9).

In addition, the Auburn model is favoured in various corners within the USA as being fruitful in terms of productive work, and also in avoiding all forms of misconduct in prison whereas the Pennsylvania Model has been criticised as more detrimental in terms of wellbeing of the prisoners in depriving them of their liberty. Moreover, it required sufficient money for taking care of prisoners when it was not profitable at all (Rubin, 2019: 10). As a result, the Auburn model is used in the USA and in Canada while the Pennsylvania model is used in European Asian and African countries especially by incorporating their customs (Rubin, 2019: 10) in order to improve the management of their prisons and the way of putting each inmate in his own cell with enough space (Rubin, 2019: 11). Even though both these models are used in several states and countries, they are not the causes of failure in prison management. The assumption is: when a large number of people is deprived of their freedom by an organisation and the majority of society do not know exactly what is happening inside prisons, the violation of human rights will be inevitable (UNODC, 2009: 4).

2.2.6 The Experiences of UK Imprisonment and Its Effectiveness

In the UK, prisons grapple with numerous challenging conditions, foremost among them being overcrowding, which presents a significant difficulty for all prisons in England and Wales. This overcrowding exposes inmates to adverse health conditions (MacDonald, 2018: 66), a situation mirrored in Scotland, which stands out for accommodating a large number of inmates in Europe (SCCJR, 2019: 3). Furthermore, it is noted that this recent overcrowding trend is likely to worsen in the future (Clifton, 2016: 1). When addressing the deteriorating situation in prisons, it can be attributed to several factors, primarily the neglect experienced by inmates, particularly evident in UK prisons. Reports indicate that the conditions in which prisoners are held, including the state of their cells, blatantly violate human rights, with confinement for up to 23 hours a day without any freedom of movement or meaningful occupation. Moreover, instances of insecurity and aggression against inmates are escalating within UK prisons. These conditions run counter to the Mandela Rules and the Council of Europe's Committee for the Prevention of Torture (CPT), both of which advocate for the humane treatment of prisoners, irrespective of their detention status (Ismail and Forrester, 2020: 368). Additionally, reports highlight that cells are cramped, providing inmates with insufficient time for rest, often limited to just 30

minutes, followed by a high incidence of painful treatments. Notably, the majority of incarcerated individuals are reported to be foreigners (Corporate Watch, 2018: 7-8).

When assessing the efficacy of imprisonment in the UK, it is important to underscore the intended goals of prisons: to reduce crime rates and facilitate the rehabilitation of inmates for their eventual reintegration into society. Surprisingly, the UK's incarceration system often falls short of achieving these objectives, as there are numerous individuals who, due to the nature of their offenses, arguably should not be incarcerated but find themselves detained, nonetheless. This contributes significantly to the issue of overcrowding in prisons, particularly pronounced in Scotland, which holds the dubious distinction of having one of the highest prisoner populations among European countries (Strang, 2018: 1). It is crucial to recognise that the environment within prisons plays a pivotal role in achieving the goals of imprisonment, yet the current conditions often hinder the preparation of prisoners for rehabilitation and successful reintegration into society. Regrettably, inmates are frequently marginalised and ostracised by society, leading to a neglectful attitude towards their wellbeing (Ismail and Forrester, 2020: 1), resulting in reported violations of minimum standards of care, with a notable consequence being a concerning incidence of suicide among inmates in the UK (Corporate Watch, 2018: 7).

It is evident that the prison population in England and Wales remains notably high, surpassing that of other European countries. This population has surged from 44,000 to 87,000 and continues to rise (Jacobson et al., 2017:18). The primary objective of prisons is to diminish crime rates, promote rehabilitation, and facilitate the reintegration of inmates into society. Therefore, one may question whether the construction of more prisons aligns with this purpose. The reasons behind the growth in prison populations are multifaceted, extending beyond fluctuations in crime rates alone. While crime rates, even for more serious offenses, have remained stable or declined in many countries, prison populations have continued to swell. Part of this increase in prison populations is attributed to a growing belief in some countries that imprisonment is preferable to alternative measures. This shift is influenced by factors such as a loss of confidence in the criminal justice system, disillusionment with rehabilitative approaches, and the ascendancy of retributionist ideologies regarding punishment. This loss of confidence in the criminal justice system may lead to the enactment of more stringent legislation, while retributionist philosophies often translate into public demands for harsher and lengthier sentences. These factors have notably influenced shifts in attitudes among key stakeholders, including policymakers, members of the judiciary, prosecutors, the media, and the general public, particularly in parts of Europe and North America (Kuhn, 1996).

2.2.7 The Experience of Imprisonment in African Context

First of all, prisons in Africa have a link to the history of colonisation in general which continues to impact most African countries (Dissel, 2001: 1). They are facing the reality of traditional justice that is the heritage from the time of colonialism characterised by the punishment ideology and imprisonment (Robins, 2009: 1). Similar to other parts of the world, prisons in Africa face significant management challenges (CICR, 2012: 15). In many African countries, prison conditions are particularly alarming, characterised by severe overcrowding and continuous mistreatment of inmates. For instance, in Nigeria, the military views prisons as punishment centres where detainees are deprived of their basic rights to a minimum standard of wellbeing (Onyekachi, 2016: 2). The country's prison infrastructure is inadequate, leading to poor hygiene and sanitation conditions, which result in the spread of various diseases among inmates (Onyekachi, 2016: 2). Ghana's prisons face similar issues, including severe overpopulation, cramped cells and inadequate facilities to accommodate both inmates and staff. Consequently, prison administrators struggle to fulfil their role in preparing inmates for reintegration into society (Afari, Osei and Adu-Agyem, 2015: 131).

Regarding the effectiveness of imprisonment in African countries, the primary goal of incarceration is not merely to restrict individuals' freedom but to rehabilitate them, preparing them for reintegration into society and preventing future offenses (UNODC, 2017: 2). However, as highlighted by the National Museum of Crime, there is a common perception that prisons are merely places for punishing rule violators, who are kept in total confinement until their sentences are served (Moyo and Muchibo, 2015: 372). In Ghana, harsh punishments alone have proven ineffective, as many inmates reoffend by repeating the same mistakes that led to their initial imprisonment (Afari et al., 2015: 131). Additionally, inmates often endure inhumane treatment, which negatively impacts their personalities and exposes them to various atrocities. An example of such mistreatment is found in Queensland prisons, where women suffer from privacy violations and harsh punishments for resisting humiliating acts (Kamayo, 2018: 166). Currently, the overcrowded conditions and inadequate infrastructure in prisons pose significant risks to inmates, particularly concerning the spread of COVID-19, as social distancing is impossible with the high number of prisoners.

Looking again at the African ideology of prisons, I have said that the purpose is to deprive inmates of their rights in all aspects, but this exposes them to various diseases. Estimations give 71 500 prisoners in Nigeria, 51 000 in Kenya and 14 000 in Ghana, all of them living in prison with poor conditions of incarceration (IDPC, 2020: 2). Similarly, it was reported that in

some other countries of Eastern and Southern Africa, about 655 000 inmates are living in poor infrastructures where the low conditions of incarceration are far from providing the standard minimum of life (Muntingh, 2020: 3). Two points of view should be taken into consideration. The first one comes from stakeholders in the public and private sectors who agree that prisons have the potential to lower the crime rate and to transform the inmates into virtuous citizens, but also there is a benefit in keeping someone in prison for a long time (Muntingh, 2008: 3, 6). On the other hand, some observers and researchers disagree with this notion, arguing that prolonged imprisonment exacerbates the situation (Muntingh, 2008: 6). They contend that extended detention not only prolongs the deprivation of freedom but also exposes inmates to various forms of human rights violations, which ultimately harm rather than rehabilitate them (UNODC, 2007: 4).

The violent environment of prison allows inmates to become more violent and once outside the prison premises, they face the likelihood of recidivating and being incarcerated again (Dissel, 2001: 2). In addition, the most atrocious sanctions in prison push the prisoners to be violent and to commit serious offences instead of being positively transformed (Bowers and Pierce, 1980: 6). This perspective is supported by Stemen (2017: 2), who argues that the issue should be analysed both at the individual and country levels. Stemen shows that higher rates of imprisonment increase the likelihood of re-offending, which negatively impacts the dependents of inmates. On an individual level, the duration of imprisonment influences inmates' behaviour, exposing them to negative influences and severe mistreatment by prison wardens, which can lead to re-offending. Additionally, atrocities experienced during incarceration can cause mental health issues, sometimes resulting in death shortly after release (Haney, 2012: 4).

The situation is exacerbated by the lack of distinction between pre-trial detainees and sentenced inmates, as well as between those who committed minor versus serious offences. Consequently, prisons are overcrowded with individuals accused of minor infractions (Khwela, 2014: 148-149). This overcrowding prevents prison managers from implementing effective rehabilitative programmes, hindering the reintegration of ex-offenders into their communities and reducing the likelihood of re-offending. The South African experience illustrates this issue, with a significant number of inmates awaiting judgement contributing to long-term incarceration rates (Khwela, 2014: 148).

As stated earlier, the African philosophy of prison is the legacy of settlers, and African prisons are places where there are many kinds of atrocities. The question remains as to which model African prison managers are using in order to respond to human rights and other incarceration

obligations. African prisons are not viable due to lack of sufficient conditions for the wellbeing of inmates in terms of basic needs (IDPC, 2020: 1). This is why the Auburn Model of incarceration, despite its intention to prevent inmates from communicating, only enforced reprimands when guidelines were broken. Inmates were engaged in productive activities during the day but locked in their cells at night to limit communication, following a strategy of separation (Rubin, 2019: 10). In contrast, the Pennsylvania Model aimed to improve imprisonment conditions by enhancing infrastructure, providing more space, allowing more leisure time and improving hygiene. However, inmates' freedom of movement was controlled, as each inmate had to wear a remote-control device. This measure aimed to limit the spread of negative behaviours among inmates (Rubin, 2019: 10-11). Despite these improvements, the Pennsylvania Model has been criticised for its negative impact on the mental health of inmates due to prolonged isolation and lack of close human interaction (Rubin, 2019: 9-10).

These two models have inspired African countries which should adopt one or other of the models. Unfortunately, that is not the case as what is said about African prisons is really deplorable. The issue is around lack of good facilities, where inmates are exposed to poor hygiene conditions and risk of violence among them because of overpopulation, especially for female inmates. For example, in Kumasi prison, the lack of adequate local prison counsellors hampers privacy and confidentiality during counselling sessions, highlighting the insufficiency of necessary conditions (Afari et al., 2015: 134). In Zambia, the issue of inmate separation is critical, as prisons originally designed for men now house both adults and children together, leading to multiple abuses. Similarly, in Sierra Leone, prisons sometimes mix male and female inmates, exacerbating the problem (Robins, 2009: 2). In Africa, it is essential to consider effective prison management requirements when selecting an appropriate system. Combining elements from both the Auburn and Pennsylvania Models could help achieve successful transformation, rehabilitation, reintegration, and a reduction in re-offending

As for the effectiveness of rehabilitation efforts in African countries, the prison is one of the places that complete the task that has been performed by the judiciary and law institutions according to their objectives. That is why, after being imprisoned as a punishment, criminals immediately become candidates for the rehabilitation process and the major preoccupation and the mission of the prison is to make them aware that what they did was not right and to provide a good way of preparing them to re-integrate into society with skills that could help them to become useful citizens. Of course, the amount of time people spend in prison and a good way of responding to their crimes could only be through the implementation of some type of

rehabilitative programmes or processes in prisons (Niriella, 2010: 15). Some programmes have been used and produced remarkable responses in rehabilitating the offenders while others have failed but are still in use or undergoing trials.

2.2.8 Child Inmates in the Context of African Prisons

This point focuses on the prison situation in Africa in general and in particular in the DRC. The section focuses on the life of children in prison, the way prisons are managed and their contexts. The question is to see whether they respond to their purpose of transforming the inmates and rehabilitate them in positive fashion. In addition, I looked at the Kanyama Kasese model of rehabilitation of Kuluna in DRC.

In general, the rate of the population in prisons continues to increase, and this causes overpopulation in the prisons and the violation of inmates' rights (Van Hout and Mhlanga-Gunda, 2019: 15). In addition, it has been reported that the number of child inmates in African prisons is about 1 million (Van Hout and Mhlanga-Gunda, 2019: 15). This is because juvenile delinquency constitutes a phenomenon that is common in most of countries in the continent. This is the case of Ghana where urban areas suffer from this situation with the consequence being that young people create gangs and learn bad attitudes from each other that put them in conflict with the law. This constitutes the motif of their incarceration in juvenile facilities (Mantey and Dzator, 2018: 322) while experience showed us that there is an alternative to the punishment of children engaged in criminal activities. This is the Juvenile Justice System which has the purpose of rehabilitating child inmates (Wahu et al., 2020: 374).

Unfortunately, the conditions under which child inmates are incarcerated are far from ideal for rehabilitation. Reports indicate that child inmates experience harsh and difficult conditions similar to those of adult inmates in many aspects (Van Hout and Mhlanga-Gunda, 2019: 4). In Zambia and Kenya, child inmates are housed in the same facilities as adults, subjecting them to inhumane conditions (Savatia Simiyu and Nabiswa, 2020: 721-722). This practice contradicts the recommendations of the Sustainable Development Goals, which advocate for the protection of child inmates. Sharing facilities with adults exposes child inmates to numerous health problems, various forms of vulnerability, and trauma, increasing the likelihood of them becoming criminals (Van Hout and Mhlanga-Gunda, 2019: 3).

Nigerian correctional institutions for children face similar issues. The inhumane conditions and lack of access to basic necessities such as food, shelter, and adequate hygiene prevent the rehabilitation of child inmates, focusing instead on punishment (Idowu and Muhammed, 2019:

23). The Nigerian correctional institutions are intended to be places where child inmates are prepared for the rehabilitation in order to socialise and re-integrate into the community or their families (Idowu and Muhammad, 2019: 23).

Unfortunately, in Sierra Leone prisons, children experience bad conditions of imprisonment because punishment is the main objective rather than providing to them better conditions of incarceration (Thompson, 2008: 3). This compromises their ability to be rehabilitated and reintegrated into the community through adequate programmes after they are released. At this junction, we look at the case of prisons in DRC and the conditions therein.

2.2.9 Prisons' Condition in the DRC

Basically, it is said that “any civilisation all over the world depends on the way it is leading and organising its prisons” (Mulungula, 2021: 55) and we can really determine a country's situation by looking at its prisons. This applies to the DRC situation because this country has prisons in each of the 26 provinces countrywide. However, the living conditions in these correctional facilities are below standard and do not meet any human rights. In fact, it was reported that the DRC has about 208 penitentiary centres: 205 are civilian and three are military. However, only 132 are operational among which 130 are civilian and two are military. It is worthy to notice that only 70% of detainees are incarcerated in the mains prisons (Ministère de la Justice, 2015: 5). One can also underline the fact that all these prisons are very old facilities built during the colonial era. Some examples are the Bukavu Central Prison that was built in 1924; the Mbandaka Prison built in 1929, the Matadi Prison erected in 1934; and the Kindu Prison built in 1938. The conditions under which these facilities were built do not accommodate the current capacity or the number of inmates incarcerated there (CNDH, 2017: 2). Despite renovation efforts supported by MONUSCO and UNDP, these correctional infrastructures fail to meet the minimum standards for inmate treatment as stipulated in Article 10, which mandates that government authorities maintain correctional facilities in proper conditions. Reports from national justice authorities highlight that most prisons in the DRC, particularly Munzenze Prison, lack basic necessities such as electricity, running water, and other essential conditions for inmates (Ministère de la Justice, 2015: 18). Ibrahima, Babacar and Ibra (1999) describe this situation as a “penitentiary system in crisis,” reflecting the severe human rights violations in the African correctional system, especially in the DRC, as observed in Bukavu Prison in South Kivu (Mulungula, 2021: 53, 55).

In other prisons in Kasai (Mweneditu and Mbujimayi), the detention conditions are also far from responding to human rights, for example, the right to privacy (CEFOP/DH, 2013: 3). Other prisons like those in Kisangani, Boma, Kasongo and in other provinces are in very poor condition. Most of buildings were built for other purposes other than incarceration of people. That is why it was reported not only a lack of good facilities but also lack of reintegration programmes in most DRC prisons even though there is sometimes training in carpentry, tailoring and rarely leisure activities (CNDH, 2018: 8-9). In addition, the overpopulation of DRC prisons is another issue that contravenes the legal rules of incarceration because all of them are not only very old and in poor condition, but the numbers of inmates are unmanageable (CNDH, 2018: 9). Table 2 gives an overview on what was initially planned and the current situation of the population hosted in some of the DRC prisons.

Table 2: Initial planning capacity and current situation of DRC prisons

Prisons	Initial planning capacity	Actual numbers hosted in the prisons when visited
Makala/Kinshasa	1500	7200
Ndolo/Kinshasa	500	1720
Cinquantenaire/Kwilu	300	1000
Kikwit/Kwilu	100	250
Bukavu/Sud-Kivu	500	1536
Bunia/Ituri	190	1144
Gbadolité/Nord-Ubangi	30	115
Businga/Nord-Ubangi	150	52
Goma/Nord-Kivu, Munzenze	300	1487
Isiro/Haut-Uélé	60	96
Dungu/Haut-Uélé	150	220
Kamina/Haut-Lomami	100	244
Kasapa/Lubumbashi/Haut Katanga	800	2000
Buluwo/Likasi/ Haut-katanga	1000	700
Boma/Kipushi/Haut-Katanga	50	378
Kasongo/Maniema	150	68
Kisangani/Tshopo	500	912
Osio/Tshopo	1500	123
Kolwezi/Lualaba	255	625
Matadi/Congo Central	150	877
Mbandaka/Equateur	500	233
Mbuji-Mayi/Kasai Oriental	200	676

Prisons	Initial planning capacity	Actual numbers hosted in the prisons when visited
Tshikapa/Kasaï	150	244

Source of information: CNDH (2018)

As reflected in this table, most prisons had exceeded their hosting capacity which impacts negatively on the life and rights of people in detention. Detention in DRC prisons is extremely hard because in most towns, inmates are incarcerated with no place to sleep, no enough food and bad hygiene conditions. A former inmate in Mbuji-Mayi and another one from Kinshasa reported that prisons are considered as places of death (Mbiya, 2020). In addition, the conditions of incarceration in DRC were reported lead to the spread of diseases and promiscuity. This gives a negative image of the penitentiary sector in the country (Kinombe, 2017: 603). The above particular points are worthy being assessed here, the prison population, issues of hygiene, access to food and to the health care in DRC prisons.

2.2.8.1 Issues of prison overcrowding in DRC

The problem of overpopulation in the DRC is a significant and critical issue. All penitentiary structures in the DRC face severe overcrowding, which compromises the well-being of inmates by creating inhumane living conditions (Kinombe, 2021: 603). The alarming number of inmates far exceeds the capacities of these prisons, leading to numerous deaths in detention. For example, Makala prison in the capital city operates at 400% of its capacity, and the central prison of Goma city operates at 800% beyond its capacity (MONUSCO-OHCR, 2013: 13).

According to Article 18 of the DRC Constitution, inmates are entitled to humane treatment that preserves their life, health, and dignity (Kinombe, 2016: 604). However, conditions in Makala and Munzenze prisons lead many observers to consider DRC prisons as death traps (Kinombe, 2016: 604). Despite the severe overcrowding, these facilities continue to accept new prisoners, violating human rights standards regarding detention (OMCT, 2015: 19). This overpopulation hinders the implementation of any rehabilitation or reintegration programmes due to the lack of adequate space to organize such activities (Kinombe, 2016: 622)

2.2.8.2 The issue of hygiene in DRC prisons

In most prisons in the DRC, the issues of hygiene and health for inmates in general are alarming in particular for the child inmates. The overpopulation in most prisons in Sub-Saharan Africa and the confinement of child inmates expose them to the spread of contagious diseases and the risk of contaminating each other with HIV and TB because of sharing cells with infected

inmates (Van Hout and Mhlanga., 2019: 16). Similarly, the hygiene conditions constitute another issue of public health in sub-Saharan African prisons with child inmates due to the lack of water supply, foul toilets and sleeping on the floor with the risks and possibility of developing other health problems (Van Hout and Mhlanga, 2019: 16). This is the same in DRC prisons. One case is that of Mbuji-Mayi Prison where most children became infected with TB although on the day of their incarceration, they were healthy. Another such case is the Makala Prison in which child inmates have the duty of emptying and cleaning toilets with the risk of developing other diseases associated with the sleeping on the floor (Rapport Alternatif du BICE, 2016: 11).

Treatment with considerations for human dignity refers to the possibility for the person to enjoy basic rights like the rights to access to better hygiene conditions, access to sanitation in general, water and secure spaces (OMCT, 2015: 22). In the case of this research, it appeared that the basic needs are missing. For example, with regard to sanitation in some correctional facilities, there only six bathrooms and six toilets for almost 978 inmates (OMCT, 2015: 23). Therefore, it is evident that DRC prisons, lacking adequate toilets and bathrooms, expose inmates to various sanitary problems and diseases. For instance, in Kisangani prison, approximately 612 inmates share a single bathroom (Rapport Ministère de Justice, 2015: 24), compounded by the issue of inadequate running water. Inmates are forced to use rainwater collected and stored in untreated tanks. Toilets in these facilities are extremely dirty due to the lack of water for cleaning (CNDH, 2017: 24). This situation severely impacts the prisoners' health and well-being. In Kabare Prison in South Kivu, inmates must fetch water from the lake (OMCT, 2015: 24). Similarly, Kindu Prison suffers from poor hygiene, with inmates sleeping in filthy cells, exposing them to numerous diseases. Munzenze Prison also shares these dire conditions, where inmates sleep on the floor in cramped cells without ventilation or light (CNDH, 2017: 33).

2.2.8.3 The issue of food access in DRC prisons

Nutrition plays a vital role in the wellbeing of human beings, and it is a tool for communication among them. Unfortunately, in the case of inmates, they face a major difficulty in determining what and when to eat. This has a consequence that lack of food becomes a source of frustration and anxiety (HMI Prisons, 2016: 26). In many parts of the world, prisoners do not have a choice in their meals, but they still receive adequate food. In contrast, the situation in the DRC is dire. Access to food is severely limited due to insufficient supplies, and inmates in places like Bandundu prison often eat only once a day. This leads to significant health issues, with many prisoners suffering from malnutrition due to the repetitive and inadequate diet (CNDH, 2017:

8). The lack of healthy and sufficient food in DRC prisons is a major challenge (OMCT, 2015: 23). Proper nutrition, especially food rich in vitamins, is crucial in reducing criminal behaviour and mitigating extreme hunger, which can lead to aggression. Adequate and consistent food supply is essential for positive inmate behaviour and successful rehabilitation (Agyapong et al., 2018: 2). According to Article 20 of the Minimum Standard Rules for the Treatment of Prisoners, states are required to provide sufficient food to inmates. Unfortunately, this standard is not met in DRC prisons, where inmates often have to rely on their families for food assistance (OMCT, 2015: 23). The Congolese prisons are unable to provide three meals a day (MONUSCO-OHCHR: 15) because the government does not allocate enough funds to the prison sector in order to cater for food (MONUSCO-OHCHR: 15). Yet according to the regulations in place, the government has the obligation to fund prisons.

To sum up, one would say that there are still so many issues affecting African correctional institutions in general and the DRC ones in particular. These issues are related to bad governance from the country leadership that is blind in front of the issues but also that does not provide enough funds and care to the prisons. The current prison population that is beyond the normal capacities of most of them happened to be another serious issue to look at. This is added to general conditions in the prisons in terms of lack of basic needs (Agyapong et al., 2018: 5; MONUSCO-OHCHR, 2013: 15).

2.2.8.4 The issue of health care in DRC Prisons

Despite national laws ensuring inmates' access to healthcare services, DRC prisons suffer from a severe lack of medications due to overpopulation and mismanagement. Consequently, diseases are rampant, and deaths are common (Kinombe, 2021: 621). For instance, in Bandundu prison, the sole medical doctor resigned, leaving the facility to be managed by an inexperienced nurse with inadequate supplies to treat even minor ailments (CNDH, 2017: 8). Similar conditions are found in Kananga central prison, where poor sanitation is exacerbated by a lack of medications and basic medical supplies (CNDH, 2017: 17). Matadi prison faces comparable issues (ASF, 2015: 28). It is evident that the central government of the DRC needs to significantly improve healthcare in prisons by establishing well-equipped healthcare centres and employing qualified medical personnel. Additionally, there is an urgent need to address prison overcrowding (OMCT, 2015: 25). It is in this line that the director of the Bukavu prison health infrastructure declared:

the health care administered to the inmates in the prison are not consistent due to lack of medication in spite of the presence of caregivers in the prison who think that the ICRC will continue to assist them medication. Unfortunately for inmates who are suffering from diseases like tuberculosis or malaria; there are care centres outside prison but the prisoners are not allowed to go to them. The prison has no funds for the transfer (Mulungula, 2021: 56).

The central prison of Makala in Kinshasa faces similar issues. Although medical care centres exist, they are severely under-equipped. Inmates with chronic diseases receive no special attention to prevent the spread of infections. Even those transferred out of the prison for proper care receive no support once they are relocated (CNDH, 2018: 11). Additionally, the infrequent visits by caregivers prevent them from staying updated on the health conditions of inmates or addressing their medical needs. Both caregivers and inmates are left merely counting the daily deaths (MONUSCO-OHCHR, 2013: 16). Another factor that limits the access of inmates to the health care is the overpopulation of most of prisons (Kinombe, 2017: 621).

To sum up, one could say that access to health care services in the majority of African countries and especially the central African countries is limited due to insufficient funds as related to bad management (Ochomna et al., 2020: 98). This situation places the inmates in conditions whereby they become more violent because they are physically and mentally affected by the conditions they live in (Olaleye, Adigun, Adedibu and Oluwoye, 2021: 11). That is why the DRC prisons are unable to change the prisoners' behaviours or even to help them to reintegrate their communities as good citizens after the time of their incarceration.

2.3 CHILD INMATES IN DRC PRISONS

It has been demonstrated that conditions of child inmates in DRC prisons are far from what is expected in terms of the standard minimum conditions as required for every person in the context of prisons in the DRC. This is related to what has been reported about the sub-Saharan prisons accused of detaining young people in conditions that systematically violate their human rights (Hout and Mhlanga, 2019: 15). DRC prisons are among those institutions where conditions of detention violate the rules and regulations of child detention (Hout and Mhlanga, 2019: 15). Similarly, detention is challenging as these children do not have access to basic needs like water and food while incarcerated. In some cases, they are sharing cells with adults (MONUC, 2005a: 9) like in Kalehe Prison in South Kivu, where it has been reported that

children were incarcerated with adult inmates. The same situation is happening in Bukavu Central Prison in South Kivu (OMCT, 2015: 21).

This is like in some other African countries where the government does not pay attention to the penal sector (Van Hout and Mhlanga-Gunda, 2019: 15). Despite efforts that are done in this area, the situation remains unchanged in Kasai province where the fact of housing children together with adults in the same cells makes them more delinquent because they learn bad behaviours from these adults and once released, they recidivate and rapidly return to prison (BICE, 2016: 11). This showed that prison constitutes a place where the punishment philosophy prevails rather than a place where correction through an appropriate programme of rehabilitation and reintegration is offered. That is why the following section looks at what should be done because, beyond the prison punishment of these categories of delinquent children, there are better alternatives to help the children to resocialise and to be more useful to the community. Furthermore, another alternative as implemented in DRC is the national service taking place in Kanyama Kasese to re-educate young people known as Kuluna operating in a gang in Kinshasa.

2.4 THE NATIONAL SERVICE AS AN ALTERNATIVE

While there may be no perfect solutions to addressing delinquency as a social issue (Moss and Ali, 2019: 32), there are valuable alternatives that can be beneficial, especially in cities across the DRC. One area not explored in this research is the geographic advantage of the DRC, with its fertile land capable of producing a wide variety of food. Today, the Director of the Kanyama Kasese Centre is pleased with the transformation of former delinquent boys who have become proficient in agricultural production. They are now able to feed many people with the skills they have acquired. These young individuals are eager to contribute to the country's development and have moved past their criminal histories. They now have a new outlook on life and feel proud to be useful to their nation (Kashema, 2022). Additionally, the Director expressed pride in the accomplishments at Kanyama Kasese. Besides vocational training and agriculture, the former delinquents are engaged in reforestation efforts by planting trees and learning skills such as water drilling. These activities enable them to participate in productive endeavours (Kashema, 2022). Figure 4 shows the transition from juvenile criminal life to nation-builders.



Figure 4: Some students receiving their certificates at Kanyama Kasese

Source: Infocongo, 2024

These former Kuluna are now recognised as future builders in the strict sense of the word, because they have been equipped with training in construction (carpentry, brick-laying, building, etc.). Some have been trained in farming. They have been made useful to society as they now contribute to the development of the nation. Rehabilitation via the NSP has yielded tangible results. The new nation-builders are now capable of positively transforming the environment they have destroyed through their violent actions. That is why today more than 1 600 of them have graduated as builders, and they have been sent to Kinshasa to renovate the Kintambo Hospital in Kinshasa. The Kanyama Kasese is something that should be supported by all the stakeholders, both civil society and politicians in trying to reduce or eradicate violence in the cities and in the country. The government officials should develop policies to help children and the youths in general to engage in such kind of training and activities instead of taking to the street. The Kanyama Kasese Centre serves as a transformative facility that educates children and instils civic values in them, offering a constructive alternative to imprisoning them for years without utilizing their potential (Mpezamihigo and Ndruujo, 2017: 93)



Figure 5: The first group that graduated is rejoicing for the achievement

Source: Infocongo, 2024

The first batch of the NSP were tasked to renovate a 60-year-old dilapidated infrastructure of the maternity wing of Kintambo Hospital in Kinshasa (Sundi 2024). This responsibility has been entrusted to ex-Kulunas (urban bandits) who were arrested, incarcerated and re-educated in Kanyama Kasese facilities – these reformed former delinquents will be at the helm of this project. Having become “nation-builders”, these young individuals have undergone extensive and intensive training through the national service, a paramilitary branch that also serves as a reserve for the army. They have received diverse training, and the renovation of the hospital will be their first test following successful agricultural and farming activities. These nation-builders have already produced a harvest of maize and created furniture, including tables, study desks and chairs for several schools in the country.

Fatshimetrie (2024) emphasised the significance of the NSP under the leadership of General Jean-Pierre Kasongo Kabwik, who is committed to transforming the lives of many more juvenile delinquents and criminals by offering them “a chance of redemption through re-education and training at Kanyama Kasese. The overarching goal of this initiative is to empower these youths to become active participants in the nation’s development and reconstruction efforts” (Fatshimetrie, 2024: n.p.). It was stated that at the graduation ceremony of the former kulunas who completed their training at Kanyama Kasese:

These graduates of the NSP are well-equipped with skills in masonry, carpentry and other construction trades. These individuals are being deployed across the country to leverage their newfound expertise for the nation’s benefit. In Nsele, for instance, a dedicated group is working on producing benches for schools and refurbishing the Kintambo General

Hospital, symbolising the commencement of a profound and constructive transformation (Fatshimetrie, 2024: n.p.).

The same sentiment was echoed by a leader of the NSP, as reported here:

General Kasongo Kabwik emphasises the importance of reshaping our perception of these rehabilitated youths, urging that they should no longer be labelled as kulunas but rather acknowledged as valuable contributors and artisans of the nation. Their unwavering dedication to actively partake in the nation's reconstruction is evident in both their words and deeds, underscoring a genuine internal metamorphosis (Fatshimetrie, 2024, n.p.).

Several ex-Kulunas expressed their heartfelt testimonies about their reformed life and for being training to become builders of society via the skills they acquired; they echo a sense of deep thankfulness towards the central DRC government, and to the President of the Republic, and their “principal”, namely General Kasongo Kabwik for giving them hope and changing their lives (Fatshimetrie, 2024). The tangible pride and fulfillment emanated from the fact that they were reinserted in the society that despised them and rejected them for their criminal behaviours. They could see their shattered dream become alive as they became the symbol of hope and regeneration for many other juvenile delinquents who could take that part of restoration.

Finally, Fatshimetrie (2024: n.p.) also noted:

In essence, the reinsertion programme for former young outlaws in the DRC stands as a beacon of positive social transformation and rehabilitation. By extending a lifeline to these youngsters and supporting their journey towards reintegration, the Congolese government showcases its commitment to paving a brighter future for all its citizens. This uplifting narrative of renewal and redemption serves as a poignant reminder that even amidst adversity, there exists a beacon of hope guiding the path towards a brighter tomorrow.

While some Kulunas have undergone rehabilitation programmes, many other delinquent youths such as young soldiers, the “maibobo” and “mupanguer” who are too young to work are still involved in violent crimes. The DRC should expand such programmes and establish them in each province so that prisons can be freed from juvenile inmates. There should be consideration for young people who are involved in crimes, but have not reached the age of

labour, i.e. 15, according to ILO². It is important to consider other legal frameworks pursuant to the Right of the Child (UNICEF 1989), which considers a child any person below the age of 18. To illustrate this point, ILO C138 observed:

[...] a 15-year-old is still a child (defined in international law as a person under 18). They are still developing mentally and physically; they are more vulnerable than adults to workplace hazards; and they need protection. Therefore, C138 sets 18 as the minimum age for hazardous work, which is defined as work that, due to its nature or the circumstances in which it is carried out, is likely to jeopardise children's health, safety or morals (ILO 139, 2018).

It is important to adapt juvenile rehabilitation to the requirements of international legal frameworks pertaining to child labour and the rights of the child such as The Charter on the Rights and Welfare of the Child (African Commission on Human and Peoples' Rights, 1990) and the Convention on the Rights of the Child (UNICEF, 1989).

2.5 SUMMARY

Part 1 of this thesis presents the introductory components. These are the research background, problems, major questions and objectives. It also presents the research assumptions and hypothesis, the delimitations of the study, the definitions of key terms, the justification of the research and the study outline. Chapter 2 explains the situation of youth violence, imprisonment as a response to these youth behaviours and the national service as an alternative to imprisonment in the DRC. Chapter 2 focused on violence and imprisonment situation in DRC as well as in other African countries. It also looked at some alternatives to punishment as promoted in DRC. Violence is seen as a fact that could be met in different sectors of life; it could be direct violence as created by young people in DRC cities. It can also be structural or cultural and force the children to look for a means of survival on the streets or markets, where they often become involved in crime. This chapter examined some types of gangs involving children like the Kuluna, Maibobo and many others. On the side of DRC, it can be concluded that these children find themselves on the street because of poor care by those who are called

²The aim of ILO Convention No.138 on Minimum Age (C138) is the effective abolition of childlabour – which is work that is hazardous to children's health, safety or morals, work that interferes with compulsory education or for which they are simply too young. C138 requires countries to: [1] establish a minimum age for entry into work or employment, and, [2] establish national policies for the elimination of child labour. C138 was adopted by the International Labour Organization (ILO) in 1973. It stipulates that States should progressively raise the minimum age to a level consistent with the fullest physical and mental development of young people. It establishes 15 as the minimum age for work in general. https://www.ilo.org/sites/default/files/2024-04/C138_at_a_glance_EN.pdf (accessed 3 May, 2024).

to take care of them. The children are also on the street because of poverty. The case of child soldiers was found to have its roots in the history of conflicts and other events that happened in the DRC and in neighbouring countries, especially Rwanda, Uganda and Burundi. All these countries went into wars and sent refugees to DRC. The refugees with their experiences of violence and wars had an impact on the Congolese children. Another element is that when war started in DRC in 1996, those who attacked the country recruited many children who were violent and could do as they pleased. This attracted those who had not yet been recruited to also join the army. Young people who did not join the army organised themselves to protect their areas or to look for a way to survive. Experience shows that children are the victims of history and the current situation of conflicts or wars that seem to have weakened the government.

The Kuluna phenomenon has become a headache in Kinshasa. These young people who move around with machetes ready to harm, to injure or to kill create insecurity in the city. Initially, the government used to send hundreds of them to prison. But it appeared that this was not a productive solution. Then the Congolese government decided to initiate a centre at Kanyama Kasese to host the Kuluna from Kinshasa. The programme and activities in this centre are known as the national service or national work. In the centre, the former Kuluna are trained to work, in particular in agriculture. This strategy seems to have answered the children's worries because it gave them an opportunity to grow food that they can eat. Second, they learn to understand how they can change their behaviour in order to be useful citizens to their country and to their community. This national service is a good strategy as it enables the government not only to create security in the city by removing these young criminals but also to prepare manpower to produce food.

This research demonstrated that prisons are not effective options for juvenile offenders, as the harsh conditions often exacerbate their violent tendencies. Instead, the study suggests that national service programmes are more beneficial than imprisonment. Such programmes should include peace education, teaching former Kuluna, Maibobo, and child soldiers how to live peacefully with their communities. The training should highlight the benefits of peace and the drawbacks of violence. Additionally, these programmes should provide agricultural training. Many of these children come from impoverished backgrounds and struggle to obtain food, so this training would enable them to support their families.

The National Service has the potential to create peace and provide food for the community by rehabilitating former gang members and wrongdoers. However, this research also highlights

the need for prison reforms. Prisons should not solely focus on punishment, which often leads to inmates becoming more criminal than before. There is a clear need for comprehensive programmes like the National Service that can help inmates reintegrate into their communities without facing stigma or rejection. The Kanyama Kasese rehabilitation model demonstrates that it is possible to change criminal behaviour by offering programmes that foster responsible attitudes and societal contributions

CHAPTER THREE

REHABILITATION AND REINTEGRATION OF CHILD INMATES

3.1 INTRODUCTION

In the first part of this chapter, I discuss the philosophy of the criminal justice system and the purpose of justice administration, particularly the imprisonment of child inmates. This section emphasizes that the treatment of these children should focus more on rehabilitation programmes to better prepare them for reintegration. The second part of the chapter examines the reintegration of inmates after their release, highlighting the significant challenges they often face when re-entering a new environment post-incarceration.

3.2 REHABILITATION OF FORMER CHILD INMATES

Research on children delinquency and imprisonment suggests and emphasises the fact that the main goal of criminal justice and the justice administration in terms of punishment of children must be curative rather than punitive by focusing more on programmes that contribute to the rehabilitation and reintegration of child inmates into the community. In Nigeria, for example it has been reported that the main topic discussed in the area of stakeholders was the rehabilitation of inmates (Alamu and Makinde, 2019: 61), while in the context of Kenya, the rules concerning rehabilitation programmes have been designed with the objective of instilling a sense of responsibility in inmates, particularly children, by equipping them with skills that will assist them in their future lives after imprisonment (Savatia et al., 2020: 722).

3.2.1 The Case for Prison Rehabilitation

Most prisons throughout the world aim at punishing than rehabilitating and reintegrating inmates. Nowadays, many discussions about the correctional system suggest that the vision of rehabilitation has declined, with a punitive philosophy now dominating the criminal justice system (Stephen, 2011: 3). However, the critical question remains: Are prison rehabilitation programmes truly effective in the context of African societies?

3.2.1.1 The United States

This is particularly evident in the US, where the incarcerated population exceeds two million people. The high incarceration rate prevents prisons from effectively addressing criminal behaviour, largely due to the lack of educational programmes for inmates, as the focus remains on punishment. This often results in inmates becoming more violent. Additionally, a significant

number of inmates are released each year, because correctional institutions struggle due to the neglect of the rehabilitation process (Seigafo, 2017: 183). The results are that the majority of those who are released from prisons are rearrested: 68% within three years and 76.6% of prisoners after five years of (Troxell, 2019: 3). The reason for this is that the US correctional facilities refuse to recognise the rehabilitation process inside the prisons with the result that the rate of recidivism is high (Seigafo, 2017: 184).

In the US, there are two opposing viewpoints regarding rehabilitative programmes in correctional facilities. On one side are court authorities who oppose offering rehabilitation programmes to inmates during their incarceration. On the other side are inmate advocates who argue that, even though some US courts refuse to recognise rehabilitation programmes as a right for inmates and view them as unconstitutional, the courts should prioritise rehabilitation. Advocates believe that rehabilitation is the only effective way to reduce recidivism upon release (Seigafo, 2017: 186). They point to the success of Nordic countries, where rehabilitation programmes have effectively deterred crime, in contrast to the US (Seigafo, 2017: 186).

Similarly, it has been argued that training experts in correctional administration is an effective approach to diagnosing and addressing the root causes of criminal behavior, much like doctors treat diseases. The rehabilitation model is seen as a form of medical treatment, considered an effective method for reforming inmates and reintegrating them into society as free citizens. This was the core ideology behind the improvement and reformation of the penal system in the US (Stephen, 2011: 3).

Despite opposition to rehabilitation programmes in the US, efforts have been made to implement them. Notably, programmes in New Mexico, Indiana and Massachusetts have shown positive results in reducing recidivism. These programmes focus on academic education, career technical education, and cognitive behavioural therapy (Taylor, 2017: 4, 8). Similarly, a study in the USA found that educational programmes in prison yield positive outcomes, with 43.3% of participants being less likely to return to prison. Additionally, those who received good training had a 51.8% higher chance of securing a job after release (Davis et al., 2013: 33).

It is well-known that prisons serve as places where wrongdoers are held, either for long or short periods, and as the saying goes, the more serious the crime, the longer the incarceration (Patrick and Tracy, 2019: 23). Additionally, prisons are meant to be environments where inmates reflect

on their criminal behaviour and, if possible, repent. This necessitates significant rehabilitation programmes designed to transform and socialize inmates, facilitating their reintegration into the community, which is recognized as an effective method for inmate transformation (Omorogiuwa, 2014; Tanimu, 2010 in Patrick and Tracy, 2019: 23).

3.2.1.2 African experience

Effective implementation can equip inmates with skills and competencies that not only change their behaviour but also promote their physical, mental, psychological, social, vocational and economic wellbeing (Federal Government of Nigeria, 1989; Nigeria Prison Services, 2009; Asokhia and Agbonluae, 2013 in Patrick and Tracy, 2019: 23). The Nigerian Prison Act of 1972 emphasises that the purpose of prisons is not only to understand and address offenders' antisocial attitudes but also to prepare and equip them with skills for rehabilitation and reintegration into society as good citizens, thereby reducing the likelihood of recidivism (Uche et al., 2017: 164). This outcome is possible if rehabilitation policies are effectively implemented.

The example of Enugu prison in Nigeria provides valuable insights. Scholars and researchers have found that rehabilitation programmes in this prison are effective. Their studies concluded that efforts to rehabilitate inmates have been successful, with 85.5% of participants reporting a positive impact on their lives, while only 13.8% did not experience such benefits (Uche et al., 2015: 169).

Similarly, Enugu prison offers rehabilitation programmes in carpentry, adult literacy, arts and tailoring. Despite funding shortages hindering the full implementation of these programmes, the majority of inmates who participated reported that the programmes were crucial in positively changing their lives by equipping them with skills for life after prison (Uche et al., 2015: 169). A comparable situation was observed at the correctional centre in Eastern Cape, South Africa, where rehabilitation efforts yielded some positive results. However, the effectiveness was limited by factors such as the lack of qualified social workers, which impeded the rehabilitation process (Kheswa, 2014: 617)

Furthermore, the case of Benin City prison in Edo State, Nigeria, illustrates ongoing efforts and the effectiveness of rehabilitation programmes. The majority of inmates participating in these programmes reported that the training positively impacted their lives, leading to significant behavioural changes. However, like in other cases, improving the quality of

rehabilitation programmes in prisons requires more than just efforts to ensure successful reintegration of inmates into the community after their release (Patrick and Tracy, 2019: 30).

In southwestern Nigeria, efforts to enhance the rehabilitation process have been hampered by delays in the court's trial process. These delays pose a significant challenge to the implementation of rehabilitation programmes. Furthermore, the lack of resources and poor detention conditions further limit the effectiveness of the rehabilitation process (Alamu and Makinde, 2019: 64)

Similar concerns arise in Zambia's correctional system, where efforts to treat child inmates have not yielded satisfactory results. Zambian prisons primarily focus on educational programmes without adequately addressing behaviour modification, posing a significant challenge to transforming child inmates within the penitentiary system (Muyobela and Strydom, 2017: 554). Additionally, due to the inadequate security measures at penitentiary institutions, despite efforts to implement rehabilitation programmes for child inmates, the accessibility of drugs and alcohol continues to compromise and worsen their behavior (Muyobela and Strydom, 2017: 554)

In Zambia's penitentiary systems, one positive aspect is the implementation of the Juvenile Act, which involves all participants in the treatment of child inmates. However, a significant challenge remains in the lack of coordination between social welfare officers and police in executing child justice, compounded by difficult circumstances surrounding service delivery within penitentiary institutions. These challenges hinder the effective implementation of rehabilitation programmes (Muyobela and Strydom, 2017: 559). Additionally, limited knowledge due to the lack of training for social workers poses a major obstacle to the successful rehabilitation of child offenders (Muyobela and Strydom, 2017: 558).

In addition, the case of Luzira prison in Uganda showed us that efforts have been made in terms of rehabilitation programmes but, like in other parts of the continent, the same difficulties remain: the lack of infrastructure, programme limitations and the movement of inmates from one prison to another constitute a big challenge in the implementation of the rehabilitation programmes (Aheisibwe and Rukundo, 2017: 52).

It is also important to notice that the Zimbabwean correctional system makes substantial efforts to rehabilitate inmates through agricultural activities which are impacted by other programmes as academic education, technical courses and so on. But beyond these programmes, it is observed that in Zimbabwe correctional systems present high rate of recidivism despite efforts

made to rehabilitate inmates (Muchena, 2014; UNAFEI, 2007; Parliament of Zimbabwe Report, 2011 in Samanyanga, 2016). This is because there is no balance between programmes offered for what inmates need due to lack of resources.

Another significant concern is that, in the majority of prisons across Africa, rehabilitation programmes primarily focus on spiritual aspects, vocational training, and educational development, neglecting the crucial aspects of behavioural and psychological rehabilitation. This compromises the effectiveness of the rehabilitation process (Semanyanga, 2016: 819). In summary, African prisons are making efforts to rehabilitate inmates and ensure that upon their release and reintegration into their communities, they are less likely to reoffend. However, they face challenges in prioritising rehabilitation within the prison environment.

3.2.2 Some Models of Rehabilitation

3.2.2.1 Experiences from Nigeria

According to the Nigeria Imprisonment Act of 1972, the aim of imprisonment is to understand the criminal attitude of an offender in the perspective of correcting his criminal behaviour and by socialisation through the rehabilitation process which is regarded as tool for social change. This approach is also seen as a means to reduce criminality and lower the likelihood of reoffending after release from prison (Uche et al., 2015: 164). It is considered the most effective way to assist offenders during their incarceration and prevent them from committing new crimes by ensuring their successful reintegration into social life. Rehabilitation processes are credited with providing a viable solution to this challenge (Igbinovia and Omoroghiunwa, 2019: 23). Historically, the focus of punishment was primarily on the offender's framework, driven by clinical and sociological perspectives. However, in recent times, many parts of the world have shifted from a purely punitive approach to one that emphasizes offender rehabilitation.

3.2.2.2 Experiences from India

India developed the reformatory theory between 1919-1920, which gained recognition in the mid-20th century as an effective alternative to punitive strategies (Niriella, 2010: 16). This theory focuses on the reintegration of offenders into their communities, treating them similarly to patients undergoing recovery. In this context, crime is seen as a pathology, and the state, along with its judicial system, should employ all available means to transform the offender's behavior. The ultimate goal of punishment is the socialization of the offender (Niriella, 2010: 17).

It is argued that violence poses serious problems with harmful consequences for the community, victims, and even offenders themselves. Therefore, developing treatments to reduce violent tendencies and mitigate community harm is a significant challenge with immense importance. Studies have shown that past programmes aimed at this issue have been praised for their effectiveness (Whitehead et al., 2016: 1).

Rehabilitation of offenders involves a multifaceted process, including re-entry and reintegration into society. As offenders work to change their criminal behaviour, society has a crucial role in supporting this transformation through well-implemented programmes (Willis and Ward, 2014: 763-765). Various programmes help build offenders' capacity and prepare them for life after prison, making rehabilitation an essential part of the process (Igbinovia and Omoroghiunwa, 2019: 24)

3.3 REHABILITATION MODELS

3.3.1 The Risk Need Responsivity Model, RNR

In 1990, scholars developed the Risk Need Responsivity (RNR) Model as part of their efforts to identify effective rehabilitation programmes. Andrews and Bonta, in their reflections on criminal justice philosophy, highlighted the importance of this model, which aims to provide targeted treatment to offenders (Wilson and Yates, 2009: 158). This model became notable for addressing the inadequacies of traditional punitive measures, particularly in handling sexual offenses that compromise public security (Wilson and Yates, 2009: 157).

The RNR model has been particularly successful in Canada, where it has significantly reduced the incidence of sexual abuse and other forms of recidivism. Research indicates that treatment services adhering to the principles of the RNR model produce better outcomes compared to those that do not (Looman and Abracen, 2013: 31). The primary goal of offender rehabilitation under this model is to mitigate the risk of reoffending by engaging offenders in the RNR program (Willis and Ward, 2014: 767).

Despite its successes, the RNR model has faced criticism for focusing primarily on risk management and not adequately addressing the wellbeing and personal development of offenders (Purvis et al., 2011: 5-6). Nonetheless, studies have confirmed the model's effectiveness in reducing sexual offences and overall recidivism rates (Willis and Ward, 2014: 768).

Similarly, other scholars have criticized the RNR model for focusing primarily on identifying and addressing criminal behaviour while neglecting the importance of respecting and protecting the well-being of offenders, which can also impact criminal behaviour. They argue that the RNR programme fails to address the specific needs of offenders, concentrating only on criminal attitudes, and fear this approach might reduce offenders' willingness to engage in the treatment process (Looman and Abracen, 2013: 31).

Furthermore, while the RNR model provides a framework for designing and evaluating programmes, it does not assist clinicians in selecting appropriate interventions that would actively involve offenders in their treatment. Analysts also point out that offenders who are not motivated to participate in treatment pose a higher risk of reoffending compared to those who engage in the process (Wilson and Yates, 2009: 158). Additionally, the RNR model has been criticised for prioritising community protection over the rights of offenders (Wilkinson, 2020: 3). Critics argue that the RNR model is too limited and fails to maintain a realistic approach to treatment. It has been accused of focusing mainly on mitigating risks rather than enhancing the well-being of individuals undergoing treatment (Ward, 2006; Ward et al., 2007 in Wilson and Yates, 2007: 161).

Despite criticism, the RNR model represents a significant advancement in offender rehabilitation, aiming to reshape offenders and improve public safety by reducing criminal behaviour. However, it remains one part of a broader strategy needed to address the complexities of criminal rehabilitation fully.

3.3.2 The Good Lives Model, GLM

Besides the RNR Model, there is the Good Lives Model (GLM), which is applied primarily in the rehabilitation of sex offenders. The GLM is a case management approach that focuses on the holistic transformation of inmates by emphasizing that avoiding crime depends on providing offenders with opportunities to learn and develop their potential, which aligns with their social needs and desires (Wilkinson, 2020: 3). Therefore, the GLM should be implemented and strengthened in offender rehabilitation, with particular attention to promoting offenders' goals. This approach aims to reduce the likelihood of reoffending by respecting offenders' desires for a better life and equipping them with the capacities and means to obtain primary goods through lawful means (Barnao et al., 2015: 2-3).

When offenders' needs are unmet, they face a higher risk of reoffending. Scholars have demonstrated two paths of offending: the direct path, where offenders seek to achieve their

primary goods through criminal behaviour, and the indirect path, where crime occurs as an unintended consequence of pursuing these goods (Barnao et al., 2015: 3-4).

From the above ideas around the main purpose of the prison punishment, it is clear that the aim is to shape another kind of citizen by improving them and instilling in them new attitudes and leading them to abide by the rule of law. Prisons are transformed into healing centres and from there, the task of healing offenders should be implementing during their imprisonment in order to yield strong outcomes. The treatment is based on mental improvement and education in order to stimulate their desire of becoming new citizen and to feel comfortable in returning into the community with full confidence (Niriella, 2010: 17). To achieve the rehabilitation process, it requires programmes that will help inmates to develop their skills and accept that they need to change, a programme that will open doors to their reintegration (Igbinovia and Omoroghiunwa, 2019: 23). Rehabilitation programmes are helpful in so far as they help to improve the inmate's health situation and many other aspects of their life (Federal Government of Nigeria, 1989; Igbinovia and Omoroghiunwa, 2019: 23; Nigeria Prison Services, 2009).

The primary aim of the GLM is not to change offenders' behaviour directly but to focus on the methods they use to achieve their desires. This process involves helping offenders discover their desires and develop attitudes that will enable them to meet their needs without reoffending (Ward et al., 2012; Wilson and Yates, 2009: 159). Therefore, treatment should be tailored to individuals to equip them with the skills they need to address their criminogenic desires and develop effective life plans. These plans should help offenders shape a new identity and focus on achieving essential goals in life (Wilson and Yates, 2009: 159). By meeting their primary goods through lawful means, avoiding harmful behaviors, and reducing the risk of reoffending, offenders can be successfully rehabilitated (Barnao et al., 2015: 4).

The GLM also emphasises promoting individual goals to reduce recidivism and addressing mental health and other clinical issues (Barnao et al., 2015: 6). It employs rehabilitative approaches that ensure offenders have the potential and resources necessary to meet their needs without harming others (Ward and Fortune, 2013:35).

The Good Lives Model of Offender Rehabilitation has garnered significant recognition, particularly for its case management approach (Purvis et al., 2011: 1). It is praised for its comprehensive treatment of offender rehabilitation and is considered a robust model because it addresses the concerns and future plans of offenders. Its philosophy helps users develop intervention frameworks that equip offenders to meet their desires. The model posits that

people have common desires and needs, and when they lack the necessary internal and external resources to fulfil these aspirations, they may turn to criminal behaviour (Purvis et al., 2011: 6). Rehabilitation efforts should therefore focus on providing offenders with the capacities and means necessary to lead a life that precludes the need to offend. The GLM emphasises equipping offenders with skills and elements essential for a good life, thus making it a central component of effective rehabilitation (Purvis et al., 2011: 7)

The main elements or values that are promoted through the GLM approach are “life, knowledge and excellence in play, excellence in work, inner peace, relatedness, community, spirituality, pleasure, creativity” (Purvis et al, 2011: 7). The enhancing of personal objectives is linked to reducing the possibility of doing crime again after being released (Ward and Collie, 2007: 2). Scholars attest that this approach has been used in several countries especially in Australia, more precisely in Victoria prison, known to be the first institution to implement this programme with promising outcomes. This was applied to those who commit serious offences and also for those who abuse others sexually (Purvis et al., 2011: 18).

Although these models aim to treat inmates by changing their behavior, they have faced criticism: the RNR model is seen as focusing more on community safety rather than the needs of offenders, while the GLM is viewed as prioritising offender rehabilitation over community concerns. To address these imbalances, therapeutic jurisprudence has been introduced to merge these approaches with a human rights perspective (Wilkinson, 2020: 3).

Similarly, it has been shown that many prisoners are at high risk of re-offending immediately after release, often reverting to drug and alcohol abuse. This issue is prevalent in Australia and the US. To mitigate this, the WHO recommends implementing Opiate Maintenance Treatment during incarceration.

3.3.3 Motivational Interviewing, MI

This programme known as Motivational Interviewing or MI aims at changing one’s behaviour. It is a programme that is focused on an offender by putting in place a technique that can push him or create in him the desire for change and to evoke his motivation for change. All this occurs as a way of collaboration between the facilitator and the people involved in the MI programme (Miller, 2012: 5). Practitioners of the MI (Motivational Interviewing) program developed the concept of personal engagement, emphasizing that an individual’s active participation is crucial for change. This change hinges on the person’s desire to seize opportunities in their life. The approach is based on mutual understanding to create a conducive

environment for the desired change. The programme is designed to combat misconduct and mitigate risks associated with sexual behaviours and other similar attitudes (Moyers, 2014: 358). It empowers the offender or participant to take charge of defining their life change objectives.

Furthermore, the transformation occurs when individuals seeking change recognise discrepancies between their current life circumstances and their valued goals (Killeen et al., 2013: 492). Additionally, facilitators play a pivotal role in fostering sustainable behavioural change. It is acknowledged that change cannot be forced upon someone; rather, the emphasis lies in motivating individuals to discover their intrinsic drive for change and empowering them to identify what they need in their lives. Facilitators are not seen as wardens or controllers but as attentive listeners who guide offenders in internalising their goals and addressing barriers to change. At this juncture, offender motivation is paramount (Stinson and Clark, 2017: 6). This process entails three steps aligned with the client's readiness for change, characterised by collaboration rather than confrontation. The subsequent step involves evocation, emphasising that the concepts of change should not be imposed but rather generated by the client or offender. Ultimately, MI should adhere to a partnership philosophy where the client's viewpoints and experiences inform the process or dialogue (Miller, 2019: 323).

At the beginning of the implementation of the MI programme for the treatment of those who were addicted to alcohol, the practitioners targeted the reduction of substance consumption and sexual practices with the risk of spreading HIV. At the end, the criminal justice system was linked with the MI treatment (Armstrong et al., 2016: 1095-1096). The MI program focuses on skill development, equipping prisoners with the necessary tools to take control of their behaviour change (Andrade et al., 2018: 122). Additionally, MI explores individuals' motivations for wanting to make changes in their lives and its role in facilitating behavioural change (Hall, 2012: 660). As a programme designed to address clients' behavioural addictions, MI has been used in criminal justice institutions in Colorado to assist offenders in modifying their addictive behaviour. Its efficacy has been demonstrated in combating alcohol and drug dependency alongside mental health disorders.

The programme achieved success by enhancing the capacity of prison staff to engage more effectively with offenders, aiding in their successful reintegration into the community (Bogue, 2013: 2-3). MI gained increased recognition in the realm of criminal justice, demonstrating positive outcomes by motivating offenders to pursue change, particularly among those undergoing treatment. This led to a reduction in the rate of re-offending. Additionally,

individuals who underwent MI treatment developed an increased awareness of the risks associated with alcohol consumption, with subsequent studies showing a significant decrease in alcohol abuse nearly a year after their release (Alexander et al., 2017: 2). The philosophy of the MI process emphasises direct communication between the offender and the officer or facilitator.

Several studies have found this method to be counterproductive, as the direct confrontation style tends to hinder the desired change in offenders. Instead of aiding in behaviour modification, it often exacerbates the situation by condemning the offender's attitude. Furthermore, the more the facilitator focuses on the problem during the process, the worse the situation becomes, thereby reducing the likelihood of successfully helping the offender change their behaviour (Stinson and Clark, 2017: 13)

3.3.4 The Cognitive Behaviour Therapy, CBT

Cognitive Behavioural Therapy (CBT) is a type of program designed to treat individuals seeking to overcome psychological issues such as depression, anxiety, anger, and other behavioural problems. This therapy can also assist individuals with psychopathic tendencies in identifying the cognitive reasons, ideas and emotions associated with their negative behaviours (Nehra, Sharma, Kumar and Nehra, 2013: 273-274). Furthermore, CBT aims to change distorted thoughts, thinking patterns or behaviours, which can lead to positive outcomes in the situation being treated or discussed (Teater, 2013: 2). To achieve this, three hypotheses are considered: cognition (thinking) - "emotions and behaviours, faulty cognitions lead to psychological distress and dysfunction, and psychological distress and dysfunction can be reduced or alleviated through modifications in faulty cognitions and behaviours" (Teater, 2013: 2).

Studies have revealed that in the UK and many other parts of the world, around 10 to 20% of young men have developed mental health problems. This rate is even higher among incarcerated adolescents, who often suffer from depression and anxiety. Despite the development of healthcare treatments, responses have not always been satisfactory. Evidence shows that mental health issues expose these adolescents to future criminal behaviour. CBT has been established as the most important programme developed to address the issues of young people with multiple mental health problems and the risk of criminal behaviour (Mitchell, Smedley, Kenning, McKee, Woods, Rennie and Bell, 2011: 433-434). Additionally, CBT is aimed at offenders, emphasising personal responsibility and helping them become

aware of their thought processes and motivations before committing offences (Lipsey and Cullen, 2007: 301-302). This involves learning self-monitoring as “the first step, followed by therapeutic techniques to help offenders identify and correct biased, risky or deficient thinking patterns” (Lipsey and Cullen, 2007: 301).

CBT involves a collaborative effort between the therapist and the patient to identify and address the specific thoughts and behaviours contributing to the patient’s problems. The process begins with the identification of negative thoughts, helping the patient recognize their personal thought patterns and demonstrating that stress often leads to negative thinking. The next step is challenging these negative thoughts, where the therapist assists the patient in understanding the causes of their negative thoughts. Finally, the process involves changing negative thoughts with realistic and positive ones by recognising and questioning negative assumptions and replacing them with more accurate ideas (Nehra et al., 2013: 291). This approach aligns with CBT’s goal of developing cognitive skills in areas where offenders exhibit distorted thinking, using specific techniques and tools to effectively address these cognitive issues (Lipsey et al. 2007: 4).

CBT aims to equip prisoners with techniques to manage the dangers of drug consumption (Andrade et al., 2018: 122). Despite receiving treatments, many inmates struggle to adapt to life after prison, with around 60% of ex-prisoners in the US being rearrested within three years (Bosma et al., 2014: 3). This situation underscores the need to strengthen rehabilitation programmes for prisoners (Bosma et al., 2014: 3). Research has shown that CBT significantly reduces recidivism among both juvenile and adult offenders, with studies indicating a 30% reduction for those who undergo CBT treatment compared to other programmes (Lipsey and Cullen, 2007: 306). CBT has been particularly praised for its effectiveness in reducing re-offending, as demonstrated by positive results in New Zealand and the USA. In New Zealand, CBT programmes for young offenders have shown a marked reduction in re-offending rates, substance abuse, anger, aggression and other forms of violence. Additionally, the country’s correctional institutions offer programmes addressing prisoners’ mental health issues, notably special treatment units for sexual offenders, coupled with intensive preparation for reintegration and safe release (Bhattacharya et al. 2016).

Another programme, called the Medium Rehabilitation Programme, focuses on preparing male offenders with an average risk of re-offending. It aims to instil new attitudes and change the thinking patterns that led them to commit crimes, while also equipping them with skills to sustain positive changes. Additionally, there is the Young Offenders’ Program, which helps

young offenders adopt new attitudes and behaviours to transform their way of being (Bhattacharya and al.2016: 5)

Despite the success of these programmes, criticism has been directed at their treatment methods. Critics argue that the programmes do not adequately address the concerns and needs of the individuals undergoing treatment. Furthermore, the treatment approach has been described as extremely mechanistic, relying solely on basic behavioural strategies. Critics also point out that CBT lacks a strong connection to cognitive psychology and neuroscience. As a result, CBT has developed an approach focused more on in-office therapy rather than using laboratory-based methods to achieve results (Mulken et al., 2018: 4)

3.3.5 Facts of Child Rehabilitation in African Prisons

According to the African Union and the UNICEF, the number of children in detention in African is around 6 000, while it is reported that the number of children confined in prisons around the world is around 1 million under deplorable conditions because of the violation of their rights (Nneka and Uzoka, 2021: 175). Additionally, it has been reported that the increase in the prison population despite the reduction of criminal attitudes from children in other parts of the world (Van Hout and Mhlanga-Gunda, 2019: 1) has a connection with what has been reported by Bosiakoh and Andoch (Mantey and Dzator, 2018: 322). This situation is linked to the massive increase in the juvenile delinquency cases not only in Ghana but also in the entire Africa continent. This constitutes the main reason for incarceration of inmates and especially children under harsh and inhuman situations. These conditions of detention are related to overpopulation which exposes them to multiple health problems and has an impact on their rehabilitation (Mantey and Dzator 2018: 322; Van Hout and Mhlanga-Gunda, 2019: 4).

In Africa, most prisons are reported to date from the colonial era and they do not meet the required conditions of incarceration especially for child inmates (Van Hout and Mhlanga, 2019: 4). This is explained by the fact that children not only share the same facility with adults but also sleep on the floor due to lack of beds in their cells (Van Hout and Mhlanga, 2019: 7-8). These situations lead us to consider ending the incarceration of children through legal reforms and non-incarceration measures, such as therapeutic methods. Additionally, it is important to focus on their reintegration into the community after incarceration (Johnson, 2021: 7). The preparation for and return of children to the community involves rehabilitation programmes and processes while they are in prison. In the context of Africa, we need to analyse the effectiveness of these measures.

3.3.6 The Effectiveness of Child Rehabilitation in Africa

In most African countries and especially in Kenya, the transformation of former child inmates who were convicted for committing crimes and the rate of recidivism after undergoing rehabilitation programmes while in prison constitute the measurement of the effectiveness of child rehabilitation (Wahu et al., 2020: 376). In Nigeria, for example, the main topic of discussion among stakeholders is around the issues of former inmates' reintegration added to the facts of their transformation (Alamu and Makinde, 2019: 61). It was revealed that the tendency of most rehabilitation programmes is to overcome the matter of children's delinquency through the justice system (Savatia et al., 2020: 721).

That is why the majority of correctional centres, and especially those from Ghana, organise two kinds of rehabilitation programmes in order to transform child inmates. Among these programmes, there is the counselling of children and other vocational training programmes for child inmates in detention (Mantey and Dzator, 2018: 325). Additionally, in Kenya, it has been reported that there are programmes surpassing those in Ghana that aid in preparing child inmates for rehabilitation and reintegration into the community. Notable programmes include "drug treatment programmes, parent training and family bond group therapies" (Savatia et al., 2019: 722). However, the critical question remains whether these rehabilitation programmes truly transform child inmates and facilitate their reintegration into the community, reducing the risk of re-offending after release. Addressing this concern, it is important to acknowledge that while African countries are making efforts to rehabilitate child inmates effectively, the success of these initiatives is hindered by various challenges and circumstances specific to each country.

The experiences in Kenya demonstrated that the country's criminal justice policy emphasises the development of the justice sector, particularly juvenile justice that concentrates on rehabilitation rather than punishment (Wahu et al., 2020). This approach includes various activities aimed at preparing children for rehabilitation, such as counselling and vocational skills training (Mantey and Dzator, 2018: 325). However, results from Kenya indicate that the delinquency treatment programmes for children is not very effective in reforming those in correctional centres (Savatia et al., 2020: 722). A 2016 study conducted in Nairobi found that children in correctional institutions were at risk of relapse because the programmes implemented were inadequate to achieve the desired changes in child inmates (Savatia et al., 2020: 722). The success of juvenile rehabilitation is largely dependent on its ability to prevent recidivism among children (Wahu et al., 2020: 376).

The situation at Ondo correctional centres in Nigeria highlighted that the challenges faced by child inmates contribute to a high rate of recidivism among this group (Idowu and Muhammed, 2019: 30). Additionally, there is a correlation between overcrowded prisons and recidivism rates. In African prisons, the high recidivism rates persist due to the poor quality of rehabilitation systems and the lack of relevant programmes for child inmates (Savatia et al., 2020: 723).

In addition to these challenges in rehabilitating child inmates, institutions face several other issues. These include insufficient finances to facilitate training, a lack of adequate rooms and modern tools and inadequately trained personnel. As a result, these institutions are unable to provide the necessary training to prevent recidivism and prepare children for reintegration into the community after rehabilitation (Savatia et al., 2020: 724).

In Ghana, further challenges compromise the rehabilitation of children in correctional centres. Despite the lack of space, the programmes and courses offered are unsuitable and do not meet the needs of children in their rehabilitation process. A significant factor contributing to the failure of rehabilitation, as reported by the children, is the lack of support from family members. This lack of familial support hinders their rehabilitation because family members are often unaware of the children's experiences and conditions in prison (Mantey and Dzator, 2018: 325)

The consequences of these issues include the likelihood of children facing cruel treatment instead of rehabilitation. In correctional institutions, children often share rooms with adult inmates, increasing their chances of developing and learning criminal behaviours. As a result, they risk being released back into the community more inclined toward criminality than they were before their imprisonment (Nneka and Uzoka, 2021: 176).

3.3.7 Shortcomings and Challenges of Rehabilitation Programmes

Rehabilitation is considered by various legal instruments as the most effective way to address the criminal behaviours of incarcerated individuals, particularly child inmates. Unfortunately, this is often not the case due to factors such as lack of funds, poor incarceration conditions, and rising reincarceration rates, all of which undermine rehabilitation programmes (Sarkin, 2008: 46).

Additionally, Motivational Interviewing, one of the rehabilitation programmes mentioned earlier, has shortcomings. The communication style between the offender and the facilitator often focuses more on recalling the problem that led to the offence rather than helping the

offender change their behaviour, which reduces the effectiveness of the rehabilitation process (Stinson and Clark, 2017: 13).

Similarly, the Risk-Need-Responsivity (RNR) model, although designed in the best interest of offenders, has significant flaws. Facilitators tend to focus more on the criminal behaviour of offenders rather than on improving their overall wellbeing. Moreover, the programme has been criticised for not being effective in changing offenders' behaviour because it fails to consider their needs (Looman and Abracen, 2013: 31). Further to this, the programme has been said to have been implemented by trying to protect the rights of the entire community rather than the rights of the offenders (Wilkinson, 2020: 3).

3.3.8 Success of Rehabilitation Programmes

After the implementation of rehabilitation programmes, various studies have shown that participants in these treatment processes are open to change. One example involves child soldiers who engaged in violent activities while active in the army and rebel groups. Treatment aimed at reducing posttraumatic stress disorder symptoms has demonstrated positive results (Robjant et al., 2019: 2).

Another example of successful rehabilitation is the experience of the National Service with former street youth in Kanyama Kesese. After a few months, it was reported that nearly 1 000 youths graduated in April 2024. These individuals, who were once known for violence and criminal behaviour, are now contributing to society and ready to serve the nation in various capacities. Similarly, young men have confirmed their transformation through the different programmes organised by the National Service. Some have stated that they are now capable of undertaking tasks, such as road construction and other infrastructure projects, which were previously done by foreigners (Dianyishayi, 2022)

3.4 REINTEGRATION OF FORMER CHILD INMATES

We should note that, once out of prison, offenders are facing an environment which is different from the one where they were before they go in jail, and this constitutes a big challenge for their reintegration. That is why, as the reintegration of offenders constitutes a way of crime reduction, the notion of offender reintegration must be understood (Chikadzi, 2017: 288).

Similarly, it is argued that once released from jail, individuals who were imprisoned by court order face significant challenges in reintegrating into society (Mukuna, 2017: 2020). The reintegration process, which involves transitioning from prison back into society, is crucial for

understanding this issue (Chikadzi, 2017: 289). Maruna, Immarigeon, and Lebel (2004 as cited in Chikadzi, 2017: 289), define rehabilitation as a process designed to prepare offenders both during their time in prison and upon release. This preparation helps ensure community safety and reduces the risk of re-offending, but the success of this process depends on the involvement of many stakeholders.

Among these stakeholders, the State has a primary obligation to protect offenders during their reintegration by establishing legal frameworks that facilitate their smooth re-entry into society. By doing so, the State can reduce the possibility of recidivism among ex-offenders. Failure to respect the rights of offenders can make reintegration feel like a continuation of their punishment even outside prison (Mukuna, 2020: 96).

In addition, the rehabilitation of ex-offenders plays a vital role in the reintegration of ex-offenders and the protection the community. This is good way to fight against recidivism because this situation compromises social peace and exposes the State to spend more money to deal with the new crimes (Mukuna, 2020: 96). Moreover, reintegration is a process aimed at transforming offenders positively and completely, with the goal of reintroducing them into society while preventing any recurrence of criminal activities. This objective cannot be attained without the vigorous involvement of all stakeholders within the prison system dedicated to inmate transformation as highlighted by Nwune (2019: 15-16). The community, from which these individuals originate, and which accused them leading to their prison sentence, plays a pivotal role in their reintegration. However, upon their release, community members are often unaware of their return and uncertain about their potential recidivism. Therefore, the involvement of ex-offenders in the reintegration process becomes crucial, alongside educating community members about their role in facilitating the reintegration of ex-offenders (Zondi, 2012: 763). Achieving this necessitates closer collaboration between correctional services and the community in preparing offenders for their return to society.

Crime is viewed as a societal issue, disrupting the stability of communities. Consequently, society bears significant responsibility in correcting the behaviour of offenders and facilitating their reintegration, provided that their involvement in the process is effective (Zondi, 2012: 764). While society often desires punishment for criminals upon committing a crime, attention must also be given to their reintegration upon release (Bernard et al., 2017: 2). It is crucial for society to recognise that imprisonment is not the ultimate solution, as offenders will eventually be reintegrated into the community. Therefore, the prison system has a duty to prepare ex-offenders for this transition through the rehabilitation process (QCEA, 2011: 1). This aligns

with the principles outlined in the White Paper on Corrections (2005) as cited in Chikadzi (2017), emphasising that successful offender reintegration hinges on the involvement of multiple stakeholders. Furthermore, comprehensive societal education is imperative, as communities must accept and support ex-offenders in their reintegration efforts, considering rehabilitation and reintegration as the collective responsibility of the entire community (Chikadzi, 2017: 294)

If those challenges are not addressed, the successful reintegration of ex-offenders into society can be hampered. This is evident in Kisii Prison in Kenya, where prisoners are reluctant to return to their communities upon completing their sentences due to the fear of rejection (Ngeno, 2011: 625). Additionally, upon re-entering society, ex-offenders encounter difficulties in accessing employment opportunities, primarily due to a lack of education and the development of social and mental health issues during their time in prison (Petersilia, 2003 in David et al., 2017; Seiter and Kadela, 2003).

Family support plays a vital role in the reintegration process, as offenders without strong familial connections are more susceptible to recidivism and further incarceration (Baldry et al., 2003; La Vigne et al., 2004, cited in Shinkfield and Graffam, 2009). Without this support, ex-offenders struggle to adjust to life after prison, facing rejection from family and community members. Some ex-offenders have expressed feelings of being unloved and believe that no program can compel their families to accept them (Chikadzi, 2017: 293). Similarly, the reduced job opportunities for ex-offenders, stemming from their time spent in prison, exacerbates their difficulties (Chikadzi, 2017: 294). Consequently, when rejected by their families and communities, some ex-offenders resort to criminal activities, leading to a cycle of recidivism and re-incarceration (Chikadzi, 2017: 293)

It is important to recognize that the successful reintegration of ex-offenders into the community relies not only on their own determination but also significantly on the social support they receive from their family members and the wider community. This support serves as a strong motivator for ex-offenders to avoid returning to a life of crime and helps them achieve the positive changes desired by both themselves and the community at large (Davis, 2012: 448). Therefore, reintegration programmes are crucial for facilitating the successful return of inmates to society after their time in prison, with their effectiveness varying from one country to another. The following sections examine the efforts made and their effectiveness in the reintegration process in both Western countries and African societies.

3.4.1 The Case of Western Countries

When ex-offenders are about to join their community, they are or should be prepared for this transition by the reintegration process which constitutes a major pillar in efforts to reduce recidivism. In western countries, efforts have been made to re-integrate offenders into the community. In New Zealand, reintegration services have garnered a reputation for producing successful outcomes in transitioning offenders from prison to the community and reducing recidivism rates. One such programme, the Out-of-Gate programme, implemented in New Zealand prisons, has shown promising results in providing support to offenders in key reintegration areas such as employment, accommodation, health and well-being, life skills, and community support (Ministry of Justice, New Zealand, 2016: 4). The success of these initiatives has prompted the State to provide support to prison services beyond financial assistance, as the work carried out by these services helps reduce expenses in the justice sector (ibid.).

Similarly, New Zealand prisons have developed the Release to Work programme, which allows offenders to leave prison during the day for employment and return at night. This program aims to enhance offenders' job skills lost during their time in prison and ensure their ability to secure employment post-release, while also maintaining contact with prospective employers. The results of this programme have been promising, with 50% of participants securing jobs after their release into the community (Ministry of Justice, New Zealand, 2016: 5)

It is worth noting that the Prison Industry in Australia is a programme reputed to yield positive outcomes in providing employment opportunities for ex-offenders upon their release from prison. In such programmes, offenders participate in activities such as building houses which facilitates their reintegration into society. It has been demonstrated in Western societies that employment plays a significant role in socialisation, and thus, these programmes are considered effective (Day et al., 2017: 901, 907).

Likewise, the United States Prison Enhancement Certificate Program, evaluated by the National Institute for Justice, has been deemed successful based on research conducted by scholars such as Smith, Bechtel, Patrick, Smith, and Wilson-Gentry (2006). Their study revealed that participants in this programme had lower rearrest rates in the days following completion compared to those involved in traditional industry programmes. Additionally, another study conducted on offenders in Washington indicated that individuals who secured

employment were less inclined to engage in criminal activities and had the opportunity to earn a living wage (Day et al., 2017)

Similarly, in Pennsylvania, another reintegration programme named Supervision to Aid Reentry (STAR) program was implemented and the results showed that the group who participated actively in the programme were unlikely to commit new offences as opposed to those who did not participate in the same programme (Myers and Olson, 2013:6).

In addition, in the Czech Republic, of the programmes that are implemented in the prison, the best known in this area are the reintegration treatment programmes which is a compilation of sub-programmes focusing on activities like (education, work – jobs, therapies, free time activities, motivation programmes, debt counselling). Similarly, in Poland, the fundamental tools of reintegration revolve around sports and cultural activities, which are integral components of key programmes such as the “Voluntary System of Convicts in Poland.” This program aims to instil positive behavioural changes in offenders (Nowak, 2015: 326). Additionally, there are initiatives like the prison release programme, designed to prepare incarcerated individuals for life after prison over a three-year period, and the after-care programme, which offers support to ex-offenders at risk of re-offending (Erasmus+ and Pre-Project, 2015: 10).

However, while many Western countries are actively striving to reintegrate offenders into the community through such prison reintegration programmes, the Lithuanian penitentiary system faces significant challenges in this process. One major obstacle is the shortage of specialists necessary to facilitate reintegration, as these institutions lack an adequate number of social workers and psychologists to adequately prepare individuals for re-entry into society. Furthermore, even upon successful reintegration, ex-offenders in Lithuania often encounter public stigma, leading to potential rejection by prospective employers (Erasmus+ and Pre-Project, 2015: 7)

3.4.2 The Case of African Countries

In recent years, there has been a growing global interest in developing comprehensive intervention strategies aimed at assisting offenders both “during their incarceration and after their release from prison” (Ajala and Oguntuase, 2011: 186). Many argue that reintegration programmes for offenders should commence prior to their return to the community and continue post-release, ensuring a seamless transition from prison to society (Ajala and Oguntuase, 2011: 187; Nwune et al; 2019: 14-15). It has become evident that simply keeping

offenders in prison does not address the root causes of crime; hence, corrections institutions are increasingly focused on successful reintegration into society (Rujjanavet, 2007: 142).

In African countries like South Africa, efforts have been made to implement reintegration processes to facilitate the return of offenders to the community and help them adjust to life after prison. For instance, the Community Work Programme was developed and implemented to prevent recidivism by providing employment opportunities for ex-offenders. Despite challenges such as insufficient skills among ex-offenders, significant progress has been made, with many reintegrating into the community and gaining employment (Langa, 2017: 1). In regions like Orange Farm and Ivory Park in Gauteng and Mannenberg in the Eastern Cape, ex-offenders have been involved in awareness campaigns on the consequences of crime, particularly targeting youth, and addressing issues like substance abuse (Langa, 2017: 3, 4).

Similarly, in Kenya, churches have played a crucial role in the reintegration of ex-offenders through various programmes and socioeconomic activities. A significant percentage of ex-prisoners attribute their successful reintegration to spiritual guidance and the role of the Bible in changing their behaviour (Ngeno, 2018: 647). In Kumasi, vocational training programmes in areas like carpentry and masonry have been implemented to ready ex-offenders for social reinsertion and minimise recidivist conduct. However, the effectiveness of these reintegration programmes is hampered by factors such as family non-acceptance, societal stigma and lack of employment opportunities (Glover, 2018: 11, 15)

3.4.3 The Case of the DRC

In the case of the DRC, notable progress can be observed in the efforts undertaken by authorities through the National Service in Kanyama Kasese. Here, young individuals undergo various rehabilitation programmes aimed at transformation, resulting in a sense of pride in their personal development. These rehabilitated youths now eagerly contribute to the country's development, having shed their past criminal identities. They have embraced a new outlook on life and feel empowered to serve their nation (Kashema, 2022). Furthermore, the Director has expressed satisfaction with the achievements in Kanyama Kasese, highlighting that apart from vocational training and agricultural preparation, former delinquents are actively involved in combating deforestation by tree planting. Additionally, they acquire skills in water drilling and engage in other beneficial activities, further contributing to their reintegration and usefulness in society (Kashema, 2022).

3.5 REQUIREMENTS TO IMPROVE CHILD INMATES' REHABILITATION

In the context of child delinquency, correctional institutions have the main role of watching over the children by giving them good care and protection. Beyond this, the correctional sector contributes also to the rehabilitation and teaching children acceptable societal values in order to make them responsible for their actions in the community (Idowu and Muhammed, 2019: 23). Unfortunately, prisons are reported to be places where conditions of incarceration are far from responding to the minimum conditions of life required by international charters (Van Hout and Mhlanga-Gunda, 2019: 11) like the lack of basic sanitation, inadequate nutrition and the overpopulation (Van Hout and Mhlanga-Gunda, 2019: 11). As a result, the rehabilitation programmes do not help child inmates to be reformed (Savatia et al., 2020: 728) because thinking about children reformation without thinking on the causes of children criminality (Idowu and Muhammed, 2019: 25) is counterproductive. In fact, the efficiency of the programmes aimed at reconciliation relies on the way society handles the causes that push children to engage in criminal attitudes. Furthermore, the environment in which children grow up has an impact on the potential to commit crime and simultaneously contributes to their recidivism even after the rehabilitation process (Wahu et al., 2020: 375). That is why suggestions have been made to correctional centres that have the task of rehabilitating children to address the causes of criminality (Idowu and Muhammed, 2019: 26). V (Mantey and Dzeter, 2018: 329). Furthermore, there is a crucial need to enhance education and vocational training programmes that are tailored to the specific situations and requirements of children. This necessitates sufficient funding from the State to adequately address the training needs of children and ensure effective rehabilitation

Similarly, the improvement of infrastructure could facilitate and enable trainers and children to receive and provide proper training on the rehabilitation of children added to the obligation of authorities to provide to children the basic needs such as food, health care services, water and other factors that can motivate them to participate actively in the rehabilitation session while incarcerated (Idowu and Muhammed 35: 2019). There is a significant demand for prisons to be staffed with well-trained personnel who specialise in children's rehabilitation. These trained professionals play a crucial role in helping children comprehend the negative aspects of criminal behaviour and facilitating their "successful reintegration into the community, thereby reducing the likelihood of recidivism" (Idowu and Muhammed, 2019: 35). Nonetheless, the lack of human resources and adequately trained personnel presents a major

challenge that requires government intervention, especially concerning juvenile delinquency (Mantey and Dzeto, 2018).

3.5 SUMMARY

This chapter reviewed two main points: the rehabilitation and the reintegration of child inmates. These concepts were examined together with the concept of imprisonment and the requirements to ease the imprisonment process and the transition from prison to the community. Imprisonment aims to bring a change in the prisoner's behaviour. However, it can have negative impacts on the offender taking into consideration the time of their incarceration (Akpama, 2013: 20). In terms of shortcomings of different programmes, there are poor conditions of incarceration and an increase in the cases of reincarceration. These are among the challenges of most rehabilitation programmes (Sarkin, 2008: 46). In addition, some rehabilitation programmes like Motivational Interviewing have been said to have some shortcomings like the way communication is engaged between the offender and the facilitator based on reminding the offender of the causes of his incarceration reduced the chance of success of the rehabilitation process (Stinson and Clark, 2017: 13). Similarly, while the RNR model aimed to serve the best interests of offenders, a significant oversight made by facilitators was their excessive focus on the criminal behaviour of offenders rather than considering the improvement of their overall well-being. This approach has been criticized for its lack of effectiveness in altering offenders' behaviour, as it fails to address their individual needs (Looman and Abracen, 2013: 31). However, there have been notable successes observed in certain rehabilitation and reintegration programmes. For instance, one success story involves former child soldiers who participated in violent activities while serving in military and rebel groups. Treatment targeting the reduction of posttraumatic stress disorder symptoms has yielded positive results in their rehabilitation (Robjant et al., 2019: 2). Another example highlights the achievements of the National Service in transforming former street youth in Kanyama Kesese. Nearly 1,000 youths graduated in April 2024 and have since become active contributors to society. Previously plagued by violence, these youths have undergone a remarkable transformation and are now engaged in various tasks to serve the nation. Testimonials from these young individuals further confirm the positive impact of the programmes organized by the National Service (Dianyishayi, 2022).

The next chapter presents the theoretical framework of the thesis.

CHAPTER FOUR

THEORETICAL FRAMEWORK

4.1 INTRODUCTION

The first part of this chapter reviews the literature around the major theories used in this thesis, namely peace education theory, the restorative justice theory, the theory of change. I applied them to the child inmates' context based on the Munzenze Prison in North Kivu province in Eastern DRC. On the one hand, restorative justice has been taken into consideration because it offers an alternative to the retributive motive behind much criminal justice. This latter has the aim of punishing rather than restoring justice. The aim or the purpose of restorative justice is to transform the wrongdoers' behaviour by making them aware of the crimes they have committed and asking them to make amends for their offences so that they rebuild the relationship broken by their crimes instead of emphasising on punishment (Ross and Mulo, 2020: 291). On the other hand, restorative justice is connected to transformation that can also occur via education because the end of both, peace education and restorative justice, is to bring about a change to past unhealthy and wrongful behaviours. That is where these two theories lead to the theory of change. To achieve the goals of these three theories, education can be a way whereby learners acquire skills or knowledge in order to transform their behaviours or attitudes and re-integrate the society (Mezirow, 2000: 10-11).

When peace education and restorative justice are effective, doors are opened to rehabilitation and the reintegration process because, some of inmates are not supposed to stay eternally in prison; they are candidates to return into the community from where they made. According to Johnstone (2013: 251), "the rehabilitation view of criminal justice takes a central aim of the restoration of offenders to their role as law-abiding citizens". The rehabilitation approach aims at treating both the offender and the community where the former came from. In this way, "the offender is not to blame, and the solution is 'cure' (of both offender and society) rather than punishment" (Johnstone, 2013: 246). As for the reintegration process, it is "an effective means of inducing guilt and eliciting remorse on the part of the offender, as well as a precursor to forgiveness, acceptance and reintegration within the law-abiding community" (Johnstone, 2013: 324).

However, successful acceptance and reintegration into the community require programmes designed to prepare inmates for a positive reception by community members. Integral change fosters confidence among community members and the victims who suffered from the

offenders' past behaviours. Additionally, this necessary change must be understood in the same way by both the inmates and the community. Thus, I applied these research theories to the Munzenze Prison situation because, given the situation in the province and the incarceration context, there is need to look at how inmates could be transformed and how the community members could be prepared in order to restore harmony and peace. That is why peace education is needed. In this chapter, I first look at the concepts of positive peace and negative peace; then I explore peace education theory as a catalyst for behavioural transformation, and I provide a few examples of peace education programmes and other aspects of education related to this theory. Then I move to discuss restorative justice and its effectiveness. Finally, I discuss the theory of change

The concept of peace is commonly used but what exactly does it mean? Before I go deeper into the concept, let me highlight the fact that peace is needed by everybody because in their mind peace refers to a tranquil and quiet environment. But can we discuss the peace concept without looking at the conflict concept? The answer could be negative because the achievement of peace is preceded by a period of conflict between people, groups and nations and the resolution process of these conflicts. That is why scholars and researchers try to link the concept of peace to the concept of conflict because it is not possible to understand one concept without the other. That is why the first step concerns the identification and explanation of the conflict concept, thereafter, the concept of peace is discussed. To understand the conflict concept there is need to look at its origin. Conflict originates from the Latin word “confligere”, meaning “to strike together”. It is defined differently across countries, communities, and societies, but the underlying perspective remains the same: it represents competition or struggle between individuals, nations, or communities to achieve or protect a particular interest.

The father of peace and conflict studies, Johan Galtung, defined conflict as a struggle within an action system that occurs when the system experiences goal-state incompatibility. So Mitchell (1997: 7) therefore described conflict as a situation where individuals strive to achieve certain goals, but face obstacles posed by other group members, preventing them from fulfilling their desires. Notably, conflict has been an integral part of human life since the beginning of history, manifesting as strife between individuals or organizations where one party seeks to impose its viewpoint without the other's agreement (Fitri, 2018: 2). Additionally, conflict is viewed as a clash of interests, where some individuals believe their interests are threatened by others (Fitri, 2018: 2). Thus, conflict is inherently part of human behaviour and social relationships.

In addition to the above ideas, it is important to note that conflict is inevitable in any environment, organization, or group where people live together, pursue interests, and have differing needs and goals. Conflict arises from incompatibility and opposition between two or more parties in a given situation (Hussein and Al-Mamary, 2019: 10). Conflict is not only about violence and hostility but also about the opposition of interests, including insufficient resources, conflicting goals, and frustration among group or community members. It should also encompass disagreements and differing positions, not just military conflicts, emphasizing behavioural dimensions (Swanström and Weismann, 2005: 7). This is relevant to our study, which focuses on the behaviour of child inmates who have committed crimes, rather than war crimes (Fitri, 2018: 2). Conflict can indicate an unhealthy society or organisation which is relevant to our societal context. The presence of children in prisons is linked to multiple causes such as insecurity, family poverty and other negative factors that impact their lives. These conditions often push children into the streets, where they learn violence and other harmful behaviours.

The ideas and theories about conflict indicate that it arises from incompatibility between people, groups, or states regarding their goals and objectives. It emphasizes that violence is not an effective way to resolve conflicts; instead, peaceful methods are necessary (Dar, 2011: 65). Additionally, it is suggested that escaping conflict is possible by fostering mutual understanding among group members (Fitri, 2018: 2). In my view, effectively dealing with conflict requires a clear understanding of the specific type of conflict we are facing. The following section provides more details about the various types of conflict.

4.1.1 PEACE EDUCATION

The peace education approach is based on the philosophy of non-violence education, love, mutual feelings of trust, justice, cooperation and mutual respect between people who are sharing the same world (Cuga et al., 2020: 433). This kind of education is very important as it looks at the community as a major actor in the process of peace building and the conflict resolution process.

Sustainable peace can be achieved through educational processes. However, the same education has sometimes been used for negative propaganda, particularly through the indoctrination of youth in schools. To address this issue, UNESCO developed the concept of global citizenship education, emphasising that wars and conflicts originate in the minds of people, and it is within these minds that peace must be fostered. This can be accomplished

through peace education, which should be promoted by developing programmes focused on teacher training to spread a culture of peace (Tinker, 2016: 28).

It is essential to understand that peace education aims to instil peace in all areas of life. This responsibility should not rest solely with schools, as peace education is also necessary in our daily relationships, workplaces, neighbourhoods, and broader environments (Cuga et al., 2019: 435). In the context of this study, peace education is crucial because it aims to transform child inmates from negative to positive attitudes by teaching them the culture of peace. Given that behavioural transformation hinges on effective peace education, it is important to define and understand what peace education entails

According to the UN agency, peace education is a process designed to promote knowledge, skills, attitudes, and values that help children, youth, and adults think about ways to prevent conflicts and violence, resolve conflicts, and create conditions that sustain peace at all levels (Candra et al., 2019: 433). Additionally, peace education incorporates practical experiences from peace educators worldwide and focuses on peace and conflict concepts (Tinker, 2016: 29).

Peace education is seen as an educational system aimed at promoting peace with the goal of transforming individuals. It fosters new ways of thinking, attitudes, and behaviours to prevent the causes of violence and conflict, thereby creating conditions for a culture of peace and non-violence (Navarro-Castro and Nario-Galace, 2010: 27-28). This transformative system is essential for the child inmates in Munzenze Prison. These children need peace education to shift from negative to positive behaviours and to change their attitudes through the skills they acquire from peace education programmes

Various programmes have been implemented around the world even if their implementation varies from a country to another or according to conflicts (Tinker, 2016: 29). Peace education can take different shapes or approaches like peace building education, education for conflict resolution, education for international understanding and several other programmes of peace education aiming at learning to live together (Candra et al., 2019: 433). The next point briefly presents some peace programmes that have been implemented elsewhere.

4.1.2 Examples of Peace Education Programmes

Before delving into an analysis and discussion of peace and peace education projects, let's examine what has been done globally to address violence and promote lasting peace. For

instance, in Japan, atomic bomb education was implemented in 1950 to teach younger generations about coping with the fear and atrocity caused by the atomic bombings of Hiroshima and Nagasaki (Tinker, 2016: 28). Similarly, in South America, a development program was introduced to address the high levels of atrocities and various forms of violence stemming from extreme poverty. This effort paralleled the nuclear education initiatives by the USA and Great Britain, aimed at preventing a potential nuclear holocaust (Tinker, 2016: 28).

Reardon (in Navarro-Castro and Nario-Galace, 2010: 27-28) emphasises the crucial role of peace education in transforming people's situations by instilling a culture of peace and non-violence. Peace education aims to combat injustice and the culture of war. I will briefly examine two programmes, their impacts, and their capacity for transformation. Each provides different perspectives on how peace can be achieved through education.

4.1.3 Education for Mutual Understanding

By its nature, mutual understanding fosters a culture of empathy and love among people or community members. This greatly impacts individuals by enabling them to develop a culture of dialogue, encouraging the exchange of ideas and feelings. This mutual understanding helps cultivate acceptance of differences (Rapur, 2022: 2). In this context, the EMU programme was initiated in 1989 to address conflicts between Catholics and Protestants in Northern Ireland. The goal was to teach respect for their different customs and to learn how to manage conflict peacefully (Tinker, 2016: 36).

4.1.4 Education for Conflict Resolution

Beginning with this, we will see that conflict is a part of life and that everyone has experienced it at some point. Conflict has both positive and negative effects on people's lives, and in order to produce positive effects, it is important to implement a specific education programme. Conflict resolution programmes have the potential to highlight the causes of conflict, the main players in conflict, and potential resolutions (Ruhayu et al., 2021: 282). In Sri Lanka, the objective of such a programme was to develop a culture of non-violent conflict resolution and to educate people on the importance of accepting others in the context of peace. Additionally, it is notable that the ECR was not only integrated into educational programmes but also emphasised the training of teachers who would be responsible for educating entire communities about peaceful conflict resolution (Tinker, 2016: 37).

The above discussion demonstrates that Peace Education, as a transformative tool, is crucial for everyone, particularly children. Given that conflict is a part of life, it is essential to implement strategies that establish a culture of peace, helping us to resolve disputes peacefully and prevent future conflicts that could jeopardise our stability. The mentioned programmes outline effective methods for addressing conflicts. For the child inmates in Munzenze Prison, peace education is vital for their rehabilitation, preparing them for reintegration into the community through a well-planned process. Despite their widespread implementation, these programmes have been criticised for lacking clear priorities and not producing significant results (Tinker, 2016: 39). Therefore, it is necessary to critically evaluate these programmes to better understand and disseminate them globally.

4.1.5 Cases of Peace Education for Inmates

Quan-Baffour and Zawada (2012: 73) found that “education and training for prison inmates is thus currently gaining currency in many democratic countries”. Nevertheless, generally speaking, in the matter of prison education, there still two opposing positions; one that is against prisoners’ education as an advantage or a right to be given to offenders and the other that is for education to take place in prison. It is in this way, Torrijo and De Maeyer (2019: 671) argue that:

in practice, many people are still being denied access to education today. One setting where this is particularly pertinent is the prison environment: rather than being available to all inmates, prison education is perceived by some conservative groups (both decision-making authorities and ordinary citizens) as an unjustifiable privilege which should not be provided to “criminals”.

Similarly, in examining prisoner education in India, Jain and Tripathi (2018: 42) encountered a widespread sentiment among the people they interviewed. These researchers found that “all across the country citizens are heatedly against funding a criminal’s education when they themselves go into deep debt to fund their own.” People who view prisoners as merely criminals to be punished are unlikely to support their education. However, according to Quan-Baffour and Zawada (2012: 73), “prison education seeks to equip prison inmates with knowledge and skills that may assist them to re-integrate into their respective communities and to find employment or to create self-employment and in this way to prevent future crimes.” Those who believe in rehabilitation and reintegration support educational programmes in prisons, expecting former prisoners to rejoin and positively contribute to their communities. In

the context of this study, which aims to promote peace through rehabilitation and reintegration, it is essential to consider the ‘Context-Mechanism-Outcome configurations (CMOs)’ model of prison education suggested by Szifris, Fox, and Bradbury (2018: 43). This model comprises three components guiding any educational intervention in a prison setting: the context, the mechanism, and the outcome.

The context includes the specific cultural, social, and geographical characteristics where the program takes place. In Munzenze Prison, this context should consider the children’s backgrounds, including their family education and experiences of wars and conflicts. The mechanism pertains to the program content and the enabling conditions necessary to achieve the expected results. The outcome is the desired result from the educational program. In this study, the outcomes should include correction, a spirit of love, respect, responsibility, and relationship. Heather Metz (2008:25) provided a definition of peace that can be adopted as the desired outcome of peace education in prison:

Peace is a state of being where everyone is respectful to each other and appreciates each other. Peace is love and care everywhere. People respect each other’s lives and work through conflict together. People respect each other physically and emotionally to create peace.

This definition provided by Metz includes crucial dimensions of the outcomes of a peace programme to be offered in prison. These dimensions are a place where everyone is respected and respects others; where everyone is appreciated and appreciates others, a place where everyone cares for others and where together people work for peace. Quan-Baffour and Zawada (2012: 76) base their explanation of the positive side of prison education on the ‘Draft White Paper on Corrections in South Africa’ (9th February 2005) at Article 17 to create a peaceful environment. This article provides the outcomes of the education in this way: “We believe that rehabilitation and the prevention of recidivism are best achieved through correction and development, as opposed to punishment and treatment” (Quan-Baffour and Zawada 2012: 76).

The example of South Africa, as noted by Quan-Baffour and Zawada (2012: 74), is considered successful because it reintegrates former offenders into their communities, emphasising the core human values and respect essential to prison education. This should also be the fundamental goal of peace education. Discussing education within the prison context, these scholars assert that:

From the perspective of African Humanism, prison education is to promote humanness in line with the true African virtues and values of *ubuntu*-love, kindness, compassion, forgiveness, care and benevolence. The implication is that through a proper education people who profess a lack of knowledge and skills and therefore find themselves on the wrong side of the law could be forgiven and taught relevant socio-economic skills, knowledge, moral norms and virtues of courtesy, compassion, respect for life and the property of fellow humans (Quan-Baffour and Zawada 2012: 74).

Jain and Tripathi (2018: 41) came to the same conclusion after a study on prisoners' education in 19 jails in the state of Haryana. They concluded that "prison education is widely appreciated because it adds to their reformation. Education makes them better people. Most crimes are committed because lack of education and not having a good job".

The example of prison education as presented by Jain and Tripathi (2018) agrees with the study conducted by Igbinovia and Omorogiuwa (2019: 28) on "The prison rehabilitation programmes and their effects on inmates in Benin City prisons of Nigeria". In fact, they found that:

- ✓ "Rehabilitation programmes influence greater chances of change in inmates"
- ✓ "Inmates become more socially conscious of the negative impacts of crime and violence"
- ✓ "The exposure of inmates to prison rehabilitation programmes makes them more productive and creative".

4.2 RESTORATIVE JUSTICE

In their study about the effectiveness of rehabilitation programmes in management of juvenile delinquency, Savatia et al. (2020: 727) asserted that "Restorative justice has been seen to be an effective way of reducing delinquency. It helps to solve the harm brought about by the crime by not punishing the offender". These researchers look at the rehabilitation programmes and their impact on juvenile delinquents in the Kakamega prison in Kenya.

Restorative justice is an alternative to and in contradiction with criminal justice whose philosophy is punishment, and the purpose is the retribution of inmates by responding to the need of their community which is to put things right after the social peace and the relationship has been destroyed. To achieve its purpose, this kind of justice must gather all stakeholders (victims, offenders and other community members) in order to restore the relationship. This is

unlike in criminal justice where victims are isolated in the criminal process and where they do not have an opportunity to tell their feelings after the crime happened.

Restorative justice is a concept that has been firstly used by John Braithwaite, Howard Zehr and Mark Umbreit with the purpose of giving another understanding to the way of thinking about crimes and their repression (Menkel-Meadow, 2007: 10). The concept has its roots in a phenomenon that arose between 1970 and 1980 through programmes like the *Victim Offender Reconciliation* and *Programme Practice* that have been used in Canada and the USA. In addition, restorative justice (RJ) has been promoted in schools where it appeared to be necessary in public life and community sectors (Zehr, 2000: 42).

In this way, it has been revealed that RJ has its roots in the twentieth century and in West particularly (Liu, 2015: 14). Building on Meadow's idea that restorative justice (RJ) is a recent concept, Gade (2018: 28) describes it as a phenomenon that emerged in the 1970s. Its purpose is to respond to crime by repairing the harm caused and restoring peace and harmony among those affected. RJ predates the modernisation of criminal justice systems worldwide, emphasising conflict management through customary and indigenous practices (UNODC, 2020: 3). Unlike criminal justice, which often isolates victims and imposes harsh punishments on offenders based on the principle of deserved pain (Johnson, 2014: 2), RJ involves all stakeholders – particularly the victims and offenders – in a dialogue. This allows victims to express their suffering and offenders to show remorse and apologise (Green and Bazelon, 2020: 2290). Moreover, this process aims to uncover the root causes of the criminal behaviour and implement strategies to repair the harm, ensuring that offenders make amends. Ultimately, RJ seeks to reintegrate offenders into society and provide victims with a sense of comfort and closure (Green and Bazelon, 2020: 2291)

When discussing justice, several questions arise. For many, justice equates to practices like punishment, beating, or incarceration, reflecting how criminal justice typically responds to rule violations (Toews, 2006: 5). Generally, justice is expected to be applied when rules are broken, with retributive punishment following suit. However, many oppose this viewpoint and the traditional system of justice. They advocate for an alternative approach, favouring restorative justice over retributive justice to facilitate the rehabilitation and reintegration of inmates once they are released. Why do people prefer restorative justice, and how does it aid in the rehabilitation and reintegration of inmates into their communities? Analysts offer insights into this preference, suggesting that the consequences of traditional or criminal justice can cause severe pain to the offender and the entire community, especially those affected by the crimes.

Moreover, the offender's bad behaviour can compromise relationships within the community. That is why justice appears to be a tool of restoring and rebuilding relationships (Clark, 2012: 84-88; Toews, 2006: 5).

Furthermore, criminal justice is often seen as a system where those harmed by crime are distanced from the justice process. While it may seem to address the needs of the affected community by punishing wrongdoing, many communities favour RJ. Experience shows that restorative justice, unlike criminal justice, heals and rebuilds relationships damaged by crime. Criminal justice remains the overarching philosophy regulating community life (Toews, 2006: 12-23). Restorative justice aims to resolve criminal issues not just by punishing offenders but by fostering direct dialogue. Through this dialogue, offenders and victims can express the pain caused by the crime and explore possibilities for forgiveness and reparation (Clark, 2012: 96-87; Zulfa, 2011: 1).

Similarly, RJ is seen as a path of giving an answer to a criminal attitude through a situation in which the community and the victims are involved in the problem resolution. This situation requires the presence of offenders who must be accountable for their actions and the victims who are called to forgive (United Nations, 2006: 6). Here, the solution or the reintegration must come from the offender's apology and the victim's forgiveness (Rossner, 2017:29). The solution by Rossner refers to the major pillars of RJ; they call for a cooperative process which aims at a discussion between offenders and victims in order to see how to repair the harm and receive forgiveness. In this way, RJ comes as a complement to retributive justice. Retributive justice as a state obligation aims at maintaining peace whereas RJ brings the victims and the community on board and aims at building peace (Van Ness, 2009).

The objectives of RJ are generally to "humanise justice, to bring victims and offenders together in ways that provide opportunity for victims to get explanation and reparation and for offenders to be accountable to the victim and the community" (Naudé, 2006:104). Furthermore, "This shift in thinking away from punitive justice is also referred to as community justice" (Naudé, 2006:104). In this way, RJ looked at as community justice has to be a community business that involves all the community members. So there is need for their participation. The way RJ deals with the case of offenders in front of not only the victims but also the community members bring a new approach to conflict resolution. Rossner (2017: 4) presents the conflict resolution context after a crime in which victim and offender discuss how crime affect their life and the way they think reparation can restore their relationship and the consequence which can happen when one of the parties does not take part in the discussion, especially the victims. It is exactly

what happens in the criminal and traditional justice. Adding to Rossner, Maloney (2006:13) emphasises that RJ can also contribute to repair harm caused by an offender by urging him to recognise the mistake he made and how the victim and his family have been affected. It is also up to them to express how they have been harmed by the crime and to say exactly what they expect in the future.

The most important thing that we can notice through the restorative process is that, when the offender, the victim and other community members sit together in order to deal with the wrongdoing which has compromised their relationships, they own the process and commit themselves to the way they wish to correct errors made by the offenders. However, in traditional justice, this right is stolen from both victims and offenders and remains in the hands of elders only (Beckett et al., 2016: 4-5; Garkin et al., 2017: 2; Toews, 2006: 13). Some good examples of coming together to settle issues have been given by western societies where people used to gather in activities such as victim-offender-mediation (V-O-M), focus group conferences and sentencing circles (Rossner, 2017:4). These were kind of RJ processes with the mission of restoring all people affected by the crime at all stages in order to repair the broken relationships and promote the wellbeing and the needed change. Similarly, the restorative process focuses on asking some questions in order to understand or to know who exactly was affected and to find out good strategies to repair the pain or suffering and to respond to what people are expecting as reparation (Toews, 2006: 20-21).

This approach to resolving issues contrasts sharply with the criminal justice perspective, where the primary concern is determining the appropriate punishment for someone who has broken the law. This system often neglects the victims, leaving relationships broken as victims are not acknowledged as those who bear the suffering (Toews, 2006: 18-19). The main purpose of the RJ process is to help the offender understand that they are the source of the harm caused in the community. It encourages them to acknowledge their responsibility and reintegrate into society without the fear of punishment typical of traditional justice (Stefanovska, 2014: 10).

In criminal justice, the way offenders are perceived does not encourage them to take responsibility for their actions or the crimes they have committed. They remain a threat to the community, which does not welcome them back. Consequently, prison becomes the default place to keep offenders, depriving them of opportunities to explain their mistakes as per the theory of truth, seek forgiveness, and avoid community rejection. Restorative justice, on the other hand, advocates for offenders to receive empathy, not feel guilty or rejected, and stay hopeful for forgiveness during restorative sessions (Stefanovska, 2014: 11). This is not feasible

in the criminal justice system, where there is no opportunity for offenders and victims to discuss their broken relationships. In criminal justice, judges have sole authority to convict offenders, leaving the offender without a voice during the trial. Victims are also notably absent or isolated in court proceedings (Daly, 2005: 4), with no room for dialogue between the victim and the offender about the incident that damaged their relationship (Daly, 2017: 61).

This shows the importance of RJ because the objective is to establish, to create and maintain peace among the community members and, according to Daly (2014:55), RJ could lead to positive change in people's behaviour and also a change in the way RJ is dealing with the crime with the purpose of repairing the harm. On the other hand, the criminal justice has the sole purpose of exacting retribution from the offender. However, RJ is not without its criticisms and has notable weaknesses. While it offers some benefits, its effectiveness is questioned. Critics argue that RJ is hampered by its ambiguous definition (Daly, 2017: 58). Additionally, some believe it can be a tool for manipulation, pushing victims and offenders to forgive each other after crimes that have caused significant harm to individuals and the community. There are also concerns that some participants in the RJ process may remain unsatisfied with the outcomes.

Furthermore, RJ has been criticised for potentially encouraging serious crimes, such as sexual abuse against women, by suggesting lenient sanctions and avoiding imprisonment (Menkel-Meadow, 2007: 11-12). Victims in RJ processes sometimes feel that offenders benefit more, as their voices are given more consideration than in traditional judicial processes, often protecting them from imprisonment despite their crimes (Menkel-Meadow, 2007: 15). There is also a fear that RJ may fail due to insufficient funds and human resources, leading to inconsistent or inadequate responses to offenders, who might either be excessively punished or not held accountable in a meaningful way.

The above points highlight the weaknesses and failures of the RJ process. However, there are compelling reasons to consider RJ as an effective approach for addressing bad behaviour within individuals or their communities without compromising the reintegration of the offender. RJ encourages family support, which helps the offender apologise and confess their actions. In contrast, criminal justice isolates and stigmatises offenders (Stefanovska, 2014: 13).

Krinsky and Phares (2020: 33-38) argue that imprisonment and the punitive system of criminal justice do not effectively combat re-offending or reduce crime rates. Additionally, victims often feel dissatisfied with how courts handle criminal behaviour. This dissatisfaction fuels the argument for replacing criminal justice with restorative justice, which allows offenders to

express remorse and promise to reform. RJ also provides victims with the opportunity to convey their suffering and readiness to forgive, fostering hope that such incidents will not recur in the future.

The future appears promising when both offenders and victims engage in the restorative process, which allows offenders to seek forgiveness and assures victims that they will receive it. This process helps victims feel more comfortable after confronting those who wronged them (Stefanovska, 2014: 15-19). Additionally, the restorative process offers numerous opportunities for reconciliation and forgiveness. When stakeholders can discuss face-to-face, it facilitates the smooth reintegration of both the offender and the victim into the community, while protecting victims from further victimisation and shielding offenders from potential revenge (Stefanovska, 2014: 19-21). Many victims express a strong desire to participate in the restorative justice process, hoping to receive sincere apologies and find a path to forgiveness. This can transform feelings of revenge into opportunities for a peaceful future through direct dialogue (Rossner, 2017: 12).

4.3 The western system of restorative justice

In Western societies, there is a prevailing notion that discussing customs and traditions is not entirely appropriate. Therefore, regarding restorative justice as a method where crime is viewed as a transgression against the state and an offence against those affected by the criminal behaviour calls for the resolution of conflicts by involving all parties (offenders, victims, and the community) in a process that incorporates traditional practices (UNODC, 2006: 6). In this way, the concept and implementation of restorative justice refer to both the current and historical realities (Strang, 2017: 483).

As previously mentioned, traditions and customs associated with restorative justice were also relevant in Western societies when addressing instances of misconduct that caused distress to a community member (Griviliedes, 2011: 3). This was particularly characteristic of acephalous societies, which were essentially non-state entities where formal rules were absent during early societal stages. Instead, the group's collective spirit governed how issues perceived as transgressions by community members were addressed, focusing not on punishment but on restitution based on the group's beliefs and values (Griviliedes, 2011: 3-4). However, this concept contrasts with the approach taken by criminal justice systems when addressing crimes. Retributive justice entails punishment, as it is believed that imposing consequences on those who violate state-established rules is necessary to protect society and its members. In this

context, it is asserted that lawbreakers harm the state rather than individual victims. This leads to a judicial process where only the judge administers punishment without input from other parties (Bube, 2018: 2).

Furthermore, in Western acephalous societies, efforts were made to mend relationships and reintegrate offenders into the community by organising ceremonies such as blood revenge, ritual satisfaction and restitution. According to the principles of RJ in Western societies, the primary aim of conducting restorative processes was to diminish the offender's likelihood of reoffending, alleviate the victim's fear of future harm, and enable the community to comfortably reintegrate the former offender following discussions involving all stakeholders (Griviliedes, 2011: 4-5). This approach is rooted in the belief that restoring cohesion and tranquillity among community members, who may have been divided by conflicts stemming from the misconduct that affected them, is essential (Hewitt, 2016: 315).

4.3.1 New Zealand

In order to resolve the conflict peacefully and the crime committed by the offenders that affected negatively the community, several strategies have been used in order to come up with solutions and among them: the Victim Offender Mediation (V-O-M), the Family Group Conferencing (FGC), the Reintegrative Shaming Experiments (RISE), Community Group Conferencing (CGC), as tools for the reestablishment of peace and cohesion after crime (Stang, 2017: 484-486), rehabilitation and reintegration of offenders. In New Zealand, some of these approaches have been implemented, notably the FGC, which draws upon Maori customs. The primary objective of the FGC is to convene all parties affected by a crime to establish mutual commitments regarding their expectations post-process, rectify the negative consequences of the offense, and devise strategies to address potential future behaviour (UNODC, 2006: 20-21). Unlike the emphasis on punishment in Western justice systems, Maori traditions prioritise the restoration of all stakeholders through a collective agreement on the extent of reparative measures. Concepts such as Whanaungatanga (social group), Whanau (family), Hapu (wider family), and Iwi (tribal) underscore the effectiveness of the FGC in resolving conflicts using traditional mechanisms to meet the needs of all involved parties (Carruthers, 2012: 3).

The FGC was specifically developed to address cases involving youth and child offenders due to dissatisfaction with how the criminal justice system handled issues concerning young Maoris (Carruthers, 2012: 4). Moreover, the FGC is regarded favourably in alignment with the Children, Youth, and Their Families Act 1989 (Mcelrea, 2011: 44).

In general, literature suggests that the RJ process primarily focuses on offenses typically committed by youth (Zulfa, 2011: 35). Moreover, empirical evidence indicates that some restorative processes specifically target cases involving juvenile wrongdoers, with the aim of reducing the likelihood of them repeating the same mistakes and safeguarding them from further criminal activity and punishment (Maloney, 2006: 24). Consequently, children are encouraged to participate in restorative justice proceedings as it helps them avoid the risk of recurrence of their misconduct (Maloney, 2006: 24). By engaging in the restorative process, offenders express their commitment to not repeating the same offense, seeking redemption, and sincerely regretting their actions before the community (Stefanovska, 2014: 13). As a result of this participation, offenders who have verbally confessed are less likely to reoffend (Stefanovska, 2014: 13).

Restorative justice is also viewed as a rehabilitative process that enhances the offender's prospects of a better future life (Maloney, 2006: 25). The success of this approach hinges on the participation of stakeholders in restorative justice meetings, as it contributes to the rehabilitation and reintegration of young offenders into society (Office of the Federal Ombudsman for Victims of Crime, 2017: 2). In western societies, RJ underscores the centrality of addressing youth crime, with the Wagga meeting being particularly instrumental in handling cases involving young wrongdoers, as seen in Australia (Barnes, 2013: 104). Maxwell's idea (Barnes, 2013: 104), further supports this notion, highlighting New Zealand's similar approach in involving stakeholders in addressing youth conflict with the law and diverting cases away from the courts to Family Group Conferencing (FGC).

Similarly, in New Zealand, the Sycamore Tree Project has shown significant positive outcomes in promoting pro-social behaviour and victim empathy. Offenders involved in this programme reported a better understanding of how their actions impacted victims, leading to improved social empathy (Noakes-Duncan, 2015: 10).

Studies have consistently shown that participants in RJ sessions, including those who have suffered or been affected by the misconduct, have expressed satisfaction with the process (Weatherburn, 2013: 9). Moreover, the merit of RJ becomes evident post-session, with a low likelihood of reoffending observed among wrongdoers (Weatherburn, 2013: 4). Additionally, the focus on children's cases in RJ processes, particularly in FGCs and other modalities, underscores the effectiveness and relevance of this approach (Weatherburn, 2013: 13).

4.3.2 The USA

To demonstrate the positive impact of the Restorative Justice (RJ) process on current programmes and their outcomes, it is important to recognize that the implementation and success of RJ vary based on cultural contexts and approaches to justice in different countries. Notably, promising results have been observed in the USA.

Regarding victim-offender satisfaction, the implementation of V-O-M in Ohio and Texas correctional services has been highly successful. Reports indicate that 60% of victims found satisfaction in the program, and nearly 80% of offenders stated that it contributed to their rehabilitation and heightened their awareness of how their crimes affected others (Noakes-Duncan, 2015: 10).

Furthermore, RJ has shown potential in addressing the causes of re-offending and combating recidivism. For instance, participants in the Bridges to Life program exhibited lower recidivism rates (13.4% compared to 18.7% for non-participants), with re-offending rates not exceeding 1%. Similarly, the Huikahi Restorative Justice process in Hawaii reported a 100% satisfaction rate among participants, with 70% released without any new criminal cases (Noakes-Duncan, 2015: 12).

The offending behaviour programme supported by the alternative to violence programme (AVP) as the restorative justice approach which was implemented in US prisons during the work shop programmes with the purpose of shaping strategies for conflict management and alternative to violence and this give the opportunity for all participants to the programme the possibility to discover and to understand the experiences from each other (Dhami et al., 2009: 439),

4.3.3 The United Kingdom

RJ processes in prisons have gained recognition, with 85% of victims participating in RJ forums reporting positive contributions. The process has also been shown to reduce re-offending by 14% (Cunneen and Goldson, 2015: 18). Victims who participated in restorative mediation sessions reported greater satisfaction and a sense of safety compared to those whose cases were handled by traditional courts (Beckett and Kartman, 2016: 7). The role of RJ in facilitating the reintegration of inmates is significant. RJ processes provide inmates with the opportunity to acknowledge their responsibilities, make amends, and demonstrate their

commitment to rehabilitation. This has been vital in helping inmates reintegrate into the community post-release (Noakes-Duncan, 2015: 10).

Experiences from three prisons in UK show that the restorative approaches (RA) that was developed in order to restore peace and stability into prisons by restoring peace in addressing conflict in prisons outcomes were positives as far as both participants in the programme (prisons staff and prisoners) affirmed to be satisfied and said that lessons learned from the RA programmes present an interest even after prison life for prisoners (ICPR report, 2018: 9-11). In addition the RA programme as the reparative prisons programme or project, has a big goal which is to respond to the daily conflicts that arisen in the prisons among prisoners and between prisoners and prisons staff or among staff themselves and the RA concern mostly to train all parties in resolving conflict that are happened through informal and formal meetings in order to know what was the wrong and how this impacted in their relationship and by this they learned them how to work together in order to prepare the peacefully future life (ICPR report, 2018:35), in the same the vein some programmes have been listed by Dhami et al (2009: 439) like programmes has been developed in prisons such as :

The Victim awareness programmes (VAP) which concern prisoners in order to help them to hold responsibility of their crimes that impacted negatively the life of victims and it gives also victims time to explain the way that the offence affected them which give the occasion to the prisoners to make symbolic acts of restitution and in the same way the community service work come with the philosophy of improving the capacity of prisoners and this was developed in Britain, New Zealand and the US.

4.3.3 Canada

The community service work is another kind of programme that help prisoners to re-integrate community by helping prisoners to improve their skills in terms of community works and tasks for the benefit not only of the entire community but also for themselves as prisoners because it prepare them for the life after prison because the way that their offering services to the community by the fact that they made and repair chairs, gives them possibility to get the confidence in front of the entire community not only showing his members they changed but also this constitute the occasion for them to make compensation for their bad behaviours and has been developed more in Canada where prisoners and in British prisons; at the end the Victim-offender mediation, implemented to the first time in Canada in 1974, and relayed by the USA where the first programme concerned the sentenced prisoners, completed by survey

from UK in terms of seven victim-offenders mediation services, the majority all prisoners' cases get an interest. And it has been demonstrated that around, 20 US states are interested by this programme which require free participation and interaction between victims and offenders in prison under supervision of a facilitator prepare this issue with the particularity that the meeting as the purposes of sharing information, accountability and healing instead of doing restitution and the offender cannot hope to liberate before time.

In conclusion, the examples above illustrate the effectiveness of the RJ process in prisons. RJ sessions meet the needs of crime victims, hold inmates accountable for their actions, and prevent future crimes. Additionally, RJ programmes in prisons are recognised for their ability to reduce re-offending and recidivism, facilitating the successful reintegration of inmates into the community.

4.4 Restorative justice and prison life

In modern societies, imprisonment remains the primary method for addressing criminal behaviour. Instead of examining the underlying causes that lead individuals to commit crimes, society often relies solely on incarceration. Consequently, the global prison population is growing significantly, with more than a million people currently incarcerated worldwide. The methods employed within prisons are frequently criticised for failing to assist offenders in overcoming their criminal tendencies. Many argue that the restorative justice (RJ) process offers a more effective solution, as it can address issues that imprisonment alone cannot (Johnson, 2014: 2).

However, it is important to note that RJ is generally considered to have greater potential and societal acceptance outside of prisons. This can lead to confusion when implementing RJ programmes within the prison system. Despite this, various programmes are in place in some prisons, focusing on addressing offending behavior, increasing victim awareness, performing community service work, and facilitating V-O-M (Dhami et al., 2009: 433). Historically, RJ was primarily applied to minor crimes or those committed by young people. Today, it is increasingly used for crimes committed by adults (Wallace et al., 2013).

The following sections explore how RJ is used in prisons, its potential benefits, and its rising prominence as an alternative to traditional incarceration. This shift reflects a growing recognition that incarceration alone may not be the most effective response to crime.

4.5 The effectiveness of prison restorative justice

In conclusion, the programmes discussed have faced criticism regarding their effectiveness and the positive impacts on participants in prison sessions aimed at improving relations between prisoners and victims. According to AVP, Bitel (in Dhali et al., 442) found that while the AVP positively enhanced prisoners' conflict management skills, it did not significantly reduce conflicts within the prison or recidivism rates. In Delaware in the US, Miller and Shuford (2005) reported that 14% of offenders who completed an AVP session reoffended within three years (Dhali et al., 442). Furthermore, the recidivism rate was half that of those who did not participate in AVP programmes.

The victim-offender mediation programmes in Texas and Ohio for serious and violent crimes aimed to prepare offenders and victims for resocialisation. About 60% of victims and community members reported that the program helped their personal development and healing from the offenses, and offenders found it rehabilitative. The majority of participants were satisfied.

Sloan (2002: 24) noted the effectiveness of AVP but doubted its ability to lower recidivism rates once offenders re-enter society without adequate support, such as employment or financial resources. This indicates that avoiding criminal behaviour depends not solely on AVP training but also on societal support. Miller and Shuford (2005, as cited in Tomlinson, 2007: 12) observed that AVP contributed to reducing recidivism, though it may have been implemented without adequately addressing external factors that lead to reoffending.

Regarding the Sycamore Tree project in New Zealand under the VAP, it was concluded that the programme had positive outcomes in some prisons. Prisoners reported that it helped them understand the impact of their criminal behaviour, feel responsible, and consider victims' needs and wishes while expressing sincere remorse. However, in New Zealand, the programme did not achieve positive results for all offenders, particularly those who committed sexual abuses, who were unwilling to participate in mediation.

In Canada, community service work was also found to be beneficial, with about 51% of prisoners gaining new knowledge and attitudes. Other stakeholders confirmed that the work met prison objectives and strengthened links between prisoners and the outside environment. However, the nature of the service did not sufficiently reintegrate offenders into the community.

4.6 Experiences of Restorative Justice with Youth Offenders in African Countries

Restorative justice in Africa cannot be considered as a new phenomenon because it has been used in traditional African societies as a way of resolving conflict by taking into consideration the participation of all community members in conflict resolution through restorative justice (Gabagambi, Jumbe and Gabagambi, 2018: 3). Additionally, it has been shown that the way justice was dispensed in traditional African societies is similar to modern restorative justice. Both traditional African justice and restorative justice share the same goals, focusing on reconciliation and peacebuilding within communities (Murhula and Tolla, 2020: 4). However, in the African context, while prison restorative justice has produced positive outcomes, significant challenges remain.

Talking about the traditional restorative practices in some African countries is to refer practices that had been experienced in more than countries in Africa. These practices are like the *Mato oput* in Uganda; the “Gacaca” in Rwanda and the “Baraza la Wazee” in DRC. Referring to restorative justice, Gavrielides (2007: 29–43) argues that restorative justice comes to correct the weakness of the philosophy of the criminal justice based on punishment. This system does not care about the future of the offender or the victim. This is because reintegration also goes through a restorative programme and not through retributive justice that adopts punishment as a policy that accompanies the procedure of the incrimination of the offender. Restorative justice tries to bring back the offenders to their reasons and at the same time to remind them that it is possible to rebuild the relationship with their victims or their communities (Moyo, 2017: 207). Indeed, like it has been proved that people are often concerned by the restorative justice in order to help children to avoid re-offending in taking part in this process (Moloney, 2006: 24), and contextualisation and application of the same restorative justice to the crimes which concern children (Zulfa, 2011: 36) through education for helping them to understand and to awareness of the fact the offence committed by them impacted negatively community and they need to change their behaviour in order to rebuilt the relationships compromised by the wrongdoing which can contribute to the easy reintegration and rehabilitation in reducing the possibility of re-offending (Stefanovska, 2014: 14-15).

Similar issues are reported in DRC prisons, where inmates do not have access to programmes that prepare them for reintegration. Poor conditions, lack of trainers, and limited activities without a clear purpose of rehabilitation and reintegration contribute to this problem (CNDH, 2018: 9).

In Bukavu prison, DRC, the conditions under which inmates live are marked by human rights violations and poor penitentiary administration, negatively impacting RJ implementation (Mulungula, 2021: 57). Researchers suggest recruiting qualified and well-trained judicial and penitentiary staff and ensuring better treatment and salaries for this staff to support the success of RJ programmes in prisons (OMCT, 2015: 32).

Recommendations were issued by the CNDH committee in the DRC, which emphasised the need for funding in the justice sector. This includes training penitentiary personnel and financing projects for building and renovating prisons, as overpopulation hinders the implementation of RJ programmes (CNDH, 2017: 35).

In Nigeria, despite efforts to provide satisfaction through restorative justice to both offenders and victims, overcrowded and overpopulated prisons negatively impact the implementation of the restorative justice process (Ulo, 2019: 93). This process aims not only to rehabilitate and reintegrate inmates into the community but also to influence their behaviour. If the prison system cannot adequately prepare inmates to prevent recidivism and re-offending, it is not fulfilling its responsibility (Aliyu and Mustafa, 2017: 9).

In Nigeria, councils of elders promote reconciliation through communal meals and drinks, symbolising commitment to ending conflict and reintegrating offenders (Omale, 2006: 48). The role of traditional African RJ is also evident in Northern Uganda, where the council of elders used Mato Oput to reconcile former child soldiers through ceremonies involving sacrifices and communal drinks (Mpaka, 2020: 6). In Mozambique, traditional leaders organised soul cleansing ceremonies for offenders to express regret and seek public forgiveness, aiding their reintegration (Benyera, 2014: 337-339).

The Vocational Skills Acquisition is a programme among those that are implemented in some Nigerian prisons as education programmes in order to respond to the problems of reformation and rehabilitation (Abubakar and Abba, 2018: 38). This programme is also used in order also to meet the purposes of its implementation in prisons which are firstly to prepare offenders by helping them to get knowledge that will help them to access to job upon release from the prison and also to prepare inmates while in prison to be employed after they finish their condemnation (Abubakar and Abba, 2018: 38) for this, many are those activities that are organise for inmates inside the prison and among them we have “building maintenance, carpentry, electrical trades, painting, plumbing, horticulture” (p. 38) and many others that help them to not fall again in

the criminal activities and do not expose them to return prison in a few days (Abubakar and Abba, 2018).

The restorative justice process is important for prison management in Nigeria, as it helps to alleviate overcrowding. Inmates can be released by a magistrate after signing an agreement with the victim for future restitution, following reconciliation under the mediation of a facilitator (Nnam, 2016: 189).

The Gondoosoo institution from Oromo customs addresses murder by promoting peace (nagaa) through reparation, purification rites, and communal ceremonies to reintegrate offenders (Boru, 2016: 21-24). Similarly, Zimbabwe's Nhimbe/Ilima, nyaradzo, ngozi, umbuyiso, and botso practices involve offenders publicly seeking forgiveness and promising not to repeat their offences, facilitated by traditional leaders (Benyera, 2014: 338). These practices emphasise reconciliation and truth-telling without state intervention, highlighting community and stakeholder involvement as key to forgiveness and reconciliation, which the criminal justice system often lacks (Benyera, 2014: 342).

Rwanda's Gacaca courts, established after the genocide, aimed to rebuild social unity and peace by promoting the concept of being Rwandan (Clapham, 2012). Lesotho's inkundla/lekgotla forums, led by local leaders, emphasise sustainable peace and reconciliation through five steps, including forgiveness (Murithi, 2009: 228). Sierra Leone's Fambul Tok initiative promotes mutual agreement and reconciliation among community members (Graybill, 2017: 1). In Burundi, the Umushingantahe played a vital role in reconciliation and peacebuilding after conflicts (Koulen, 2009: 324).

In the light of Ouagadougou declaration, the Namibia give, not only to prisoners in their first months of imprisonment, education competencies in terms of learning but also skills in terms of horticulture, building and construction, farming and carpentry and all these are done in the preparation of prisoners to a better life once they will be reintegrated into the community (Aheisibwe and Rukundo, 2017: 47) to complete the above ideas, we will notice not only in Nigeria, Namibia but also in Uganda and especially in Luzira prison, by the Uganda Prison Services with the collaboration of the Makerere University established a centre in order to empower prisoners in entrepreneurship and small business and terms of vocational training. Better is to demonstrate that it has been practiced since many years ago and like it was reported by programme trainers that inside Luzira prison schools, prisoners used to be trained in vocational enterprises such as carpentry and joinery; "bricklaying and construction, tailoring;

handcraft; shoe making; spinning; weaving” (p. 47); saloon training; and art and as in Nigeria and Namibia, the major purpose of vocational training by the UPS is to armed prisoners not only with skills that will help them after their prison life but also a way of helping them to manager they time while in prison (Aheisibwe and Rukundo, 2017: 47).

In Ghana, as in other parts of the continent, correctional institutions primarily focus on punishment as a means of instilling respect for the rule of law among prisoners. The prison system is viewed as a vehicle for social reintegration, but effective reintegration hinges on successful rehabilitation programmes aimed at facilitating the smooth transition of ex-convicts back into society (Wiafe, 2021: 1). The National Redemption Council of Ghana underscores prisons' responsibility to provide improved conditions of incarceration, which, in turn, contribute to rehabilitation and reintegration efforts (Owusu-Mensah, 2020: 58). Key to this process are programmes designed to address and mitigate criminogenic needs such as substance abuse, anger, violence, and sexual offenses, thereby equipping offenders with the tools to succeed socially. However, prisons in Africa, including those in Ghana, are often perceived as environments where inmates learn and perpetuate criminal behavior, thus posing a threat to societal safety upon their release due to the lack of job prospects and potential for recidivism (Owusu-Mensah, 2020: 59).

Regarding recidivism rates, it has been observed that in Ghana, ex-inmates often quickly return to criminal activities despite undergoing various punishment and treatment regimes during their incarceration (Afari et al., 2015: 130). This raises questions about the effectiveness of rehabilitation and reintegration programmes in Ghanaian prisons. Scholars have shed light on the existence of Guidance and Counselling Programmes in facilities like the Central Kumasi Prison, which offer inmates educational, vocational, and psychological counselling on an individual or group basis. These programmes aim to empower prisoners to make informed vocational choices and initiate positive personal change for the benefit of the community upon their release (Afari et al., 2015: 133). Similarly, at the Nsawam Medium Security Prison in Ghana, vocational and educational programmes are emphasized as central to the rehabilitation process, with lifelong learning and open-distance learning initiatives being among the offerings (Afari et al., 2015: 133). Additionally, the Koforidua Prisons in Ghana have implemented Correctional Counseling Programmes to prepare inmates for rehabilitation and reintegration into society, with reported increases in inmate self-esteem as a result. However, the full realization of these programmes is hindered by resource constraints, lack of human capital, and limited space for implementation (Sackey and Wilson, 2017: 1,7)

In Malawi, similar to other regions of Africa, educational programmes are implemented, and numerous studies conducted by stakeholders across Africa have shown that the majority of offenders who participated in these education programmes were less likely to return to prison after their release (Kajawo, 2019: 203, 204). However, it has been revealed that the system in which these programmes are implemented faces numerous challenges. The Malawi Prison Service lacks a robust management system for prison education due to the absence of structured programmes, insufficient human resources to implement the programmes, and inadequate infrastructure to accommodate inmates participating in the programmes (Kajawo, 2019: 208).

Building on the previous discussion about the effectiveness of Restorative Justice programmes in prisons, other scholars have examined whether Kenyan prisons effectively implement vocational education and training for rehabilitation. In Kenya, various prison programmes are designed to train inmates, as seen in La Tewa Maximum Security Prison and Shimo Latewa Medium Security Prison. It has been confirmed that vocational education and training help ex-inmates reintegrate into the community after their release, focusing primarily on behavioural and cognitive learning (Mbatha et al., 2020: 353).

In Kenya, vocational training has been successfully implemented, largely due to available funding and technological contributions. However, the insufficient number of trainers and their level of instruction hinder effective preparation of inmates for life after release, limiting their ability to reintegrate into the community (Maina and Mugambi, 2019: 211).

Additionally, in the case of Kakamega Male Prison, educational and vocational programmes have been implemented to aid the psychological adjustment of elderly male inmates. These programmes aim to equip inmates with skills and competencies for socioeconomic projects post-release, thereby reducing the likelihood of recidivism (Langat, Kabaji and Poipoi, 2015: 72-73)

In summary, while RJ programmes in African prisons are operational, the outcomes indicate that much work remains for countries, judicial systems, and penitentiary systems to better rehabilitate and reintegrate inmates into their communities, ultimately preventing re-offending and recidivism.

Traditionally, African conflict management strategies have their roots in the colonial era of African societies (Mpaka, 2020: 4). Additionally, many former African communities continue to use customary practices to resolve misunderstandings (Boru, 2016: 18). These indigenous mechanisms aim to preserve unity and solidarity among community members, despite their

diverse origins (Alemie and Mandefro, 2018: 1). These strategies effectively address conflicts that divide communities (Alemie and Mandefro, 2018: 2-3). The concept of restorative justice (RJ) is linked to both past and present practices, offering a peaceful way to handle conflicts traditionally, preventing quarrels and vengeance (Strang, 2017: 483). Traditional African RJ methods focus on restoring relationships between victims, offenders, and community members by promoting forgiveness and reconciliation, contrasting with the criminal justice system's emphasis on retribution and imprisonment (Oricho, 2009: 36; Toews, 2006: 17).

Historically, traditional RJ practices led communities to resolve conflicts by restoring relationships damaged by harmful behaviours, inspired by the spirit of ubuntu, which motivates African societies to humanise justice (Lephalala 2010). The virtues of ubuntu, such as peace, compassion, and sustained relationships, play a crucial role in maintaining community unity (Alemie and Mandefro, 2018: 2-3). Conflict resolution was often handled by councils of elders, who focused on repairing relationships through mutual forgiveness and peacebuilding, aligning with social capital theory (Oricho, 2009: 103; Alemie and Mandefro, 2018: 7).

Unfortunately, this potential remains hypothetical due to prison populations exceeding capacity and other adverse conditions that frustrate inmates, thus compromising the implementation of programmes aimed at preparing them for life after prison in Nigeria (Eyitayo et al., 2021: 11; Olaleye et al., 2023: 24-25).

These traditional justice methods demonstrate the power of RJ, which aims for reconciliation, truth-telling, forgiveness, and peacebuilding (Koulen, 2009: 322). Successful RJ processes, such as Gondooroo in Ethiopia and practices in Uganda, show their effectiveness in healing broken relationships and promoting sustainable peace (Boru, 2016: 26; Omale, 2006: 49). Zimbabwe's traditional justice, through institutions like botso and ngozi, positively addresses conflicts by encouraging offenders to recognise and regret their harmful behaviours, fostering reconciliation and peace (Benyera, 2014: 342).

Overall, traditional RJ processes allow all stakeholders to access justice and focus on rebuilding relationships and sustaining peace, preventing future conflicts (Alemie and Mandefro, 2018: 16).

Despite the potential of restorative justice and traditional justice, they have certain limitations and weaknesses. Koulen (2009: 325) criticises these systems for not being equipped to handle serious crimes like genocide. For example, the Gacaca courts in Rwanda were criticised for focusing on condemning Hutus as genocidaires rather than promoting peace and reconciliation,

which contradicts the primary objective of restorative justice – to rebuild relationships damaged by wrongdoing and restore peace (Clephan, 2012: 4; Murhula and Tolla, 2020: 3). The stigmatisation of certain groups and the punitive nature of the Gacaca process hindered reintegration and perpetuated division (Clephan, 2012: 4). Furthermore, Gacaca was criticised for being more punitive than restorative, limiting the accused's opportunity to explain, apologise, and seek forgiveness (Among, 2013: 451).

Huyse (2008: 182-186) also points out that traditional justice often excludes women and children, and religious differences and poverty can impede the process. Despite these challenges, numerous studies indicate that restorative justice is effective, with most victims and offenders satisfied with the outcomes (Johnstone, 2013: 129-132). Restorative justice is seen as an alternative to the traditional criminal justice system, which is often criticised for being offender-focused and ignoring victims' needs.

Crocker (2013: 61) highlights restorative justice as a vital means to rebuild relationships between offenders and victims, providing opportunities to restore relationships and alleviate some pains of imprisonment. However, she notes that restorative justice is not commonly implemented in many correctional facilities (Crocker, 2013: 45). Armour (2006) suggests that successful rehabilitation and reintegration involve making offenders aware of their crimes, encouraging confession and repentance, and initiating the forgiveness and reconciliation process.

Proponents of retribution and deterrence argue that offenders must be punished to respond to their crimes and prevent reoffending, with imprisonment being the primary form of punishment in many parts of Africa, particularly Nigeria (Obioha, 2011: 96). This philosophy is rooted in retributivist ideas and biblical principles like "an eye for an eye" (Hope, 2019: 1). However, restorative justice has long been practised in Africa to resolve conflicts, even before the introduction of colonial criminal laws (Gabagambi, 2017: 3; Hope, 2019: 1).

It is important to highlight the effectiveness of restorative justice in African prisons. Programmes aimed at preparing offenders to repair their wrongs and reintegrate into communities are crucial. Borzyeki and Makkai (in Ogunleye, 2014) argue that unsuccessful reintegration of ex-prisoners incurs direct and indirect costs to the community, compromising safety through increased crime. Lack of restorative justice programmes and insufficient educational skills limit ex-prisoners' job opportunities post-release (Abubakar and Abba, 2018: 35).

African countries are implementing RJ programmes in prisons, albeit at a lower rate. According to Davis et al. (2014 in Abubakar and Abba, 2018), vocational skills training for inmates is crucial for improving their employment prospects and economic situation upon release. Vocational training empowers offenders with skills and opportunities for employment (Abubakar and Abba, 2018: 38). Onweonye et al. (2013) emphasize that vocational training in prison is essential for rehabilitation, reformation, and reintegration of released prisoners (Abubakar and Abba, 2018: 38). The Ouagadougou Declaration also prioritises education and vocational training to prepare prisoners for their return to the community (Aheisibwe and Rukundo, 2017: 47).

To combat overpopulation, the justice administration should address the high rate of pre-trial detention, which negatively impacts the preparation of inmates for reintegration into the community. Prolonged detention makes RJ implementation nearly impossible, as seen in DRC prisons (Rapport Ministère de la Justice, 2015: 28). The success of prison rehabilitation and reintegration programmes is further hindered by the lack of effective policies and projects within the justice administration (Rapport Ministère de la Justice, 2015: 29). It has been suggested to hold magistrates accountable for delays in sentencing, as these delays contribute to overpopulation and impede RJ programme implementation (FIACAT and ACAT DRC, 2017: 21).

In conclusion, while the implementation of restorative justice (RJ) in African prisons is operational, the outcomes indicate that much remains to be done to adequately prepare inmates for reintegration into the community. Various recommendations have been made to governments and prison administrations to better organise rehabilitation and reintegration through RJ. Key recommendations included:

- Increased funding: Governments must allocate sufficient budgets to support inmates' rehabilitation and reintegration, helping them cope with life post-release.
- Training personnel: There is a critical need for well-trained personnel to achieve the goals of prison RJ, ensuring smooth rehabilitation and reintegration of inmates (Ulo, 2019: 99).
- Infrastructure improvements: Enhancing prison conditions and building training rooms are essential for successful rehabilitation and reformation. Better maintained and newly constructed prisons can alleviate overcrowding, facilitating the success of RJ processes (Ulo, 2019: 99). Other researchers share this viewpoint, noting that prison overpopulation

negatively impacts inmates' human rights and the implementation of rehabilitation programmes (Kinombe, 2016: 627).

For instance, prisons like Munzenze, Mbandaka, and Mbuji-Mayi have an occupancy rate of 123%, making the implementation of RJ programmes nearly impossible (Rapport Ministère de la Justice, 2015: 19). This situation mirrors that of Nigerian prisons, where management conditions fail to support the reformation and rehabilitation of prisoners due to insufficient space. The overpopulation and mismanagement of Nigerian prisons contribute more to the social deterioration of inmates rather than their restoration (Obioha, 2011: 99, 107).

The same observation highlights the potential role of prisons in humanising and rehabilitating inmates through restorative justice (RJ) programmes.

4.7 Major challenges of implementing restorative justice in African prisons

Upon learning that the majority of African countries implement RJ programmes within their prisons, particularly through educational services and vocational skills training, one crucial question arises: Are these programmes truly effective? Do they effectively fulfil their role, which is to prepare inmates for rehabilitation and reintegration into society by equipping them with skills and capabilities for decent employment, thus reducing the likelihood of reoffending and being rearrested? Addressing this question reveals numerous challenges facing most prisons in Africa regarding the effectiveness of RJ programmes.

In many African prisons, the primary focus is on educational and vocational programmes aimed at reintegrating prisoners into the community by providing them with employment opportunities and reducing recidivism. However, these programmes face significant challenges. For instance, in Ghana, the lack of sufficient funding has hindered the implementation of educational programmes (Aheisibwe and Rukundo, 2017: 48). Similarly, Nigerian prisons lack adequate facilities and materials for RJ programme implementation, exacerbating the issue (Ogunleye, 2014: 241).

The Luzira prison in Uganda encounters budgetary constraints in defining budgets for vocational training and education programmes, alongside a lack of equipped facilities and trained personnel (Aheisibwe and Rukundo, 2017: 48). Moreover, in Nigeria, the prolonged detention of prisoners awaiting trial undermines their participation in rehabilitation programmes, ultimately affecting the effectiveness of RJ (Ogunleye, 2014: 241).

This situation has led some scholars to criticize African prisons as ineffective and inadequate in treating and rehabilitating inmates for community reintegration (Shajobi-Ibikunle, 2014: 95). Nigerian prisons, for example, are viewed not only as components of the justice system but also as warehouses for prisoners awaiting conviction (Ogunleye, 2014: 241).

The impact of these challenges is evident in the educational and vocational training programmes designed to prepare prisoners for life after release. Despite efforts to implement such programmes, African prisons continue to operate under poor living conditions, with a significant portion of inmates awaiting trial. Thus, the rehabilitation and reintegration of prisoners through engagement in various prison programmes, integral to the RJ process in African prisons, face significant obstacles (Agbakwuru and Ibe-Godfrey, 2016: 83).

Similarly, Malawi's prison system struggles with the effectiveness of RJ due to insufficient facilities, qualified trainers, resources, and funding. The planning and execution of programmes within Malawian prisons are also hampered by systemic challenges (Kajawo, 2019: 204).

Furthermore, Zimbabwean prisons have observed high recidivism rates attributed to flawed program implementation, with programmes being more theoretical than practical (Zinyemba et al., 2020: 114). In Zambia, a lack of available officers to lead educational programmes within prisons has further impeded RJ implementation and the subsequent rehabilitation and reintegration of prisoners into society (OAG, 2014, as cited in Kajawo, 2019: 208).

Youth criminality is recognized as a prevalent global phenomenon, with a notable increase in crimes committed by young individuals reported across various countries (Savatia et al., 2020: 721). This trend poses significant challenges to numerous nations and societies, as the involvement of children in criminal activities adversely affects various aspects of social life, including education, health, and necessitates substantial funds for the management of the judiciary system (Savatia et al., 2020: 721). Furthermore, youth delinquency undermines community relationships, leading to conflicts and negatively impacting families, public peace, and the individuals involved in criminal activities (Mantey and Dzator, 2018: 321). Consequently, due to the misconduct of children or young individuals, law enforcement or judiciary administrations are compelled to place them in correctional facilities.

4.8 THEORY OF CHANGE

How can change come about? Peace education and restorative justice, as discussed earlier, are aimed at instigating change and preventing violence by addressing its underlying causes. The transformative nature of both peace education theory and restorative justice theory is crucial in

preparing inmates for their transition from lives marked by violence to lives of civic responsibility, ultimately facilitating their rehabilitation and reintegration into society. These theories are complemented by the theory of change, which seeks to shift inmates' behavior from negative to positive attitudes. Understanding the theory of change and its alignment with the transformation of child inmates is essential, and many researchers and scholars have delved into this concept.

The theory of change can be understood as a methodology employed to effect social change through planning, participation, and evaluation from a philanthropic standpoint (Chetty, 2018: 3). It encompasses a set of elements crucial for effecting valid social change, guiding long-term objectives and the necessary activities to achieve them. Additionally, the theory of change serves as a hypothesis predicting the relationship between expected change and the activities required to bring about those changes, necessitating well-designed programmes and engaged stakeholders (Connolly and Seymour, 2015: 3).

Building on this foundation, Carol Weis, a precursor of the theory of change, posed fundamental questions about why and how an idea works (Davies, 2018: 2). Similarly, Stein and Valters (2012) emphasized the theory of change as the link between activities and outcomes, advocating for visual representations to clarify desired changes. It serves as a framework for understanding how change occurs and how a series of actions can lead to the desired outcome within a specific context (Woodrow and Oatley, 2013: 8). Moreover, the theory of change serves as a tool for explaining the impacts resulting from program implementation (Walker et al., 2017: 1), delineating the process through which change will occur (Walker et al., 2017: 5-7).

In the context of this study, the theory of change is instrumental in outlining the necessary transformations for the rehabilitation and reintegration of child inmates into their communities. This entails a shift from negative behaviours to becoming law-abiding citizens, as depicted in Figure 6.

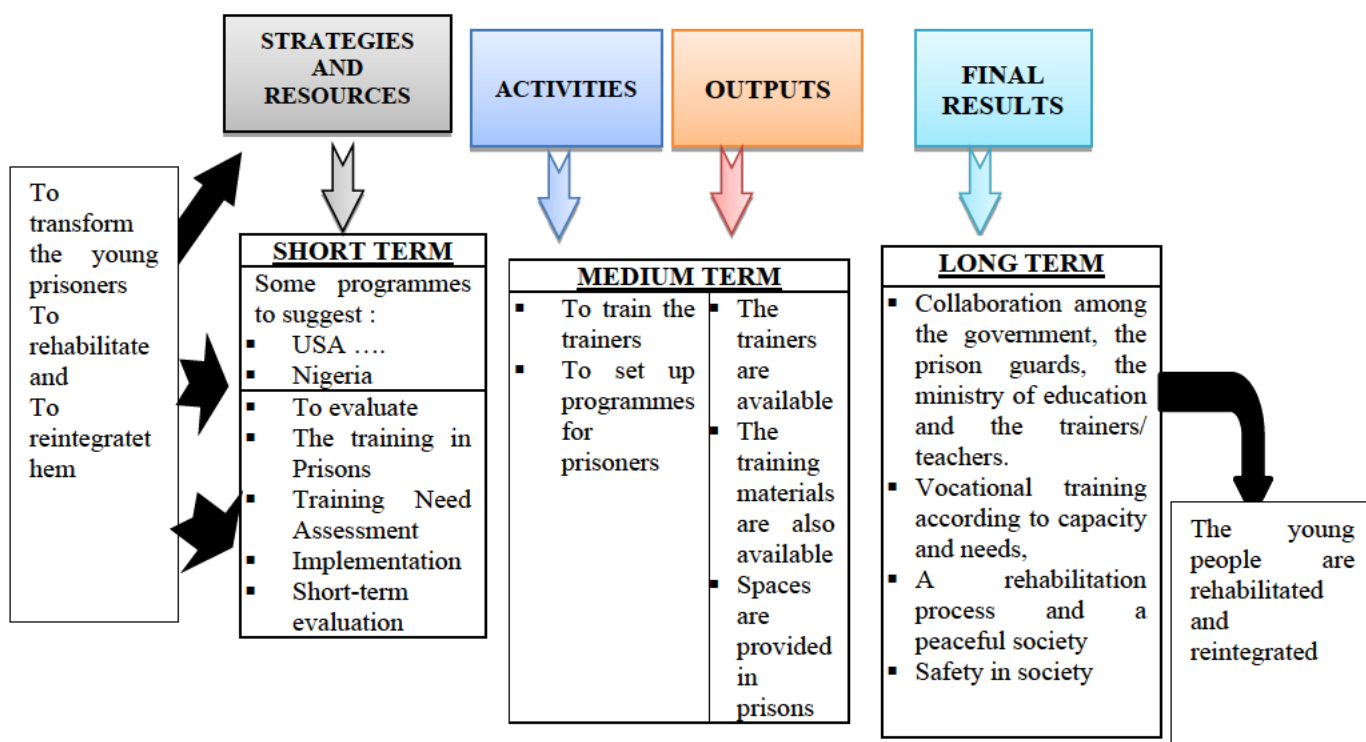


Figure 6: The theory of change

Source: The Researcher

4.9 SUMMARY

In this chapter, I have presented three theories - peace education, restorative justice, and the theory of change. These theories converge towards rehabilitation, which shapes the possibility of reintegration through education. This education includes training aimed at transforming beneficiaries' behaviour from being a danger to society to becoming useful and productive citizens. The effectiveness of the reintegration process hinges on the success of the rehabilitation process. Regarding rehabilitation and reintegration, it is argued that when restorative justice achieves success in providing satisfaction to both offender and victim, it reduces the rate of recidivism compared to the criminal justice system. This is because all stakeholders are satisfied with the process, instilling confidence among all members due to the positive transformation of offenders' behaviour, enabling them to reintegrate into the community.

Although Restorative Justice has not been applied due to its short-term implementation, it is essential to discuss it in this chapter. Children inmates trained through peace education will

eventually return to their communities, making restorative justice important at that stage. Furthermore, the theory of change is observed during the evaluation of the peace education programme, where various stakeholders in the program express how they have noticed slight changes in children after three years of program implementation. The children themselves also acknowledge the changes brought about in their own personalities after participating in the training process.

Several restorative approaches or models have been utilized elsewhere in the world, yielding mixed results. Chapter 4 of this thesis analyses some of these transformative models and provides suggestions for models that could be used in Munzenze Prison, especially in the context of the peace education program. Chapter 5 is centred on peace education as a necessity for the rehabilitation of child inmates in Munzenze Prison.

CHAPTER FIVE

PEACE EDUCATION AS AN IMPERATIVE FOR CHILD INMATES REHABILITATION IN MUNZENZE PRISON

5.1 INTRODUCTION

Chapter 5 is about peace education as an imperative for child inmates' rehabilitation in Munzenze prison. This chapter is centred around the contemporary philosophy of incarceration, the child inmates and the life in prison, the understanding of prison education, the link between rehabilitation and peace education and the use of peace education as a response to the inmates' transformation.

Prisons were modelled with the purpose of housing people who are accused of offences against the law and who should be punished accordingly. It has been reported that punishment plays a role of deterrence, retribution, incapacitation and rehabilitation (Joseph et al., 2021: 2) of inmates or prisoners who are held in detention for a long or a short period of time away from their community. This should give them ample time to reflect on the true reasons for their incarceration and how to avoid reoffending. They should also consider how to approach their victims for repentance (Patrick and Tracy, 2019: 23). Therefore, it is essential to awaken a sense of guilt in the offender to reach this level of awareness, and education can assist in this process.

Chapter 5 examines peace education as essential for helping juvenile offenders return to a path of peace and positive relationships within the community. It begins by exploring the philosophy behind incarceration, questioning whether it is intended for punishment, torture or the rehabilitation of the offender. The chapter also presents the image of the juvenile offender and discusses the role of prison education in fostering peace. It then delves into the aim of peace education in prison, which should be to re-educate and rehabilitate offenders. Finally, the chapter addresses a crucial question: whether peace education within a prison programme effectively transforms inmates.

5.2 CONTEMPORARY PHILOSOPHY OF INCARCERATION

Nowadays, the philosophy of imprisonment has shifted from traditional punishment to a focus on transformation and rehabilitation. This approach aims to prepare inmates through activities and programmes that equip them with the attitudes and skills necessary for their reintegration into the community. By providing them with the tools to secure employment and gain

acceptance from community members, this strategy helps reduce the likelihood of reoffending upon release (Kajawo, 2019: 203). It is argued that the most effective way to prevent inmates from reverting to criminal behaviour and to foster law-abiding citizens is through comprehensive rehabilitation (Patrick and Tracy, 2019: 23).

The requirement of preparing inmates is embedded in legal instruments such as the Universal Declaration on Human Rights, Article 26(1), the Dakar World Education Forum of 2002, the Mandela Rules of 2015, and other regulations. These documents stipulate that the incarceration of inmates should not focus solely on punishment, social isolation, confinement and deterrence, nor on components of punishment such as certainty, severity and celerity. Instead, prisons should emphasise the reformation and rehabilitation of inmates, preparing them for reintegration into the community after their release (Joseph et al., 2021: 2; Kajawo, 2019: 203).

In Malawi, responding to these requirements, as noted by scholars and researchers, involves implementing various rehabilitation programmes, including educational and vocational training (Kajawo, 2019: 203). Effective preparation of inmates to deter them from criminal behaviour inside and outside prison involves equipping them with transformative skills through rehabilitation programmes (Patrick and Tracy, 2019: 23). For juvenile inmates, the primary aim of incarceration is rehabilitation rather than punishment. Education is recognised as a fundamental right for all children, including those in prison, and is considered a crucial aspect of their rehabilitation. Educational programmes for child inmates vary from country to country (Leone et al., 2015: 587; Sullivan, 2018: 71).

Globally, the vision of rehabilitation for child inmates includes providing an environment that supports their continued education, especially if they were attending school before incarceration (Kajawo, 2019: 270). Many jurisdictions recognise that providing education to inmates is essential, extending beyond legal philosophy. Education is seen as a cornerstone of the rehabilitation process, which has three fundamental roles: helping inmates reintegrate into their communities, combating criminal behaviour post-release, and enabling them to secure employment after their prison term (Quan-Baffour and Zawada, 2012: 73)

5.3 CHILD INMATES AND LIFE IN PRISON

It has been reported that all over the world, there are around one million children who are incarcerated. This does not mean that they should be deprived of their rights, especially the right to education (Coyle, 2002; United Nations, 2015; van Hout and Mhlanga-Gunda, 2019 as cited in Kajawo and Johnson, 2023: 267). The requirement to provide educational opportunities

for inmates stems from the Universal Declaration of Human Rights, which asserts that education is a fundamental right for all individuals, including those in detention. According to UNESCO (2021), as cited in Kajawo and Johnson (2023: 7), prison education must be on par with that offered in official schools and be continuous both during and after incarceration. This aligns with the Standard Minimum Rules for the Treatment of Prisoners, which also known as the Mandela Rules, which emphasise the importance of education, particularly for juvenile inmates. These rules underscore that young prisoners, who are expected to rejoin society, must be able to complete their education while incarcerated and continue their studies upon release, in line with the African Union's Agenda 2063, which prioritises youth access to education (Bachman and Schutt, 2018; Davis et al., 2014; Formby and Paynter, 2020, cited in Kajawo and Johnson, 2023: 268; UN, 2015b: 30).

In response to these legal requirements, many countries have implemented effective prison education programmes. Malawi, for instance, mandates education for all citizens, including juvenile inmates, through its constitutional law and the National Planning Commission, 2020, in alignment with the African Union Agenda 2063 (Kajawo and Johnson, 2023: 268). Research shows that in the USA, Europe, Arab countries, and Asian nations, educational programmes for juvenile inmates are considered crucial for rehabilitation and reintegration into society. These programmes equip inmates with skills to contribute positively to their communities upon release (Kajawo and Johnson, 2023: 9).

Consequently, various activities such as recreational activities, skills acquisition programmes, and educational initiatives are designed to transform inmates, ensuring they develop socially acceptable attitudes and behaviours, and are prepared for employment, rather than focusing solely on the causes of their criminal behaviour (Patrick and Tracy, 2019: 24). The following section addresses questions about prison education and the necessary elements to achieve effective education in contexts like Munzenze Prison, exploring all dimensions of prison education.

5.4 UNDERSTANDING PRISON EDUCATION

According to international legal instruments, prison education is a recognised right for all prisoners during their incarceration (Millana, 2020: 8). However, achieving a common understanding of this right poses a challenge, as interpretations vary from country to country. In some places, prison education encompasses professional activities, while in others, it focuses on correcting inmates' attitudes. Some prison institutions offer educational programmes that do

not address the social or general needs of the beneficiaries (Costelloe, 2014: 2). It is crucial to clearly define prison education to avoid confusion between training in prison and the type of education provided in schools, as their goals towards prisoners' rehabilitation can differ (Costelloe, 2014: 2).

It is important to specify the desired outcomes to effectively reform inmates and to provide education relevant to children in Munzenze Prison. Juvenile centres and prisons aim to reform children through education during their confinement. These institutions equip inmates with the skills and capacity to reflect on their past, present, and future, helping them avoid reoffending (Sullivan, 2018: 71).

The time spent in prison can be an opportunity for inmates to avoid criminal attitudes and prepare to continue formal education after their release, thus serving society better (Leone et al., 2015: 598). Researchers have found that prison education or peace education in prison can significantly reduce the likelihood of reoffending (Leone et al., 2015: 598). Consequently, international legal instruments mandate that prisoners' education should be compulsory, aiming to develop the human personality and allow inmates to contemplate their future life projects (Costelloe, 2014: 3). Offences often arise from a lack of education, job opportunities, and hope (Jain et al., 2018: 41).

A 2013 study revealed that participation in prison education and vocational programmes reduced recidivism and therefore lowered financial spending on incarceration (Sullivan, 2018: 76). However, prison education faces criticism, with some viewing it as a way of rewarding criminals who should be punished. Critics argue that funds allocated for prison education should instead support the victims of crime or their relatives (Quan-Baffour et al., 2012: 74). Many community members believe that prisoners deserve severe punishment rather than educational opportunities, which they see as undeserved rewards (Quan-Baffour and Zawada, 2012: 74). Some prison wardens argue that education programmes can make inmates arrogant (Torrijo et al., 2019: 671).

Despite this opposition, other thinkers highlight the numerous advantages of prison education, especially for juvenile inmates. It prepares them for a positive future, as these children are still needed and expected in their communities. Therefore, education is considered an essential and unavoidable means of rehabilitation. In fact, Sullivan (2018: 77) asserted that:

If society wants to reform juvenile offenders, education is the solution. If society wants to awaken juvenile offenders to cultural values, education is the solution. If society wants

to prepare juvenile offenders for professional training and adjusting to life outside of detention centres, education is the solution. It is in the interest of society to stop the cycle of recidivism, and education within juvenile detention centres provides a solution. Not only is it the solution for success after release from detention centres, but also key improving conditions within detention centres.

Correctional education is often regarded as the last opportunity for inmates to further their studies, as many may not have the chance to do so after their release due to age or lack of support. This underscores the importance of prison education. For it to be effective, it should be grounded in moral philosophy and ethics, helping inmates confront and overcome the personal ethical dilemmas that contributed to their incarceration (Quan-Baffour et al., 2012: 75). A notable example is found in Indian prisons, where the government actively encourages and promotes such education. The positive outcomes of this system include improved inmate behaviour, reduced sentences, and early release (Jain et al., 2018: 41). Additionally, Lahm argues that investing in prison education yields better results than building more prisons, as it significantly reduces recidivism rates (Jain et al., 2018: 42).

5.5 REHABILITATION AND PRISON EDUCATION

The successful reintegration of inmates into the community post-incarceration should be supported by training that equips them with skills necessary for transformation and to prevent reoffending (Patrick and Tracy, 2019: 23). During their time in prison, inmates need a period for reflection, acknowledging their misconduct, expressing remorse, and seeking forgiveness from those they wronged (Patrick and Tracy, 2019: 23). The primary role of prison is to rehabilitate inmates, treating them humanely and without causing suffering, allowing time for contemplation and future planning. Ignoring the social and cultural context in rehabilitation efforts can cause more harm than benefit, as effective rehabilitation should re-humanise inmates (Higgins, 2021: 146). Therefore, prisons should focus on transforming and rehabilitating inmates through well-developed programmes such as recreational activities, educational initiatives, and skills acquisition, enabling them to adjust to life after release (Patrick and Tracy, 2019: 24). Rehabilitation is understood as a process that reconnects inmates with the community, similar to their pre-incarceration state (Higgins, 2021: 145)

In Nigeria, the focus of prisons is on preparing inmates for reintegration into society by implementing various activities that help prisoners acquire skills for an easier transition back into the normal world (Patrick and Tracy, 2019: 24). Sutton, as cited in Patrick and Tracy

(2019: 24), also highlights the importance of prison education in keeping inmates engaged in productive activities, transforming their behaviours, and opening job opportunities through vocational training. This underscores the connection between rehabilitation and education. Prison education should be relevant both within and outside the prison context (Higgins, 2021: 151). Experts from the Council of Europe emphasise that such education should consider each inmate's knowledge, skills, life experiences, and cultural context. Moreover, it should go beyond traditional education, which often focuses solely on teaching and learning without considering critical reflection on their environment (Higgins, 2021: 151). For education and rehabilitation to effectively address criminal behaviour and reduce reoffending, it is crucial to help inmates develop critical thinking about their environment, realize their potential, and experience genuine freedom (Higgins, 2021: 154). Studies have shown that inmates who receive education while in prison are more likely to find employment and avoid recidivism (Crabble, 2016: 4).

5.6 IS PRISON EDUCATION REALLY AN ANSWER FOR INMATE'S TRANSFORMATION?

Children deserve to be protected and see their rights protected, especially the right to education. This does not mean that being detained justifies denying them this right (Rosmilawati, 2023: 593). Similarly, education for child inmates is beneficial as it positively transforms their behaviours and attitudes. Prison education focuses on nurturing rather than merely providing instruction. Among the benefits, children in prison will improve their communication skills, develop teamwork abilities, and acquire skills that will help them reconnect with society upon release (Rosmilawati, 2023: 593). It has been said that prison education keeps inmates engaged in meaningful activities, helping them change (Igbinovia and Omoroghiunwa, 2019: 24). Research in African countries shows that inmates who participated in education programmes were less likely to reoffend after their release (Kajawo, 2019: 204). In Benin City prison, education programmes have significantly transformed inmates and improved their social well-being. Inmates there confirmed that these programmes positively impacted their lives, leading to a demand for their continuation (Igbinovia and Omoroghiunwa, 2019: 29-30).

Correctional education is seen as a crucial tool for enabling inmates to contribute positively to community life. It plays an important role in their reformation, transforming them into better individuals. Without such programmes, inmates' chances of accessing a better life post-release are compromised (Jain et al., 2018: 45). This need is particularly acute in Munzenze Prison, where child inmates will eventually return to their communities. Their release should be

followed by an educational programme, at least to monitor their progress. However, determining the most suitable type of prison education for them is crucial. Many inmates face challenges that hinder the implementation of such programmes. There is a significant gap between the education provided to children in prison and what they receive in normal life. In Munzenze Prison, education for children in detention is lacking but needed, as they deserve this right.

5.7 SUMMARY

The chapter provides an overview of prison education as a strategy for rehabilitation and reintegration, covering six key points. It highlights the link between prison education and positive outcomes, such as smooth rehabilitation and the reintegration of former offenders into their communities. The chapter raises an important question: can prison education truly facilitate the transformation of offenders? Focusing on Munzenze Prison, it examines the challenges of implementing educational programmes for child inmates. Firstly, the chapter establishes that there has never been an educational programme in Munzenze Prison or other correctional institutions in the Democratic Republic of Congo. Secondly, it notes that the living conditions in the prison are not conducive to running educational programmes effectively; the space is inadequate given the population, children are not well nourished, and they are often confined to small rooms.

The chapter includes perspectives from various local stakeholders involved in prison education, including the children, prison staff, judiciary members, and educational officers. Despite the poor living conditions, these stakeholders expressed support for the programme and recommended its implementation and continuation. They appreciated the programme's focus on violence, non-violence, and peace education. Various stakeholders emphasised that such programmes are lacking in local prisons, underscoring the importance of prison education as a child's right and a preparation tool for reintegration into the community.

Chapter 5 discusses peace education as essential for the rehabilitation of child inmates in Munzenze Prison, analysed through six key points. The first point examines the contemporary philosophy of incarceration, showing that the current purpose of incarceration is more aligned with punishment than with preparing inmates for rehabilitation and reintegration. It argues that effective reintegration is best achieved through rehabilitation programmes. The second point addresses the life of child inmates in prison, highlighting the importance of prison education for their rehabilitation and return to the community, as mandated by many legal instruments. It

also notes that activities like recreational programmes, skills acquisition, and educational initiatives positively impact inmate behaviour globally.

The next chapter presents the research methodology used in the research.

PART THREE

CHAPTER SIX

RESEARCH DESIGN AND METHODS

6.1 INTRODUCTION

The aim of this study was to increase the awareness of the need for rehabilitation efforts and reintegration of former child inmates among the stakeholders, based on the case of Munzenze Prison. To achieve this, this research uses participatory action research design involving all these stakeholders and using qualitative methods of data collection, data analysis and interpretation. The focus of the research is on the rehabilitation of child inmates via restorative justice approaches and peace education that are transformative in nature. This chapter presents research design, the research population and sampling techniques and the data collection methods and interpretation. The data was collected through focus group discussions, one-on-one interviews, observations and documents. Finally, the chapter presents the elements of trustworthiness that were addressed to evaluate the tools that were used and see whether they helped to collect the needed data and whether they help to respond to research questions and objectives.

6.2 THE RESEARCH APPROACH

The researcher chose to conduct a qualitative study. According to Mik-Meyer (2020), qualitative research is an approach used to understand people's experiences, behaviours, and interactions in a detailed and holistic manner. It focuses on exploring phenomena through the collection of non-numerical data such as interviews, observations, and text analysis. Researchers choose qualitative methods when they aim to gain deep insights into complex issues, understand the meaning and context behind human actions, or explore areas where little is known. Unlike quantitative research, which seeks to quantify variables and use statistical analysis, qualitative research prioritises depth over breadth. The interpretivist or constructivist paradigm (Scauso, 2020) is commonly associated with qualitative research, as it emphasises the subjective interpretation of social phenomena and the understanding that reality is constructed through human interaction. Within the qualitative approach, there is a range of designs: phenomenological, ethnographic, grounded theory, historical, case study, and action research.

6.3 RESEARCH DESIGN

Action research involves “action to improve practice and study the effects of the action that was taken”, according to Brydon-Miller, Kral and Ortiz Aragón (2020: 10). Participatory Action Research (PAR), as an offshoot of action research and is well-suited for this study. PAR is a qualitative research method that involves not only the researcher but also the community in which the research is conducted. This approach is particularly effective because community stakeholders often have extensive knowledge about the issues and conflicts in their community and potential solutions to improve community life according to everyone's aspirations (Watters et al., 2010: 5). Connolly et al. (2015: 31) argue that PAR facilitates discussion, dialogue, and reflection. Additionally, PAR provides a space where those involved can actively participate in decision-making as community members (Maguire, 1997, cited in Macdonald, 2012: 39).

As Selenger (in Macdonald, 2012: 39) notes, the participation of community members is crucial because they directly observe and experience the problem being studied and can offer valuable insights and solutions. Meyer (2000: 11) supports this view, stating that participant involvement is vital because they understand the situation's needs and play a crucial role in achieving desired changes. This type of research is a participatory process aimed at transforming challenging situations for the better (Meyer, 2000: 8). Its success is enhanced when the response to a problem is developed through collaboration between the researcher and those affected by the problem (MacKay and Marshall, 2001: 47). Davie (1999: 1) also highlights that PAR involves the subjects of the study from the research process's inception to the final communication of the outcomes.

MacDonald (2012: 39) states that the research process needs the participation of the entire community at all stages in order to contribute to the expected change and to implement the change as needed. He adds that community member participation is crucial for thoroughly analysing and addressing the problem that needs to be changed. According to Chandler and Torbet (2003) and MacDonald (2012: 39), community members involved in the research process should not be seen as passive actors because they are key contributors from the beginning to the end of the research. Planning and implementing actions through PAR should not be imposed on community members but should be done collaboratively with them to achieve real solutions to the issues affecting their living environment and relationships (Juujärvi and Lund, 2015: 1). The cooperation between the researcher and the community in research activities or projects, shaped by the research questions/objectives, guides interventions

and provides a framework for addressing challenging social issues (Juujärvi and Lund, 2015: 2).

Gittins (2019: 2) echoes similar sentiments. He advocates for the integration of research into practice through PAR, where researchers and stakeholders collaborate to thoroughly investigate problems and devise practical solutions. This necessitates participants in the research acting as co-researchers, as they share a common understanding of the issue at hand. This collaborative approach involves interviewing stakeholders and engaging them in the process to encourage reflection on their circumstances and potential solutions (Hearne and Murphy, 2019: 1). Ultimately, the goal of PAR is to catalyse social transformation using insights gleaned from the research process. As a participatory social process, PAR involves stakeholders exploring their goals and circumstances, articulating their social realities, and leveraging their personal insights (Hearne and Murphy, 2019: 1)

From this discussion, we gain insight into the essence of PAR, although it encompasses various interpretations. Bradbury (in Gittins, 2019: 2) characterises PAR as a participatory and democratic approach to knowledge creation, integrating action and reflection, theory and practice, with the goal of generating practical solutions to community concerns addressed in the research. Furthermore, PAR represents a philosophical stance towards research, aiming to acknowledge and harness the influence of research participants throughout the research process, from inception to conclusion. Its primary objectives encompass enhancing capacity, fostering community development, empowerment, social justice and participation (MacDonald, 2012: 39).

Wadsworth (in MacDonald, 2012: 38) views PAR as a framework for contextual understanding of historical, political, economic, and geographic factors, necessitating practical actions to address and ameliorate pertinent issues and experiences. He emphasises that PAR is not merely research followed by action, but rather action that is researched, transformed, and reinitiated within the research process by the participants themselves. Whyte (in MacDonald, 2012: 38) underscores the active involvement of stakeholders in the research process, contrasting with their passive role in conventional research, as they contribute insights to inform future actions. Maguire (in MacDonald, 2012: 38) highlights the collaborative nature of actions within PAR, emphasizing that they are undertaken collectively by researchers and those affected by the issue, with the aim of effecting radical change. Olshansky, Hearne, and Murphy (2019) trace the historical roots of PAR to Kurt Lewin's seminal ideas, which underpin qualitative research, aiming to understand people's daily lives and experiences to effect positive change in their

adversely affected situations. This aligns with Mactaggart's (Macdonald, 2012) assertion that the purpose of PAR in the research process is to empower marginalized individuals as partners in social change, achieved through capacity building and enhancing their participation. Maguire (1997, cited in MacDonald, 2012) underscores the significance of collaboration in the research process, emphasising the importance of sharing ideas and knowledge to meet PAR's objectives. Reason and Bradbury (cited in Nelson, 2017) further emphasise PAR's focus on planning actions and practices to address practical solutions to community challenges. Figure 7 provides an illustrative representation of the primary pillars of PAR.

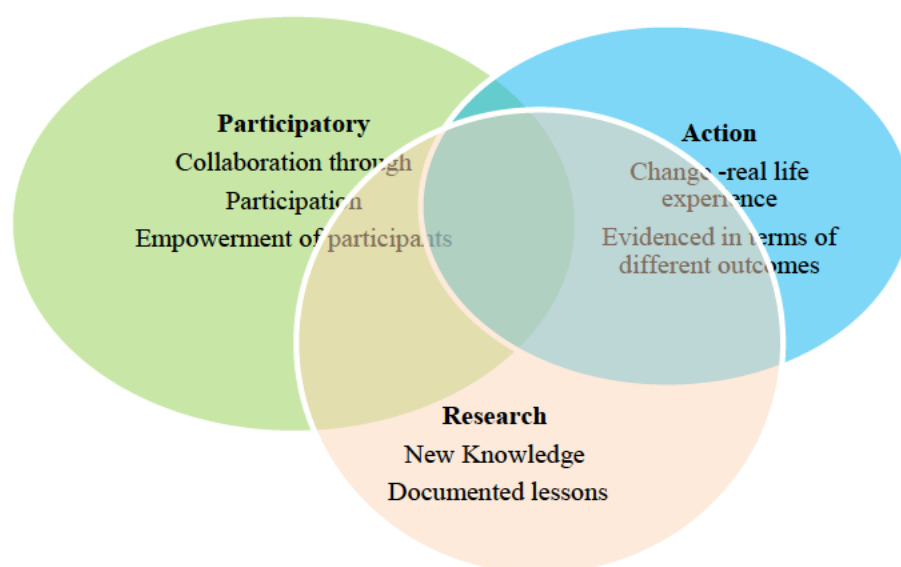


Figure 7: The Participatory Action Research Model

Source: Hearne and Murphy, 2019: 13.

Indeed, this thesis focuses on education programmes and restorative justice for child inmates; the exploration of efforts currently being made to help and prepare the child inmates for rehabilitation and to assess the effectiveness of these efforts. The major aim for me was to understand why a group of children is kept in prison and marginalised in terms of access to education. Yet that should be the way for them to come back to normal life through an education programme during their incarceration. Here, transformation will be meaningful and important because the PAR brings about transformative insights which come from the community. PAR typically involves a cycle or multiple steps depending on the aims and the findings, whether they are successful actions, programmes, interventions, treatment or not. The inquiry will follow the same cycle (O'Brien, 2001; Twinomurinzi and Phahlamohlaka, 2005). The five stages and diagram of cycle of action research are listed below:

1. Diagnosis of the problem; the major task here is the identification and the definition of the problem or the phenomenon under study.
2. Action planning is based on determining various alternative courses of action.
3. Acting or selecting the adequate action to be applied in order to tackle the problem.
4. Evaluation or exploring the consequences of the implemented actions.
5. Specification of learned experiences or identification of general findings.

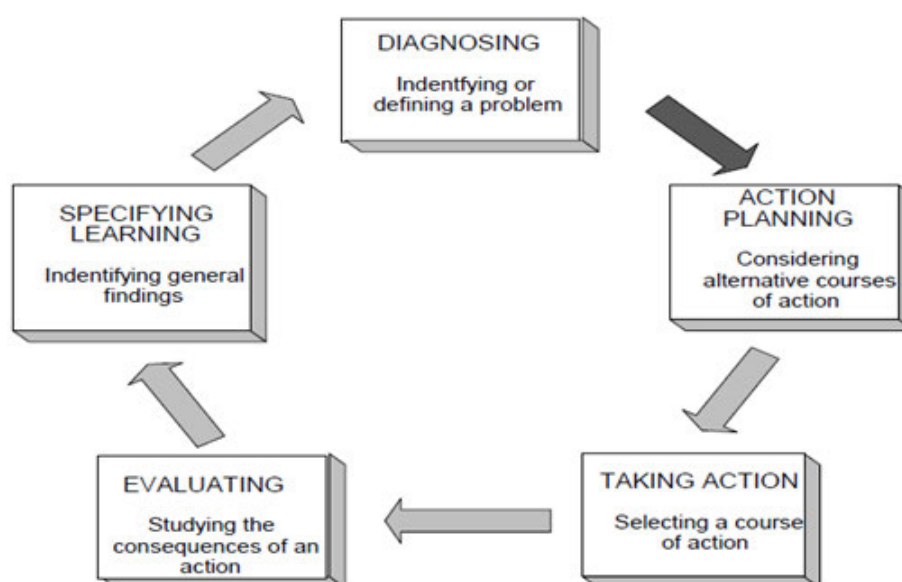


Figure 8: Cycle of Action Research

Source: O'Brien (2001:5)

At this stage, it is important to underscore the fact that these five stages can inspire a new cycle of progress in case of satisfactory outcomes. Additionally, the rehabilitative restorative justice model employed in this study is crucial. Restorative Justice Approaches advocate for restorative sanctions, which encompass apology, commitment to amended relationships, respect, commitment to refrain from re-offending, responsibility, reparation for any harm caused, and facilitating the offender's social reintegration (Capstick, 2018). In summary, the anticipated outcomes of this study include the rebuilding of trust and self-esteem. Children who have a negative self-image will begin to appreciate and pursue their self-worth. Another result will be a resocialisation process. Children harbouring bitterness towards their community members will be empowered to accept them and live in peace within their human environment.

This study will also lead to a change in perception towards child inmates after the implementation of peace education programmes. Indeed, community members will develop a

new appreciation for the human dignity of accused children, facilitating their committed social reintegration. In this regard, the research aligns well with PAR because the anticipated change resulting from the research process represents a culmination of activities led by both the researcher and the stakeholders (Chouinard, 2010). Therefore, the primary aim of this study is to enhance the effectiveness of rehabilitation and reintegration efforts to positively change child inmates and reintegrate them into society. An important question arises: how can child inmates be included in the research process, particularly in overcrowded correctional institutions in the DRC, including Munzenze? If the answer is affirmative, how does this involvement align with inmates' education, restorative justice, and transformation? The core objective of this study is to investigate the availability of a programme that could aid child inmates in reintegrating into the social environment. It should be noted that this category of children is often forgotten, marginalised, or vulnerable due to their inability to enjoy their human rights, especially the right to education. Yet, it can be assumed that education for children, wherever they are, is crucial for preparing them to fit into society. This necessitates concerted efforts to ensure that the preparation and rehabilitation of children yield positive results.

This is where PAR becomes relevant, as reintegration and rehabilitation require contributions from various stakeholders. The interventions used in the rehabilitation process are based on peace education and restorative justice. Diessel (2008) acknowledges that the rehabilitation and reintegration of inmates are critical functions of the prison system, a consideration applicable to Africa as well. Furthermore, rehabilitating offenders in a prison-based context through appropriate programmes is likely to reduce post-release re-offending among some offenders (Harding, 2014: 163). The use of RJ approaches in penitentiary and correctional services is widespread and well-researched upon. These include “offending behaviour and victim awareness programmes, community service work, and victim-offender mediation” (Dhami and Mantelet al., 2009: 433). The aim of RJ is to promote self-regulatory attitudes, encourage repair for harm, and prevent re-offending. RJ is closely linked to peace education. The combination of these two interventions will be tested at Munzenze Prison, and the outcomes will be evaluated to assess how applying these theories has aided in the rehabilitation of child inmates. The instruments used to gain in-depth views of victims and child inmates prior to their rehabilitation include restorative justice and peace education instruments. The expected outcomes encompass:

1. Rebuilding trust and self-esteem: children who think badly about themselves will start appreciating and pursuing their self-worth.
2. Re-socialisation: children who may be nurturing negative views or ideas against their fellow community members will be helped to appreciate the human dignity of others, and that would bring a positive outcome as far as children's social reintegration is concerned.

6.4 RESEARCH POPULATION AND SAMPLING METHODS

A purposive sample of 66 participants was the source of empirical data, which consisted of

- 35 child inmates
- eight judiciary officers
- five community members
- eight educational officers
- two prison officers
- eight trainers.

I also tried to make contact with the victims or their families in order to hear their side of the stories and what their feelings were. The sample frame was all 35 child inmates in Munzenze Prison, the prison warden, people in the judiciary field, the community members and the children's relatives, the trainers and the educational officers. I refer to these categories because the objectives were basically to get information from them as stakeholders in order to bring harmony in the community once the children are released from the correctional institutions. They are part of the research sample as they helped me to respond to the specific questions and about various issues in society. In this way, the people I contacted were those who were knowledgeable about the problems in the community and the reasons why children's antisocial behaviours led them to jail. Child inmates were the main unit of analysis (the entity that the researcher wished to say something about at the end of the study, and were thus considered as the focal point of my study), while other participants will be involved in assisting with data collection or with information to evaluate the impact of the restorative justice and peace education on young inmates. Although child inmates constituted the main target of this study, because of the participatory nature of action research, adults involved in the life of this category of people participated as co-researchers to ensure the sustainability of the intervention to undertake for the beneficiaries. Munzenze Prison was the primary facility where restorative justice was investigated.

6.5 DATA COLLECTION METHODS

The research design in this study is qualitative. For data collection, focus group discussions, interviews, observation and documentation are methods that were used because they are said to be suitable methods of data collection in qualitative research (Creswell, 2014: 234; Paradis et al., 2016: 4). These three methods provided the views, the perceptions and contributing ideas towards the PAR. This requires the participation of various stakeholders in the research processes.

6.5.1 Focus Group Discussions

These are group interview comprised of key informants on exchange between the research stakeholder in order to generate data (MacDonald, 2012) and this is a good way of bringing together people who have a common background, and the same experiences of a topic related to their field or their life (Mishra, 2016: 2). In addition, as a promising alternative in PAR, during the focus group discussion the researcher does not control the perceptions and the ideas but simply facilitates the discussions between the participants who play the major role under the moderation of the researcher (Nyumba et al., 2018: 21). Generally, a focus group discussion consists of 7 to 12 participants (MacDonald, 2012:41) and between 10 and 12 participants (Mishra, 2016: 2). This is done because a small group has the potential to facilitate the sharing of ideas and this is also the opportunity to the researcher to collect the needed information (MacDonald, 2012: 41). In the context of this study, the focus groups discussions were aspace where community members could give their views about child inmates' education, their rehabilitation and reintegration processes into society after their stay in prison and the possibility of restorative justice. For this, the main objectives focus on:

- ✓ Ananalysis of the link between the social environment and the misbehaviour of children.
- ✓ Adiscussion about the efforts made by the community members in order to help children while in prison and after their life in prison.
- ✓ Strategies that can facilitate the re-entry of children into the community after their incarceration.

6.5.2 Interviews

Interviews are commonly used in order to get ideas and information from interviewees, their perceptions and understanding ofa given situation or about how people are thinking and reacting. Face-to-face or one-on-one interviews were conducted with the purpose of getting

information through direct questioning (MacDonald, 2012). Thus, interviews are mechanisms whereby the researchers gather information from people through stories which allow people to share their experiences about a given situation and to explain the motivation for their behaviour or that of other community members.

According to Bolderston (2012: 68) and MacDonald (2012: 42), during interviews, both researcher and participants inform on another. It has been reported that interviews are a process where the researcher tries to understand the ideas of interviewees and their perceptions about why people adopt a given kind of behaviour (Stuckey, 2013: 56). In addition, interviews are reported to be a good way of achieving objectives of research because they help to get relevant information from interviewees. They are good channels of understanding the inner feelings and behaviour (Dilshad and Latif, 2013: 191). In this study, it will be an opportunity for me to get the views from the prison director, the judiciary officers and lawyers and the educators about their stand on education of child inmates and this will be the face-to-face interview. For example:

- ✓ For the prison director, it was the opportunity to tell me about what was going on in the prison. During the interview sessions, he gave me the number of child inmates, the causes and the duration of their incarceration in order to know if the time they spent in prison had an impact on their behaviour and reduced the possibility for them to recidivate. He also explained the policy to implement in order to mitigate children imprisonment.
- ✓ From the judiciary officers, lawyers, magistrates and judges, through the interviews, I collected their ideas about what they knew on the causes of child incarceration and the crimes they committed. Another concern was focused on knowing the group of children who were more delinquent than others (male or female?) and, if cases of recidivism existed after they were released, what solutions they could suggest dealing with the cases of recidivism.
- ✓ The interview sessions with the education officers, inspectors and teachers were an opportunity for them to tell me how the children could get help while in prison through an educational programme and to find out whether such a programme has been tried for those child inmates. In case nothing has been tried, I asked what programme needed to be implemented and who could contribute to shaping such a programme in order to rehabilitate and re-integrate the children into the community.

6.5.3 Observation

Observation is a vital approach in qualitative research (Takyi, 2015). Participant observation, a key technique, allows researchers to immerse themselves in the daily lives of the subjects, discovering how things are done, asking questions, and listening to conversations. This innovative method, particularly useful in PAR, enables researchers to access the environment where the research occurs and record elements not discernible through other methods. This approach helps capture the reality of the social situation with the subjects under study (Gillis and Jackson, 2002; MacDonald, 2012: 42). It allows researchers to observe behaviours in their natural settings, providing deeper insights into ongoing processes (Takyi, 2015). According to Creswell (2009: 182), participant observation collects data in an open-ended manner by observing people and places, making it one of the oldest data collection methods. This method offers a comprehensive view of a situation, revealing both what is visible and discussed and what remains unspoken within society (MacDonald, 2012). In this study, my observation focused on the shared conditions of imprisoned children and their living environment, adhering to the requirements for field research, such as taking field notes on behaviours and life experiences in a given context (Creswell, 2003: 184).

My duties were mainly to:

- ✓ listen to what informants were saying, the way they relate to each other or to the prison warden.
- ✓ observe on an ongoing basis the facilities or the place where they are accommodated to see whether the place could be conducive to any training programme.
- ✓ establish whether their basic needs are well covered in order to enable them to benefit from the educational programme. Among these basic needs, there were food and water or even equipment for leisure time.

6.5.4 Document Analysis

Research methods developed so far are not the only or most important approaches in the research process. Another valuable method in social science known as documentary analysis (Mogalakwe, 2006: 221) which is recognised as a widely used method in sociology and social sciences (Ahmed, 2010: 2). The documentary approach remains a crucial method in qualitative research, aiding in the understanding of the phenomenon under study (Ahmed, 2010: 2). This method involves the examination of physical and written documents from various fields. Documentary sources can be categorised as primary documents, provided by individuals who

have directly experienced a situation, and secondary documents, written by those not involved in the events they describe (Mogalakwe, 2006: 222-223). These documents may include official or government publications in the form of Parliament acts, policy statements, documents from civil society organisations, trade unions, and non-governmental organisations, as well as meeting minutes, personal records, training manuals, and annual reports (Mogalakwe, 2006: 222). In this study, I used documentary analysis alongside other methods, as they collectively provided a comprehensive understanding of the theories and information relevant to this research.

6.6 DATA ANALYSIS METHODS

Data from interviews and focus groups was coded and analysed using thematic content analysis, (Braun and Clark 2006; Nowell et al. 2017) which, following Terre Blanche et al, (2006), involved familiarization and immersion with the responses, identifying themes, coding, elaboration and interpretation.

The instruments for data collection included a question guide with both open-ended questions (to allow respondents to share their experiences and understanding of the problem) and closed-ended questions (to gather demographic information such as age, gender, village of origin, and status before detention). These tools were used during interviews and focus group discussions.

Based on the interpretive paradigm, the data collected was first coded to identify emerging themes and the interactions between these themes. This strategy facilitates analysis, interpretation, and the generation of knowledge by applying appropriate codes to responses provided by participants in each category of respondents (children, inmates, victims). The responses from interviews and observations were then compiled and organised.

At the data collection stage, I assigned pseudonyms to each respondent to ensure anonymity. Subsequently, I categorised each group of offenders and their individual or group responses. I refined the data by retaining relevant information and discarding what was not pertinent to the study (Creswell and Poth, 2018: 70).

Regarding the data analysis strategy, Polkinghorne (1995) discusses a narrative approach where the researcher identifies themes that are consistent across stories or categorises types of stories to generate the themes for analysis. This was the methodology I followed.

6.7 VALIDITY AND RELIABILITY

Research has been found to succeed due to the rigour and discipline applied during data collection, especially when using a qualitative approach that incorporates structured and semi-structured interviews for a better understanding of the phenomenon and to obtain rich, necessary data (Coleman, 2022: 2041). Additionally, validity and reliability pertain to the accuracy and credibility of the data obtained from interview sessions (Coleman, 2022: 2041). Coleman (2022: 2041) further explains that validity and reliability are crucial as they address the issue of trustworthiness, which is particularly significant in qualitative research. They help the researcher demonstrate that their data collection methods align with their research objectives.

The validity and reliability of this research will be achieved through multiple mechanisms. The literature on the rehabilitation of child inmates is extensive, which will enable me to ensure the accuracy of my research by comparing it with existing studies. Golafshani (2003: 604) “noted that in the qualitative paradigm, reliability and validity are conceptualised as trustworthiness, rigour, and quality”, which include the elimination of bias through triangulation.

- Validity means that the instrument I used was giving me information which accurately describes the phenomena under investigation or just gave me what I needed to know.
- Reliability means that, if the assessment is done twice or more by the researcher, this could give the same score or can give the same results.

Creswell and Poth (2018: 254-285) discuss “validation in qualitative research, suggesting that researchers [should use] accepted strategies to document the accuracy of their studies”. According to Creswell (2018: 264), reliability in qualitative research focuses on intercoder agreement, which involves using multiple coders to analyse transcript data. This ensures the stability of responses across different coders. Developing and assessing codes for reliability is a crucial part of the analysis process, and this was the initial step I took in encoding the data collected from the field. Golafshani (2003: 601-602) emphasises that validity and reliability are essential concerns for any qualitative researcher during study design, result analysis, and quality assessment. To ensure the validity of this study, I adhered strictly to principles of truthfulness to avoid compromising data integrity. This included obtaining informed consent from participants, adhering to scheduled activities, and maintaining the confidentiality and anonymity of all research participants. To achieve these elements and give any validity and reliability to my study, I used the following approaches:

6.8 TRIANGULATION

Considering research as an investigation aimed at addressing social problems, triangulation stands out as a vital approach for assessing and validating the credibility of research results through different methods, techniques, and theories (Alamri, 2019: 66). Triangulation is essential for confirming or validating results obtained from various research methods, allowing researchers to identify convergence between different findings (Yasmin and Rahman, 2012: 157). This approach is advantageous as it enhances the understanding of the phenomenon and strengthens the validity of research results by minimising bias (Bans-Akutey and Tiimub, 2021: 3-4). In qualitative research, data are typically not measured, counted, or numerically interpreted. Instead, they reflect viewpoints, beliefs, and opinions about social realities and situations. In my study, I will use different sources of data (interviews, observations, and focus group discussions). Thus, it will be necessary to compare the results from these three techniques to check for correlations among them.

6.8.1 Member Checking

In this research, I used the member-checking technique by sharing the data with the research participants in interviews and focus group discussions. In addition, a brief summary of the findings was shared with them in order to confirm whether what they gave as point of view during the research process, as insights, perceptions and propositions matched what I have given as results in my study or is exactly what they have provided as information.

6.8.2 Comparing Results with Previous Research

A significant portion of my study will be based on a literature review or documentary research, as this provides an overview of what other researchers have done and their findings and conclusions regarding children's education in prisons. This serves as a benchmark for comparing my findings with those of previous researchers, helping to confirm the validity of my study concerning children's education in prison.

Conducting research is not solely for my benefit, but for the broader community and future researchers in the same field. Therefore, to ensure credibility, after each fieldwork session, I discuss the findings with my support team to assess the reliability and validity of the collected data.

6.9 ETHICAL STANDARDS OBSERVED

When conducting research, it is crucial for researchers to adhere to numerous principles of research ethics. Alderson and Morrow (2020: 6) stress that every research ethics framework should be based on agreed standards guiding the relationship between the researcher and the participants. Additionally, Bless et al. (2006: 141) emphasise that "the goal of research ethics is to minimise the risks to participants." These risks are minimised when the researcher diligently follows established standards. Alderson and Morrow (2020: 13) further argue that ethical research is grounded in two vital questions: is the research worth doing, and are the participants fully informed about all aspects of the research so that they can freely give their informed consent or refuse to participate? Building on these questions, Bless et al. (2006: 141) outline the ethical standards that must be observed in all research, especially when involving children. Among the principles they provide and that were followed in this research, were:

- **Non-maleficence:** The research was conducted with utmost care to protect participants, particularly child inmates, by avoiding any risks in my actions or words and in handling the information they provided about their living conditions and prison-related issues. This principle also extended to various informants from the judiciary and education sectors concerning the information they provided.
- **Beneficence:** It was essential to explain to the children and all other participants the relevance of the research, the benefits of their involvement, and the implications of the research for them and the wider community (Resnik, 2018: 22).
- **Autonomy:** Participants were informed about the voluntary nature of their participation and their freedom to withdraw at any time if they felt some uneasiness during the collection of data. This aligns with Bess et al.'s assertion that "the principle of autonomy incorporates the freedom of individuals to decide whether or not to participate in research. No person should be forced, either overtly or covertly, to participate in research" (2006: 142). Resnik also supports the principle of voluntary participation and informed consent (Resnik, 2018: 22).

Given the prison setting, certain restrictions had to be observed, such as not taking photographs of children's faces and not speaking to children in isolation without a prison staff member present. These restrictions are in line with Wiles' assertion that "research is subject to a number of legal considerations...but these, by themselves, do not necessarily equate with ethical or moral practice" (2013: 19). These measures were implemented according to prison regulations.

The prison director informed me that, due to these regulations and the conditions of the children, it was impossible for them to sign consent forms or any other documents to participate in the research. Instead, the director's authorisation and the response to the gatekeeper's letter were deemed sufficient. The director also cited the need for parental approval for any signed documents due to security concerns in the province.

- **Respect for participants' rights and dignity:** Throughout this research, I prioritised protecting the rights and dignity of child inmates, considering their circumstances, backgrounds, causes of incarceration, and motivations for their behaviour. This aligns with Resnik's (2018: 164) emphasis on safeguarding the rights and welfare of prisoners and other research participants.
- **Vulnerable populations:** As noted by Bless et al. (2006: 144) and Resnik (2018: 216), it is crucial to observe ethical principles when conducting research involving vulnerable populations, such as children, mentally ill persons, disabled individuals, the unemployed, or homeless persons. In this study, incarcerated children were considered vulnerable.
- **Fidelity:** I adhered to the principle of fidelity by accurately reporting what participants shared. This ensured the integrity of the information collected from the participants.
- **Administrative and academic requirements:** The research adhered to all administrative and academic ethical conditions. Initially, I contacted the prison staff, specifically the prison director, to whom I submitted the gatekeepers' letter on 19 July 2022, explaining my intentions and the objectives of the research. I received a positive response on 22 July 2022, allowing me to interact with the child inmates. Additionally, as per DUT's requirements, I submitted the gatekeepers' response to the Institutional Research Ethics Committee and received approval to begin fieldwork and data collection on 27 July 2022, under ethical clearance number IREC 021/22. Throughout the research, I assured all informants of confidentiality and anonymity, strictly following DUT ethics protocols. According to Congolese law, the prison director provided consent for the children's participation in the research (Appendices Q, R). All participants' names were pseudonyms to protect their identities, especially those of the children in prison.

6.10 SUMMARY

This chapter presented the way research has been conducted as far as the methods and techniques are concerned. For data collection, the following techniques were used: focus group

discussion, interviews, observation and documentation. Moreover, the study used the participatory action approach through a qualitative research fashion.

The next section is Part 4 and includes data presentation and data analysis. It comprises two chapters. Chapter 7 includes data presentation; data analysis and interpretation of results and Chapter 8 focuses on the evaluation of short-term outcomes; it looks at the effectiveness of the rehabilitation process as explored in this work and the children's reintegration in the community.

PART FOUR

FIELD WORK

CHAPTER SEVEN

EXPLORATION AND DIAGNOSIS OF THE PROBLEM

7.1 INTRODUCTION

This chapter presents the study results. Data were collected through one-on-one interviews, focus group discussions, observations, and telephone calls. Respondents were categorised into five groups: the first group consisted of prison staff, including the prison director, his secretary, and the wardens. The second group comprised educational officers, inspectors, and other teaching experts or teachers. The third group included lawyers and magistrates, while the fourth group consisted of child inmates. The fifth group was made up of community members.

The information and data needed for this thesis primarily revolved around understanding the situation of child inmates in Munzenze Prison, assessing the efforts made to rehabilitate these children and restore relationships between the offenders and the community. Additionally, the data focused on the potential benefits of a peace education programme according to different stakeholders and evaluating an intervention aimed at rehabilitating incarcerated children.

The chapter is structured as follows: the first section presents the data, the second section focuses on data analysis, the third section delves into the analysis of the data, and the final section interprets the results in relation to the research questions and objectives.

7.2 CHILD INMATE EDUCATION IN MUNZENZE PRISON

Education is considered an effective way to reduce recidivism, so prisons should provide educational programs for inmates. Education can transform attitudes from negative to positive, as evidenced by a study conducted by Kazi et al. (2022), which found that children with strong educational skills are less likely to be incarcerated. Thus, education serves as a tool to lower the likelihood of imprisonment, and educational techniques can change children's behavior and prevent them from causing disturbances in their communities (Kazi et al., 2022: 8633-8634).

However, implementing education in prisons faces several challenges. In Munzenze Prison, the environment is not conducive to effective educational activities. The first challenge is the lack of trained personnel, hindering the provision of permanent educational programs. Second, the space is not adequately designed to accommodate classrooms. Third, there is a lack of

teaching and learning materials (Sullivan, 2018: 90). Additionally, unpaid salaries for teachers in formal education extend to prison education, where lack of payment further complicates the situation.

Another significant issue is the absence of a detailed syllabus or programme tailored for inmates. This is due to the lack of funds needed to mobilise a team of experts to develop a suitable curriculum. The educational levels of incarcerated children vary widely, with some being dropouts and others never having attended school, making it challenging to implement a one-size-fits-all programme.

Studies have also revealed negligence on the part of both the community and leadership towards inmate education. In the South African prison sector, the disproportionate ratio between teachers and correctional officers highlights this issue (Kajawo, 2019: 204). In Munzenze Prison, when children have the opportunity to learn, they are often crammed into a small room with no categorisation based on their educational levels (Morris, 2015: 161). Although children are kept separate from adult inmates as required by law, they still face numerous educational challenges.

Uganda's Luzira prison offers a model to emulate, having identified similar challenges related to infrastructure and the absence of well-developed programmes and materials (Aheisibwe et al., 2017: 52). In Nigeria, issues such as lack of care services and inhumane treatment by prison managers negatively impact inmate behaviour and increase the risk of recidivism (Idowu et al., 2019: 30). Additionally, insufficient budget allocations hinder the implementation of effective prison education programs (Leone, 2015: 591). Consequently, prison education cannot aspire to provide the same level of performance and skills as public and formal schools.

7.3 IS PEACE EDUCATION RELEVANT IN THE CONTEXT OF MUNZENZE PRISON: IMPLEMENTATION AND CHALLENGES

While conducting research in Munzenze Prison, the first information I learned from the prison director was that there is no policy at national level that focuses on education behind bars and no official programme available to help inmates while in detention. There are only programmes run by NGOs. These are short-term programmes that do not award any certificate at the end of a given training or to inmates who participate. Education has a role to shape one's identity and to contribute to building a space where people will develop themselves (Becker-Pestka, 2017: 130). The prison director argued that most children participate in vocational training that could prepare them for job opportunities. Regarding life after prison, it is crucial to emphasize that

inmates have the right to education in accordance with the principles of equal opportunity and the fourth SDG. This education should align with the needs and wishes of the inmates, who come from diverse backgrounds and have varying needs. Therefore, it is important to adapt the educational system or programme to everyone's situation (Becker-Pestka, 2017: 124). Unfortunately, this is not the case in Munzenze Prison. According to the prison director, there has never been such differentiation. The vocational training available in this prison is limited to activities like mechanics, haircutting, and electrical repairs.

7.4 PRISON EDUCATION ACCORDING TO LOCAL STAKEHOLDERS

The primary question was to determine the types of educational programs, if any, available to child inmates in Munzenze Prison. Initially, the prison director reported that NGOs used to organize educational programs for detained children. These programmes were essentially training sessions. However, it was noted that these programmes did not lead to any significant changes for the beneficiaries. According to the informant, these trainings were designed according to the NGOs' schedules, which was a drawback. If an NGO's plan was for five or ten months, the prison training would last the same duration. Another issue with this system is that these programmes do not align with the Congolese education system and lack a follow-up strategy. At the end of the training, child inmates do not receive any certificate or proof of the training they completed. Therefore, there is no evaluation of the achievements of either the trainers or the trainees.

The education officers shared the same views as the Director of Munzenze Prison regarding the lack of educational programmes for inmates. They confirmed that no one has considered implementing such programmes. According to them, once a child is incarcerated, no one checks if they receive any education while in prison. The Coordinator of Catholic Schools within the Diocese noted that the Ministry of Education has never considered an education system for inmates. The Catholic bishop of Goma Diocese spoke about integrative education and its implementation but did not specify if it should include those in prison. He suggested that an informal and accelerated programme could be designed to help these children, with peace education being a potentially effective option.

Another education officer confirmed the lack of an educational programme, emphasising that moral and citizenship education is crucial for transforming child inmates' behaviour. This would help them become law-abiding citizens who respect human rights and understand that their incarceration is due to offending someone in the community. Before leaving prison,

inmates should learn to distinguish between good and bad actions through civic education, which would instil respect for the law and discourage harming others.

Another education officer highlighted the importance of peace education but stressed the need to first understand the offences committed to effectively evaluate the program. Overall, the views of different education officers suggested that peace education is the appropriate program needed for child inmates in Munzenze Prison.

In this context, education helps inmates, especially children, to develop a sense of human respect and to express how they feel sorry for the wrong they did. This education should not only focus on job opportunities after prison life but should also develop in the beneficiaries the sense of Ubuntu as a crucial African value of humanness (Quan-Baffour et al., 2012: 74). According to educational officers (and I agree with them), only peace education can help to achieve these purposes. As it has been reported by Kajawo (2021: 208), there is an urgent need to create an appropriate instrument for the smooth running of prison education as it has been witnessed in Malawi. In fact, observers confirmed that lack of an adequate and a well-defined education programme in prisons can compromise the inmates' preparation and their life after prison. In addition, the challenge of most programmes in prisons is that they do not take into consideration the children's background before imprisonment, their different ages (Hutwagner, 2021:112) or the situation prevailing within their communities.

A judiciary officer argued that apart from NGOs working in Goma town where Munzenze Prison is located, there is no other intervention from the education sector for inmates. The informant noted that while the exercise aimed at children's rehabilitation and socialisation is important, it should also address other critical aspects since children in prison come from diverse backgrounds, including some who were street children with no educational background, others from broken families, or school dropouts. He emphasised the importance of the education project. His counterpart confirmed that when criminals are imprisoned, there is often no further support provided. He stressed that reintegration into the community should include a follow-up programme focused on making inmates more responsible and humane, rather than relying solely on punishment. In Munzenze Prison, a proposed programme should help children develop self-respect and respect for others, emphasising moral values such as respect for life, non-violence, social issues, HIV/AIDS awareness and entrepreneurship. Another lawyer suggested that education for children in correctional facilities should be informal and primarily aimed at transforming their attitudes.

The programme should emphasise moral lessons in order to change inmates' behaviour and their way of living and thinking according to law and human rights. It must teach them how to accept punishment following the offence they have committed, to learn how to apologise and ask for forgiveness before reintegration into the community. This idea is related to what has been developed by Johnson and Quan-Baffour (2016: 1) and linked to the *Ubuntu Philosophy* of living in harmony with oneself and with others, which calls for empathy and forgiveness. Expanding on what other informants have stated, another lawyer criticised the judiciary system. For him, the system focuses on punishment as the only way of counteracting bad behaviour. For him, this is an unacceptable way of preparing for rehabilitation and reintegration of inmates into the community.

A better programme would be the one that helps children to regain their humanity, to be more human and respectful of rules and laws. Such programmes should include vocational programmes that help children to acquire skills in various areas. Discussing skills, the lawyer emphasized that peace education is a valuable approach to help children become more humane and better citizens. This aligns with Ojiha's views (2018: 376) that peace education fosters connections with others, respect for human beings, and a culture of non-violence, which is crucial for child inmates in Munzenze Prison who lack educational opportunities. Another lawyer noted that despite international recommendations protecting children's right to education, Munzenze fails to meet these standards. These perspectives align with those of several analysts and experts in prison education (Igbinovia and Omoroghiunwa et al., 2019: 23–24), who assert that effective rehabilitation programmes can transform inmates by equipping them with skills for behavioral change. Such programmes prepare inmates to be self-reliant, earn a living post-prison, and become good citizens accepted by their communities.

In addition, education programmes in prisons serve to keep inmates meaningfully occupied while giving them the opportunity to reflect on their behaviour and work towards personal transformation (Igbinovia and Omoroghiunwa et al., 2019: 24). Such transformation through education reduces the likelihood of recidivism and helps prevent the risk of stigmatisation, as the community becomes aware that these individuals are being prepared to reintegrate into life outside prison (Becker-Pestka, 2017: 126). Peace education, in particular, is a crucial tool for transformation, rehabilitation, and reintegration.

7.5 DATA PRESENTATION

Different voices from respondents have been considered regarding issues in the research area, but some preliminaries need to be addressed before presenting their statements. Given the ongoing war in the province and the situation of children in the correctional institution, there were certain restrictions on conducting research. The first restriction was not to take facial photographs or voice recordings of the children. The second was that the children were not allowed to sign consent forms. The prison director explained that, in the absence of the children's parents, the staff could not assume the responsibility of letting the children sign any document. He indicated that his letter permitting the research was sufficient. My assumption was that the prison staff, including the director, were not familiar with the requirements of scientific or academic research. Instead, I prepared answer sheets to record the children's responses and other important information, such as their true names and ages, origins, reasons for incarceration, and duration of stay. To maintain confidentiality, I decided to use pseudonyms while keeping the true identities private. For data collection, 66 informants took part in this research including: 35 children in prison, 2 prison staff members, 8 judiciary officers, 8 educational officers or inspectors, 8 teachers, 1 pastor, 1 choir master, 2 choir members and 1 parent.

7.5.1 Majors Activities in this Research

Table 3: The activities undertaken

N°	Month and Dates	Activity	Comments
01	July	Visit to Munzenze Prison and observing the living situation therein	To evaluate the prison situation on the children's wing
02	12 July 2022	Gatekeepers letter submission	Seeking permission to conduct a study with child inmates
03	22 July, 2022	Gatekeepers' response	
04	27 July 2022	Interviews with prison staff	
05	13 August 2022	Focus group discussion with lawyers and Magistrates	
06	19 August 2022	Focus group discussion with lawyers, judges and magistrates	
07	13 September 2022	Focus group discussion with educational officers and inspectors	To share about the needed programme and the pedagogical aspects of teaching and learning in a prison setting

N°	Month and Dates	Activity	Comments
08	21 September, 2022	Interview with judges	To share with the judiciary sector about the major causes of children incarceration and the probable content of a rehabilitation programme
09	23 September 2022	Interview with lawyers	
10	27 September to 22 October 2022	Focus group discussion with educational experts and stakeholders.	Planning programme
11	24October 2022	Focus group discussion with experts and other stakeholders.	Discussion about the programme and evaluation
12	7 to 10 November 2022	Training of trainers	11 people
13	1 March to 30 May 2023	Training of Peace Education in prison	35 children trained
14	2 June 2023	Evaluation with child inmates about the training and the programme	A group of children found in prison
15	3 June 2023	Evaluation with the prison director and the prison secretary	
16	6 June 2023	Evaluation with trainers	
17	18 October 2023	Interview with Zenon's mother	
18	30 October 2023	Interview sessions with the choir master, the choir members and the pastor of the church where Zenon fellowships.	

Source: Researcher, October 2023

7.5.2 Informants' Biodata

Table 4 presents the biodata of informants who took part in this study

Table 4: Informants' biodata

Categories	Males	Females	TOTAL
Child inmates	34	1	35
Prison staff	2	0	2
Judiciary officers	8	0	8
Educational officers	7	1	8
Pastor	1	0	1
Choir master	1	0	1
Parent	0	1	1
Choir Members	2	0	2

Categories	Males	Females	TOTAL
Teachers	5	3	8
TOTAL	60	6	66

Table 4 shows that 58 informants (making 90.6 %) were males while 6 informants (making 9.4%) were females. Among the informants, there were child inmates, the prison director and the prison secretary, the judiciary officers or lawyers and magistrates, the educational officers or inspectors and the teachers.

7.5.3 Child Inmates in Munzenze Prison

Information about the children found in prison, their number and gender is as follows:

Table 5: Child inmates in Munzenze Prison

	Boy	Girl	Total
AGE			
12	2	0	2
14	6	0	6
16	9	1	10
17	17	0	17
TOTAL	34	1	35

Source: Prison Information, 2022

This information shows that there were more boys (34 or 97,2%) than girls (1 or, 2,8%) in Munzenze Prison. The following table gives an overview on children's origin.

7.5.4 Children's Origin

Table 6: Children's origin

ORIGIN	MALES	FEMALES	TOTAL
Mabanga	9	0	9
Office	6	0	6
Majengo	10	0	10
Kabutembo	3	0	3
Bujovu	2	0	2
Katindo	1	1	2
Bunagana	1	0	1
Rubaya/Masisi	2	0	2

ORIGIN	MALES	FEMALES	TOTAL
TOTAL	34	1	35

Source: Information from prison, 2022

7.5.5 Causes of Children's Incarceration

During a sharing in terms of interview with Ndoluma, a lawyer at the juvenile court (*Tribunal pour Enfants*) about the major causes of children's incarceration, he gave the following:

*Normally, most of the children from within Goma town are convicted because of petty things, rape of little girls in their living areas or taking part in riots and pillages. We rarely get cases of taking part in murder.*³

The interviews with children in prison were similar to Ndoluma's and revealed the following causes of incarceration: stealing mobile phones or solar panels, stealing batteries from vehicles, stealing furniture, being wrongly accused instead of friends or being in bad company (*association des malfaiteurs*). One boy, Kisu, aged 16, had these reasons:

*Someone gave me a receipt to withdraw his goods somewhere. When I delivered the goods, one box was missing and that is why I am here because of the box that got lost.*⁴

In fact, when I requested to have a look at his file, I found that he was accused of *abus de confiance* or 'breach of trust'. During my visit to the prison, only one boy, Macho (16 years old) revealed to me in secret that he had been involved in a murder. He had this to say:

*I had been accused of murder instead of my friends; all this because of bad company. Yet, I did not kill that bandit.*⁵

By the time I met Macho, he had spent 11 months behind bars. He confessed that he had taken part in mob justice against someone who had been accused of theft. When asked about the part he played, Macho revealed that he smashed the bandit's head with a spade.⁶ Two other children confessed that they had stolen mobile phones; one of them, Kamba, 14 years old, declared:

*For my case, people lied that I have stolen our neighbour's phone.*⁷

³Interview with Ndoluma, a lawyer, Juvenile Court, 23rd September 2022

⁴ Interview with Kisu, Munzenze prison, 27th July 2022

⁵ Interview with Macho, Munzenze prison, 27th July 2022

⁶ Interview with Macho, Munzenze prison, 27th July 2022

⁷ Interview with Singa, Munzenze prison, 27th July 2022

His colleague, Rio, 16 years old, had the same reason and said:

*Our visitor, who is my dad's friend, lost his phone at our place; then, people accused me of having taken it because by that time, I was at home.*⁸

About the children staying in prison, the prison director told me this:

*About the children's stay in this place, it depends on the crimes they have committed and sometimes on intervention. But, in general, children stay here for one, two or three weeks. However, there are some who stay here for years.*⁹

When asked about the duration of incarceration, the prison director simply said:

*"cela peut aller même jusqu'à cinq ans"*¹⁰. That can even go up to five years.

The prison secretary had almost the same answer and said:

*Some children spend two weeks here then they get released. Yet others can stay for a long time in case no one paid for them. However, the rule is to keep them until they become mature and able to abide by the public regulations or they become adults.*¹¹

Asked about the children kept in prison, the lawyer, Ndoluma told me that it depends on the cases:

*It depends on the case but normally, we have to wait until the child becomes mature or is 18 years old so that he can be released.*¹²

In all, from Ndoluma's information and the prison staff, this research established that the duration of stay in prison for the children was between 15 days and six years.

7.5.6 The Living Conditions in Munzenze Prison

This was my first research question about the living conditions of the child inmates in Munzenze infrastructure. So, about the living conditions, different voices from the prison director, the prison secretary, the children themselves and the lawyers complemented our observation about the situation. First of all, I observed that the place was small for the 35

⁸ Interview with Rio, Munzenze prison, 27th July 2022

⁹ Interview with the Prison director, his office, 25th July 2022

¹⁰ Interview with the Prison director, his office, 25th July 2022

¹¹ Interview with the prison secretary, Munzenze prison, 25th July 2022

¹² Interview with Ndoluma, a lawyer, Juvenile court, 23rd September 2022

children I found there. By December 2023, there were 48 boys and 3 girls making it 51 children currently held in the prison, according to the prison secretary.¹³ It can be seen from this photo how small the space is.



Photo taken in Munzenze Prison, 27 July 2022

Source: The researcher

On the issue of living conditions in the correctional infrastructure, the prison director declared that:

*Here in Munzenze Prison, despite the problem of feeding children, which is really a big issue, the children living conditions are quite acceptable in the way that, currently NGOs are funding the expansion of the building in order to increase the hosting capacity.*¹⁴

The prison secretary presented the same issues and had this to say:

*We are facing a serious problem which is feeding these children as they only eat at night. Sometimes they sleep without having eaten anything. And, they do not have anyone to cook for them. They have to prepare their food themselves. It is really the big challenge we are facing apart from other challenges that I cannot list.*¹⁵

On the side of the children, I found the same challenges around food and feeding conditions. To the same question about living conditions, Kisu (16 years old) complained and said:

¹³ Message from the prison secretary, on phone call, 15th December 2023

¹⁴ Interview with the prison Director, in his office at Munzenze, 25th July, 2022

¹⁵ Interview with the prison Secretary, in Munzenze, 25th July, 2022

*Our first big issue is the problem of food. Only on Sundays when Catholics visit us and bring us food; for other days it is a big problem. Our feeding is very bad; sometimes the wardens bring us dry maize that we have to cook at 5 pm and that is the meal we have to take at night. It is very painful. Another problem is that we are sleeping in bad condition, because we are more than 10 of us sharing the same tiny cell by night. Inside here, life is really very bad.*¹⁶

Their colleague, Imalaya (17 years old) had the same views and said this:

*I am really suffering. I miss all what I need. Mostly I miss my freedom. Beyond this, eating is a problem, sleeping is another issue. The living conditions here are very bad.*¹⁷

For Okapi (16 years old):

*Life and conditions here are very bad. Anyway, what I need is my freedom.*¹⁸

Another boy called Lungo (17 years old) had this to add to what his peers had said:

*This is really the prison; eating is suffering as we only eat once a day; sleeping also is a concern.*¹⁹

Mayi (16 years old) described food and the prison conditions in these words:

*We are not eating well; every day is the same diet and once a day. Some days, they confine us for a long time, starting at four in the evening until the following morning at around nine.*²⁰

All the interviewed children had the same views about food and sleeping conditions; one of them, Chachu (16 years old) explained this about life in prison:

*Quite often, we lack food, and we are seriously punished and even intimidated. They do not allow us to sit together and discuss for a long time; otherwise, they will cane us seriously.*²¹

Another boy, Rio (16 years old) added this:

¹⁶ Interview with Mboma, in Munzenze, 27th July 2022

¹⁷ Interview with Kani, at Imalaya Munzenze prison, 27th July 2022

¹⁸ Interview with Okapi, at Munzenze prison, 27th July 2022

¹⁹ Interview with Lungo, at Munzenze prison, 27th July 2022

²⁰ Interview with Mayi, at Munzenze prison, 27th July 2022

²¹ Interview with Chachu, at Munzenze prison, 29th July 2022

*We do not eat well, the place where we sleep is not clean and we do not get even soap to bath; it is really a challenge.*²²

Talking about the sleeping conditions, Lungo (17 years old) said this:

*We sleep in bad conditions; we do not have even a mattress where we are sleeping.*²³

The data show that the prison conditions are not good or favourable to host inmates given the fact that there are no well-equipped cells, the sleeping place lacks the basics like mattresses and the place is dirty, according to the children. The children did not talk about health conditions, but the sleeping conditions added to lack of health facilities in the prison. In fact, the prison secretary confirmed that there is no medical facility, and, on their side, they lack a first aid kit, no pharmacy and no dispensary. The room in which I had interviews did not have a single chair and we had to sit on a piece of cloth on the concrete²⁴.

7.5.7 Efforts to educate and rehabilitate the children in prison

I wanted to know whether any initiative were being undertaken in prison in order to educate the children, to rehabilitate and change them so that they can rejoin their communities as good citizens. I asked the prison staff, namely, the prison director and his secretary, and the lawyers if they were aware of such an initiative or if they could be involved in one of them. According to the prison director, so many things are going on at the same time in the detention centre:

According to the efforts being made so far for the rehabilitation and reintegration of child inmates, there are several activities that are organised like educational programmes and vocational training in mechanics, electricity and hair cutting. But the most important thing is about the educational programmes that are implemented and coordinated by NGOs according to their project cycle. However, these NGOs do not succeed because they do not get any support from the government. Another element is that when the NGO programmes end, the educational programme also stops. So, any educational programme could be relevant if it was permanent and if it was supported by the central government in terms of a well-structured programme run by well-trained

²² Interview with Rio, at Munzenze prison, 29th July 2022

²³ Interview with Lungo, at Munzenze prison, 29th July 2022

²⁴ My observation at Munzenze prison, 25th to, 29th July 2022.

*teachers. It would also be good if the churches, Catholic, Protestant and Anglican could contribute to the spiritual accompaniment of child inmates.*²⁵

The prison secretary gave his views in this way:

*For the rehabilitation and the reintegration of inmates in the community, efforts are being made through vocational training activities and educational programme run by NGOs. Unfortunately, the educational programme is not efficient, and it is not sustainable because of lack of funds and support to NGOs that run the programme. But truly, there is no permanent programme like vocational activities. For example, there was no such activity during the year 2022 due to lack of state involvement and also lack of funds*²⁶

On their side, the children in the correctional institution gave their views about efforts that are made by the prison leadership for their rehabilitation and reintegration into the community. One of them, Siera (14 years old) argued:

*We waste a lot of time without doing anything, except when we have training in hair cutting and mechanics.*²⁷

His colleague, Kilo (16 years old) had this to say:

*We usually have nothing to do and quite often are idle; except on Mondays, Tuesdays, Thursdays and Fridays when we have some training in mechanics and hair cutting*²⁸

The element of a boring activity is also shared by Zenon who said that they lose a lot of time for nothing

*We always lose our time for nothing.*²⁹

Reflecting on the training, another boy, Okapi (16 years old) made the following comments:

*“We have not enough time for recreational activities; we are also tired with these daily trainings in mechanics and in haircutting”.*³⁰

²⁵ Interview with the prison director, his office at Munzenze prison, 25th July 2022

²⁶ Interview with Prison Secretary, at Munzenze prison, 25th July 2022

²⁷ Interview with Kilo, in Munzenze prison, 27th July 2022

²⁸ Interview with Kilo, in Munzenze prison, 27th July 2022

²⁹ Interview with Zenon, Munzenze Prison, 29th July 2022

³⁰ Interview with Okapi, in Munzenze prison, 27th July 2022

Their counterpart, Macho (16 years old, the one who confessed to having been involved in a murder) said this:

We are learning mechanics and haircutting and after these activities we do not have other activities and nothing to do”.³¹

Macho (16 years) confirmed the boring aspect of the training. He said this:

“I have some knowledge on mechanics, and I would like to learn more than what I know”.

³²Their friend, Lungo (17 years old) said this:

“I am in charge of the kitchen, others do nothing else than the training activities”.³³

Since the children found that the training they received was boring, they made some suggestions and claims to benefit from their stay in prison. Alpha (14 years old) claimed that:

We wish we could get more than these daily trainings.³⁴

Similarly, magistrates and lawyers gave their views about the efforts that have been made or that should be made in order to rehabilitate and re-integrate children from prison to the community. During a focus group discussion session, one magistrate, Mike, found that:

It is difficult for us to say anything about the efforts that are being made in order to rehabilitate and re-integrate children in conflict with the law into their communities. Our task as judges is to take notice of their mistakes and to convict them to jail if need be. The issue of their rehabilitation and reintegration is up to the prison responsibilities.³⁵

Talking about the efforts for prisoners' change, the magistrate Chupa had these views:

There is a general issue in our prisons management as there is a gap between what the law says and what is really done. Prisoners' re-education is the prime task of prisons. Unfortunately, in practice and in the case of Munzenze Prison, nothing is done in this

³¹ Interview with Macho in Munzenze prison, 27th July 2022

³² Interview with Macho, Munzenze Prison, 27th July 2022

³³ Interview with Lungo, Munzenze Prison, 27th July 2022

³⁴ Interview with Alpha, Munzenze Prison, 29th July 2022

³⁵ Focus group discussion, Magistrate Mike, 13th August 2022

way. That is why the government should reorganise this sector and provide enough funds in order to make this sector more useful for inmates.³⁶

For Moya, another magistrate, education in prisons was still a challenge. The magistrate said:

*It is difficult for us to establish on our side a report about the children's preparation through an educational programme while they are in prison because our main job is to convict them and send them to prison. Everything related to their care happens from there and we are not aware of what is going on there.*³⁷

And Lima, another lawyer, had the same views; he argued that:

*It is difficult on our side to talk about any kind of effort for children's rehabilitation and reintegration into the community because we can't mix punishment and any other kind of care for child inmates. In addition, any effort in this way should start in the office of the judge by defining what should be done for each category of children. This should be done not in terms of sentence but like a suitable programme according to the crime.*³⁸

Talking about any corrective effort, Kilima, another judge, had this to say:

*About efforts for the rehabilitation and reintegration of inmates into their communities, I would say that in our side, it is not easy to talk about efforts because there is nothing done so far other than their conviction and their transfer to the prison so that this latter takes care of them. Furthermore, it is difficult to shape a programme in this way because there are no infrastructures and no qualified human resources for these kinds of activities.*³⁹

Mr November, another lawyer, commented as follows:

*It is quite impossible to talk about efforts made in this way, given the situation and conditions in which children live and lack of common understanding of what is acceptable preparation of these children for their return into the community.*⁴⁰

Another judiciary officer, Ndoluma, added his view and said:

³⁶ Focus group discussion, Chupa, 13th August 2022

³⁷ Focus group discussion, Moya, on 19th August 2022

³⁸ Focus group discussion, Lima, on 19th August 2022.

³⁹ Focus group discussion, Mbeko, on 19th August 2022

⁴⁰ Interview with Mr November, 23rd September 2023

*It is really difficult to talk about efforts in preparation for children at this stage because in my understanding, I think that only punishment and children incarceration are the only way of preparing them to not make mistakes again. But also, it appears that there is lack of a follow-up process of the pains inflicted to these children.*⁴¹

7.6 PLANNING AND IMPLEMENTING A PEACE EDUCATION PROGRAMME IN PRISON FOR CHILDREN

Educational officers, inspectors and coordinators expressed their views during the one-on-one interviews and the focus group discussions that I had with them. So, their answers were based on an educational programme in prison, precisely the kind of educational activities they could undertake in such a context, how could that programme be implemented or conducted in prison and how to do the monitoring or follow up of the implemented programme, how the programme could help in transforming the children's behaviour. Other aspects to examine were:

- Who can contribute to prepare and to implement the programme?
- How the programme could help to rehabilitate and re-integrate child inmates into the community?
- What could be the challenges in a programme implementation and how to overcome them?

The educational officers, magistrates and lawyers had similar views.



Focus Group Discussion with educational experts

13 September 2022 in Goma Town

⁴¹Interview with Mr Ndoluma, 23rd September 2023

This section of the work triangulates the voices of educational officers and judiciary officers about an appropriate education programme in prison in the context of Munzenze, then the process of its planning. The section gives an overview on how the intervention has been implemented in Munzenze Prison.

Mr Buso, an education inspector, was touched by the idea of educating children in prison and had this to say:

It is quite surprising to hear about the education of child inmates because we have never thought about it and, even the national educational ministry does not organise anything for this category of children. And if it was possible to think about a programme, in my view it would be a training on civic education and peace education matters because these are children whose arrestation depends on the violent acts they committed, and a preparation in this way should allow them to change and become good person who fear to harm others, but also this should prepare them to return into the community or in their family without any fear to fall in the same errors. That is why, a well-designed programme and a good team of children's trainers are very important.⁴²

Another inspector, Mr Makala commented and said:

Being in this context of imprisonment, these children need a programme that makes them more responsible. So, the civic and moral education can help them to change their behaviour while they are still in prison. The government has the task of providing an opportunity to everybody and the possibility to access education. Unfortunately, it does not give this chance to these children in prison, it is important to think about this kind of programme and an appropriate and caring team, a programme and enough funds to respond to these requirements.⁴³

Mr Sisi who is also in the education sector said:

Basically, the National Educational Ministry should provide these children with an educational programme like other children who are normally going to school. Unfortunately, this is not the case. That is why something should urgently be done for children in prison. There is a need not only for a programme and trainers who will work

⁴²Focus Group Discussion with Educational Officer, Buso in Goma Town, 13th September 2022

⁴³Focus Group Discussion with Educational Officers, in Goma Town, 13th September 2022

*according to their situation but also for those who will focus on peace education. That will be a good way of helping them to change their behaviour and attitude.*⁴⁴

Mr Oscar went further and said:

*These children really need an education programme at various levels like scientific education, spiritual education and vocational training. To achieve this, inspectors are needed to shape a programme which requires various skills like medical doctors, lawyers, psychologists and social workers. This government should also come in terms of finance to provide a programme and personnel according to the children's needs.*⁴⁵

Another Educational Officer, Mr Whisky said this:

*It is the first time I have heard someone talking about children's education in prison, this has never happened. In my understanding, there is no programme for this category of children at national level. That is why I think that peace education and vocational training will help them to change their behaviour and to be useful citizens after their prison life.*⁴⁶

Another educational officer, Mr Bravo, had a different view from others and said:

*At this stage, it is difficult to think about any kind of appropriate education for these children in prison when the national curriculum does not organise anything for this category of children, even if the national regulation provides that every child has the right to education without discrimination. Unfortunately, this is not the case. That is why in order to help these children, peace education could be a good way through which these children could be re-educated and could change their behaviour but also without forgetting the vocational training.*⁴⁷

On his side, Mr Chupa, a magistrate, said this about this preoccupation:

*A good way to prepare these children is to teach them peace values and respect of others. These kinds of programmes are very important for them because they are related to the causes of their incarceration.*⁴⁸

⁴⁴Focus Group Discussion, Mr Sisi 13th September 2022

⁴⁵ Focus Group Discussion, Mr Oscar, on 13th September 2022

⁴⁶ Focus Group Discussion Mr Whisky, on 13th september 2022

⁴⁷ Focus group discussion, Mr Bravo, 13th September 2022

⁴⁸ Interview with Chupa, a Magistrate, in his office, 21th September 2022

Mister Yankee, a lawyer, had this to say:

*Referring to the crimes that caused their incarceration, I think it is very important to offer these children peace education because it is difficult to think of a formal education when there is not any kind of appropriate programme for these children in the case of our prison. But also, psychologist task is not negligible because the time the children have spent behind bars and the situation that pushed them to commit crimes calls for the psychologists' work.*⁴⁹

Another judge, Mr Ndoluma, had this to say:

*There is no educational programme for this category of children, mostly in Munzenze Prison, because if there was one, it could contribute to reducing cases of recidivism that we receive in court. That is why we think that peace education is needed in order to deal with the children violence because this is related to the causes of their incarceration.*⁵⁰

On Wednesday, 25May 2023, towards the end of the first phase of the programme, one boy, Zenon, age 17 years old, was released after 6 months in prison. He had been accused of stealing a solar panel. Once back home at Katindo area, he joined a church choir. That is why I found it important to talk to the church pastor, the choir master and the boy's mother as the matter of follow up to assess his behaviour after his stay in prison.

7.7 DISCUSSION OF RESULTS

The presentation and analysis of the results for this study are based on several elements. The first element of my research is based on information gathered from interviews, the second from group discussion sessions, and the third involves data from observations of children and the prison environment, which were qualitatively interpreted. Through observation, I collected information on the living conditions of children in Munzenze and the context of their incarceration. This exercise focused on visualizing, hearing, investigating, and documenting daily activities (Paradis, 2016: 6). It enabled me to gather insights into daily life in prison and understand the conditional aspects of children's incarceration. The fieldwork was crucial because the more I observed, the more information I gathered about the prison situation. I alternated between being a passive observer and an active participant (Creswell, 2013: 167-168).

⁴⁹ Interview with Yankee, a lawyer, in Goma town, 23rd September 2022

⁵⁰ Interview with Ndoluma, Judge, on, 23rd September 2022

In conducting this research, I used a documentary approach to understand the theories applied within this context. I focused on private and public documents, including journals, books, and reports (Creswell, 2003: 188), to ensure the validity and relevance of the information. The reviewed documents were relevant to the study's context, research questions, and objectives (Creswell, 2003: 190). During the field research, I interacted with 66 informants (as shown in Table 4), who provided relevant information about the study area. The selection of co-researchers or participants was based on their profiles and the value they could add to the research process, considering their societal roles. This selection was done following the open sampling method developed by Strauss and Corbin (in Coyne, 1997: 626), which considers both people and context as sources of data to explain the phenomenon under study.

The selection of participants aligned with Patton's perspective (Coyne, 1997: 627) that in qualitative research, the goal is not to select a large number of people but rather a small, focused sample to deeply understand the phenomena. Over 28 interview sessions were conducted, each lasting an average of 25 to 30 minutes, and held at the interviewee's home or office. Responses from these conversations were recorded in a notebook. I used two types of interviews: one-on-one, which allowed direct interaction with the informants, and telephone interviews. The latter was particularly useful for engaging with informants who were far from the research sites, including those in the capital city of DRC. This approach follows Creswell's (2012: 382) recommendation to use open-ended instruments for qualitative research.

Additionally, three focus group discussion sessions were conducted, each lasting about half an hour, held in Munzenze Prison and the informants' offices. These discussions were valuable as the shared ideas provided deeper insights into the research theme. Each session had an average of 6 to 8 participants, depending on their availability. The following section presents data from different participants based on their perspectives.

7.7.1 The Children's Living Conditions in Munzenze Prison

Detaining people in prison deprives them of their liberty and this has consequences for their freedom and their social living. This is deprivation of human rights and especially in the context of this study, the right to education. In this way, legal instruments in DRC should provide everybody with fair justice, safeguard all individuals' rights including good conditions in detention. The study findings revealed that the children's living conditions in Munzenze Prison are very poor and do not meet the requirements as prescribed by legal instruments. This was

confirmed by different informants, the children included, and from my observation in the prison where the place is small, and children spend most of their time locked in a small cell.

7.7.2 Food

Among the challenges in the context of Munzenze Prison, the most serious is lack of food for the children as it was reported by various informants especially those at the prison, the prison secretary and the detained children. Children ate once a day and sometimes they slept without eating. Quite often they had to rely on good Samaritans especially the Catholic Church. The church only supplied food on Sundays; the rest of time, children went without eating or get meager food. Therefore, children suffered from anger, and this made any education intervention very difficult. The little time the children had was allocated to preparing the meals they cooked for themselves. The results show that the living conditions in Munzenze as far as feeding is concerned are like other African prisons as established in the reviewed literature or as confirmed by the Mandela rules that recommend that prisons should provide adequate food daily to prisoners. In addition, the results revealed that even though sometimes family members provided food to their children in prison, this was not enough as reported by children themselves.

The problem of food supply has been reported in Africa prisons; especially in the southern part of Africa where it is said that food is not available, or it is of poor quality and does not meet the nutritional needs of children. The government is also unable to provide better food to inmates, especially for children living in detention with their mother (Van Hout and Mhlanga-Gunda, 2019: 7). The same cases have been reported in Kenyan prisons by a Human Rights Report. Referring to this report, Cheruiyot found that lack of food in Kenyan prisons has a negative impact on children's physical appearance and on their health (Cheruiyot, 2019: 7). Yet, international instruments like Article 25 of the Universal Declaration of Human Rights posits that children in situation of detention need protection including appropriate nutrition (Cheruiyot, 2019: 2).

Furthermore, according to Cheruiyot (2019: 2), children in incarceration require special protection due to their vulnerability. Unfortunately, this protection is often neglected by prison authorities and governments, leading to various violations of children's rights in prison settings. The findings confirmed the children's complaints about inadequate feeding. Observations revealed that on one occasion, the prison secretary delivered a stock of maize and some pieces of timber to the children in Munzenze for preparing their meals. Such conditions can

demotivate children from participating in rehabilitation programmes and undermine the effectiveness of these programmes when the children are not properly nourished. Food deprivation is a human rights violation that these children endure in prison, which can hinder the successful implementation of rehabilitation programmes.

7.7.3 Accommodation and Other Prison Infrastructure

Prisons should ideally provide good infrastructure, especially for accommodating detainees, to facilitate their rehabilitation and reintegration. This is particularly important for children in detention. The findings revealed that efforts are being made to improve the accommodation conditions for children in Munzenze Prison. Children are separated from adults and now have their own designated area with rooms and beds provided. Toilets are available, and the prison leadership is striving to improve living conditions, although providing individual rooms remains a significant challenge.

Additionally, the study found that children lack basic necessities such as clean bedclothes, soap, and other hygiene items. This deficiency can adversely affect their health and hinder their participation in educational or other prison programmes. In such conditions, children are at risk of contracting diseases.

This situation is not unique to Munzenze Prison; issues of providing adequate accommodation and good incarceration conditions are common across various prisons. However, the reviewed literature indicates that conditions in Munzenze are similar to those in Nigerian prisons, despite some differences related to overpopulation and the limited capacity of prison facilities. These limitations restrict free movement and compromise inmates' physical and mental health (Oyeyipo et al. 2021: 2).

7.7.4 Infrastructure

In terms of infrastructure, there is a new or painted building hosting children in Munzenze Prison. However, children do not have enough space for recreational activities. So, in implementing any educational or vocational activity, the facilities are under-equipped and there is a lack of teaching and learning materials. The space in prison itself is a problem given the number of children. The study also highlighted the lack of support from the central government for an education programme yet children and other informants showed that this programme is an important need. The results indicate that there is a need to take urgent steps to meet this need.

This situation is different from the situation in the Kumasi Central Prison in Ghana where a particular room has been allocated for counselling which has had positive results.(Afari et al., 2015: 133).Additionally, research on Luzira Prison in Uganda has shown that, although its approach to preparing inmates for reintegration into the community differs from that of Munzenze, challenges remain regarding facilities, particularly classrooms, to accommodate the prison population. There are also issues with the availability of teaching and learning materials (Aheisibwe and Rukundo, 2017: 50). The findings indicate that conditions in African prisons, including Munzenze, still fall short of the standards set by international agreements on prison administration and management, such as the Standard Minimum Rules for the Treatment of Prisoners and the International Covenant on Civil and Political Rights. According to these instruments, prisons should focus not only on punishment but also on preparing inmates for their return to the community through well-designed rehabilitation programmes (UNODC, 2017: 1). Munzenze Prison still struggles to meet these standards concerning prisoner wellbeing and compliance with these international guidelines.

7.7.5 Hygiene and Health

It is widely reported that the majority of prisons in developing countries are in poor condition, which is associated with physical and psychological violence, diseases, deaths, and humiliation of prisoners. Literature indicates that around one million people have died due to inadequate hygiene conditions and lack of access to water and other essential services (Okareh et al., 2018: 15). In Nigeria, hygiene and sanitary conditions pose significant challenges in prisons, where the mortality rate among inmates is high (Okareh et al., 2018: 16). The situation in Munzenze Prison appears similar to that in Nigeria, as revealed by this study's findings. Children in Munzenze Prison have complained about the lack of basic necessities such as soap, toothpaste, body lotion, and clean clothes, which they haven't changed for many days. They fear health issues, particularly skin irritations, and require more attention regarding hygiene and health conditions to prevent diseases and contamination.

This situation is akin to the conditions in Nigerian prisons, where the lack of appropriate strategies to maintain proper hygiene and health standards leads to the spread of infections and diseases, exacerbated by prison overpopulation (Oyeyipo, 2021: 4). In Munzenze Prison, children are compelled to work on the toilets without appropriate materials, which is detrimental to their health.

In the next sectionpart, findings from different stakeholders are analysed according to the research objectives and questions:

7.7.6 The Living Conditions of Child inmatesin Munzenze Prison

The first objective and research question aimed to assess the living conditions of child inmates in the Munzenze correctional institution. To conduct this assessment, I interviewed the children in prison, the prison director, and the prison secretary. Conversations with the prison director and secretary revealed that the living conditions for children in Munzenze Prison are poor, with major issues related to space and access to food. Both officials confirmed that the children face significant food shortages, receiving meals only once a day when food is available.

The majority of child inmates emphasised that they eat the same meal once a day and lack someone to cook for them, forcing them to prepare their own meals. They also reported inadequate sleeping conditions, with no mattresses and frequent power outages. Regarding health, the children stated that they do not receive medical treatment when sick and have no access to medicine due to the absence of a clinic.

Lawyers, judges, and magistrates criticised the poor conditions and inadequate prison structures, which they believe compromise the children's rehabilitation and reintegration into their communities. The findings from the research indicate that the living conditions in Munzenze Prison are unsuitable for incarceration, adversely affecting the children's ability to participate in activities designed to prepare them for their return to their communities after release.

7.7.7 Efforts for Children Rehabilitation and Reintegration

Regarding the efforts made to prepare children for their smooth release and reintegration with their families, the findings indicate that vocational training activities in mechanics, electricity, and hairdressing have been implemented. However, the findings also show that no other educational programmes have been prepared for these children.

Conversely, the results reveal that only NGOs run vocational training programmes, which unfortunately do not achieve the expected outcomes. These training typically concludes with the end of the NGOs' mandates, and once they do, there is no follow-up to sustain the skills or activities within the prison. Many informants noted that these vocational programmes are not permanent due to a lack of state support and financial constraints. This situation makes rehabilitation and reintegration through educational programmes challenging.

The results also highlight a lack of trained teachers who could work in prisons nationwide. Furthermore, the activities organised by NGOs are often considered boring by the children, who end up spending much of their time idle. Even though these activities are scheduled on Mondays, Tuesdays, Thursdays, and Fridays, they do not fully engage the children.

The findings revealed that judiciary officers, magistrates, lawyers, and judges are unaware of any follow-up activities or programmes for the children in prison; their role is merely to convict the children and send them to prison. The research also showed that they support any educational initiatives aimed at promoting peace and addressing the causes of juvenile crime.

7.7.8 The Availability of an Educational Programme in Prison

The main objective was to determine whether any educational programme was available, identify a suitable programme for the context of Munzenze Prison, and establish how and by whom it could be prepared and implemented. It was surprising to find that there is little consideration for prison education, especially for children. Education experts confirmed that access to education is a right for all children without discrimination. Unfortunately, the national education ministry does not provide any support in this regard. Due to this gap, the results highlighted the importance of planning an appropriate programme focused primarily on peace education, complemented by civic education, given the reasons that lead young people to become involved in crime.

Similarly, findings from the judiciary sector indicate that, in the absence of any programme for children in situations like Munzenze, as should be provided by the national education ministry, there is a need to develop an alternative programme. This programme would help children learn and develop peace values, considering the causes of their incarceration. Additionally, the collected data suggests that the prison sector should be financially independent or self-reliant in matters of teaching inmates, even if only for vocational training.

Furthermore, the results indicate the need for psychologists in Munzenze to support child inmates and facilitate effective education for change. In conclusion, the research established that peace education is essential in Munzenze. It also suggested that civic education could be integrated into the planned educational programme, alongside vocational training. Informants agreed that it is crucial to combine educational and vocational training aspects with government support. The next point focuses on the preparation and implementation of the educational programme as suggested by stakeholders.

7.7.9 Efforts Made for Children Rehabilitation and Reintegration

Interview results revealed that, in the context of Munzenze, children lack access to educational activities, despite it being a potentially transformative avenue for them. There is no programme provided by the National Education Ministry for child inmates in Munzenze, aside from sporadic activities by NGOs focusing on vocational training. However, these training programmes do not adhere to any curriculum set by the education ministry. Instead, they are dependent on the NGOs' agendas and lack sustainability, neglecting the children's needs, aspirations, and societal backgrounds. Nevertheless, efforts are being made to assist the children, albeit without sufficient support. These activities are assumed to prepare the children for their future upon returning home. Such rehabilitation activities have been shown to have the potential to positively impact participating inmates, as seen in Nigerian prisons where inmates have had the opportunity to complete various rehabilitation programmes such as carpentry and shoemaking (Alamu and Makinde, 2020: 5).

Literature indicates a growing focus on this sector in various prisons, particularly in southern Africa, although children continue to suffer (Van Hout and Mhlanga-Gounda, 2019: 4). Therefore, measures need to be taken to combat inhumane prison conditions, especially for children in Munzenze. The results also underscore a shortage of trained staff members to assist inmates with education matters within the prison, as revealed by this study on Munzenze Prison. There is a lack of trained personnel or supervisors for any activities within the prison, leaving children without coordination or organisation for their play and recreational activities.

The example of Zambian prisons, as presented by Edwards (2021: 1132), could provide inspiration for Munzenze Prison, where rehabilitation efforts have included open-air prisons and alternative educational opportunities. These initiatives have been reported to reduce recidivism rates (Robins, 2009: 2). Vocational programmes have been shown not only to lower recidivism rates but also to create job opportunities and transform the criminal attitudes of former inmates post-release (Edwards, 2021: 1132). These findings suggest that the ultimate goal of prisons is to reform inmates before release through rehabilitation programmes, supported by government efforts. These efforts should facilitate the reintegration of children and combat recidivism by providing job opportunities for former inmates to become economically self-reliant.

Finally, the findings confirm that the rehabilitation and reintegration of children into their communities remain significant challenges in Munzenze Prison. This mirrors the situation in

South African prisons, where high recidivism rates are attributed to weak rehabilitation approaches and inadequate support for the process (Murhula and Singh, 2019: 27). Recidivism cases identified in the findings are due to the weaknesses in prison administration and the absence of adequate programmes and preparation for child inmates while in prison. If the available programmes in prison were effective, such recidivism cases would likely decrease, allowing former inmates, including children, to remain in their communities. Unfortunately, the results indicate that children often return to criminal activities soon after release from detention.

Documentary findings from Enugu prison in Nigeria show that rehabilitation programmes are available, offering training in carpentry, tailoring, and welding to prepare inmates for reintegration into the community after release. Similarly, inmates undergo training while in prison, but unfortunately, the goals of these activities are not achieved for various reasons, such as lack of funds (Ijeoma et al., 2015: 169). This is also evident in Munzenze Prison, where several obstacles compromise the success and effectiveness of educational activities, including a lack of adequate infrastructure, social services, planned programmes to prevent re-offending and insufficient funds.

7.7.10 National Service

The Congolese central government decided to establish a paramilitary centre there to relocate the Kuluna from Kinshasa to this centre. It is evident that the various operations implemented by the government so far to address juvenile delinquency and the Kuluna phenomenon in the DRC, especially in Kinshasa, have not yielded fruitful results in combating city crime. Indeed, all the operations carried out in Kinshasa to address the Kuluna situation and street gangs did not deliver the anticipated solutions. This is why the National Service is seen as a potential solution, as conventional prison punishment does not appear promising in curbing criminality in the capital of Kinshasa.

The Kanyama Kasese initiative began as an experiment, aiming to re-educate the Kuluna, help them change their aggressive behaviours, and facilitate reconciliation with their communities. Over two thousand members of the Kuluna gang have been transferred there thus far. Located in a rural area where young people are restricted in their movement among the peaceful population and have limited access to drugs and other intoxicants, it was deemed an ideal location to assist these young offenders.

This initiative is viewed as a response to the Kuluna phenomenon and serves as an example to emulate because it contributes to the transformation of these young people, who are sent group by group. Recently, 929 young delinquents were sent to Kanyama Kasese not for incarceration but to undergo training in various productive activities, primarily in agriculture. Reports indicate that young individuals, previously treated as delinquents and Kuluna, are now able to sustain themselves and others through their agricultural activities (Tshahe, 2022). Similarly, former Kuluna members who have undergone training in joinery and masonry are now employed and have received their first salary from the state, obligating them to construct infrastructure and furniture (Dianyishayi, 2022).



Arrival of 1600 former Kulunas from Nanyama Kasese in April 2024

Source: https://www.youtube.com/watch?v=gb0Z8w_0eQA (accessed, 24 April 2024)

Similarly, former delinquents attest that their experiences of prison life did not afford them the opportunity to contribute meaningfully to the state, unlike the transformative potential offered by the various programmes organised by the National Service at the Kanyama Kasese site (Dianyishayi, 2022). Some even assert that they are now capable of undertaking tasks that were previously carried out by foreigners, such as road building and infrastructure development. At this juncture, I can confirm that efforts are being made to rehabilitate and reintegrate delinquents into the community, with Kanyama Kasese serving as a leading example. Rather than focusing solely on imprisonment without preparing inmates or delinquents for community reintegration, these efforts aim to address the social problem more effectively (Moss and Ali, 2019: 32).

It is evident that punishment and imprisonment alone do not address the underlying issues affecting public safety, particularly when there is no provision for inmates or delinquents to undergo behavioural change and become law-abiding citizens. Thus, these methods are not ideal for addressing such social problems (Moss and Ali, 2019: 32). The Director of the Kanyama Kasese institution expressed great satisfaction with the transformation of these former delinquent youths, noting that their proficiency in agricultural production can now sustain many people. These young individuals are also eager to contribute to the country's development and have moved past their criminal pasts, embracing a new vision of life in which they can positively impact their country (Kashema, 2022).

Furthermore, the Director reports that many former delinquents are now actively engaged in combating deforestation by planting trees and learning water drilling techniques, among other activities that contribute to their involvement in beneficial endeavours (Kashema, 2022).

The organisation of prisons and the conditions within them have led me to contemplate what must be done to transform them into places where punishment is not the sole focus and where inmates are not subjected to dehumanising conditions. These conditions often result from a lack of occupational activities and insufficient programmes aimed at facilitating inmates' safe reintegration into their communities without stigma or rejection. The rehabilitation model employed at Kanyama Kasese demonstrates that it is indeed possible to reform criminal behaviour through the provision of programmes and vocational training that foster responsible attitudes and contribute to societal development. The subsequent chapter provides an overview of the theoretical framework, encompassing theories such as peace education, restorative justice, peace theory, and the theory of change, which are employed in this thesis.

7.8 SUMMARY

In conclusion, the findings suggest that there were only a few vocational training activities aimed at preparing children for change. Informants concurred that more efforts are needed in terms of education for the benefit of the children. The results highlight the necessity for the central government to support such programmes by providing funding and trainers for sustainable activities. In the African prison context, particularly in Munzenze Prison, efforts are underway to rehabilitate and reintegrate inmates, especially children, into the community. Many institutions are organising vocational training, yet the realities faced reveal numerous challenges hindering the achievement of prison rehabilitation and reintegration goals.

These challenges include issues such as food accessibility, hygiene concerns, inadequate infrastructure, and a lack of qualified personnel for educational programme implementation. The absence of structured programmes and financial support from the government further exacerbates these challenges, particularly in African prisons like Munzenze, impeding the implementation of various rehabilitation and reintegration initiatives. The next chapter evaluates short-term outcomes, reflecting on the programme's effectiveness in rehabilitating and reintegrating child inmates in Munzenze Prison.

CHAPTER EIGHT

INTERVENTION

8.1 INTRODUCTION

The major focus of this chapter is the evaluation of short-term outcomes of peace education in Munzenze Prison to determine the effectiveness of rehabilitation process and reintegration of child inmates into their own communities. Further to this, the chapter focuses on the observation, the training needs assessment, the implementation of the intervention and the evaluation of the intervention.

8.2 INTERVENTION PLAN

In this point, the observation is about the socioeconomic and political context, the situation of children in prison and the need of care for these children.

8.2.1 The Socioeconomic and Political Context

After observing and analysing the socio-economic and political context, the study established that the ongoing crisis and wars in the North Kivu province have severely affected children, leading them to commit offences such as robbery, murder, and sexual abuse in order to survive and meet their needs. On one hand, their parents are living in extreme poverty, and on the other hand, the children are separated from their families due to the wars. There is a lack of political will to ensure the better treatment of children in such dire situations, resulting in their eventual capture and imprisonment.

8.2.2 Situation of Children in Prison

In order to understand their situation in the prison, it was important to me to have an idea about what kind of treatment child inmates receive in the context of prison. According to the Prison Director and the Prison Secretary, only NGOs are taking care of child inmates in formal education which is not sufficient for their transformation and added that they completed vocational training in mechanics, electricity and hair cutting.

8.2.3 A Need for Care

I found that peace education could be the most effective way of preparing children for rehabilitation and reintegration into their communities. This conclusion came after discovering

that the activities currently implemented in Munzenze Prison are insufficient to address the needs of child inmates and facilitate their positive transformation.

8.3 THE TRAINING NEED ASSESSMENT

The training needs assessment in this context is linked to the theory of change, which aims to develop a peace education programme focused on the rehabilitation and reintegration of children into their communities. To achieve this, two key elements – needs and process – were analysed to outline a tentative programme that could be implemented in a prison setting.

8.4 THE NEEDS

To provide children with the necessary training or treatment to prepare them for their return to their communities, the following needs must be addressed:

- Firstly, an elaborated programme that relates to their situation must be developed and implemented.
- Secondly, teachers need to be trained in the approach of peace education, as this is the first time such activities are being organised in the targeted prison.
- Thirdly, teaching and learning materials must be prepared.
- Lastly, a conducive space and good living conditions are essential.

To strengthen and properly establish the programme, support was needed from:

- Government officials through the prison leadership;
- Educational and judiciary officers, who understand the causes of the children's deviant behaviours and can help determine the type of education suitable for their level and the prison context;
- Community and religious leaders, as they are expected to welcome the children upon their release from prison and can contribute strategies to facilitate the children's reintegration into the community.

8.4.1 The Process

This point relates to the third objective, which concerns the planning and implementation of peace education in the context of Munzenze Prison. After gathering input from various stakeholders about how children are prepared inside the prison and recognising the desire to prepare children for rehabilitation and reintegration through peace education, it became clear that this type of programme is suitable given the reasons for their incarceration and the

environment they come from. Therefore, the focus was on developing a programme, assessing the prepared programme, and training teachers before implementing the programme.

8.4.2 Intervention Preparation

At this stage, I needed to select experts who were willing to assist in developing the structure and content of the programme, as well as the philosophy underpinning its implementation. The following section outlines the contents and the suggested tools to be used for training child inmates on issues of violence and peace.



Focus group discussion with education experts and other stakeholders

Source: Researcher

8.5 INTERVENTION AT MUNZENZE PRISON

After gathering ideas from various stakeholders, including educational and judiciary officers who were the primary experts in determining the type of education suitable for child inmates, it was clear that the programme should incorporate elements from both peace and civic education. To develop a comprehensive programme that aligned with their guidelines and suggestions, I collaborated with additional experts to refine the initial recommendations from the primary stakeholders.

From 27 September to 22 October 2022, I worked on creating a programme that would meet the expectations and desires of different stakeholders. Table 7 outlines the programme content developed during this period. Before beginning this process, I conducted FGDs with

educational experts and other stakeholders including the judiciary officers to gather their inputs on the components of peace education, the key actors to be involved, and the objectives to achieve through the programme's implementation.

Table 7: Peace education components, actors and objectives

N°	COMPONENTS	ACTORS	OBJECTIVES
1	Education for peace and non-violent behaviours	Children	To raise their awareness about the issues of conflict and violence; the disadvantages of violence.
2	Counselling and psychosocial guidance	Children Community members or leaders	To empower and train the community actors who will be part of the programme on how to handle the children in their community and, on the other hand, the children how they should behave in their community.
3	Leadership, mentorship and sense of responsibility (to develop the sense of human culture, cooperation and participation)	Educational Officers Prison wardeners Judiciary Officers Community members Child inmates	Training of trainers: to train the actors and volunteers who will conduct the programme in prison.
4	Civic education and civic values (Tolerance, participation, reconciliation, forgiveness, cooperation, respect)	Community Children/Inmates Trainers	To train the inmates and help them to change their behaviours under the leadership of the trainers and other community members in order to change them and make them good citizens, to train children to respect themselves and others, to respect common goods and private goods.
5	Non-violence and social values (Love, respect, forgiveness, reconciliation, cooperation, tolerance)	Trainers child inmates Community members	To train peacemakers among the child inmates; to rise a sense of responsibility, corrective and constructive methods of conflict transformation (How to respond peacefully to conflict, how to feel guilty for the crime one has done, how to ask for forgiveness, how to forgive, being tolerant...)

N°	COMPONENTS	ACTORS	OBJECTIVES
6	Healing and conflict transformation skills (dialogue, reconciliation, negotiation, conflict prevention strategies, anger management, asking for forgiveness and to forgive)	Community members Trainers Child inmates	To prepare children to join the community and the members to welcome and integrate them
7	Vocational Training according to the children's preferences or needs	Trainers child inmates	To empower the children to be self-reliant and to be beneficial to themselves and to their community

Source: Field research, 28 September to 22 October 2022.

The educational expert, Mr Buso said this:

I found that the first thing will be to think in teaching which touch on peace and non-violence in so far as the context in which they are living, if they are not informed about these elements, it will be a nothing as task done by trainers.⁵¹

Another educational expert Makala said this:

According to me, it is good for you to conceive the programme, means to think about the non-violence lesson because the environment under which we are living is characterised by the violence for a long time and to not take into consideration this aspect is consider as to forget the essential.⁵²

The prison secretary said this:

To think about peace education, it is a very good thing, but if we want to work for a better future after prison life, I think that their possibility to access job opportunities will be a good thing and this by protecting vocational training in which they are trained in the prison.⁵³

A judiciary officer Ndoluma said this:

Due to the causes of their incarceration linked to poverty, robbery, sexual abuse, this children despite non-violence, peace, they need to be trained also in civic education and the respect of regulation because when they are released, they need to be welcomed

⁵¹Focus group discussion with Education Experts, Mr Buso, Goma town, on, 27thSeptember 2022

⁵²Focus group discussion with Education Experts, Mr Makala, Goma town, on, 27thSeptember 2022

⁵³Focus group discussion with prison staff. The prison secretary, Goma town, on, 27thSeptember 2022

*in into the community and if they do not have sufficient knowledge in the respect of rules of and to know that their violation will be the causes of their return into the prison.*⁵⁴

Another community member, Mr India said this:

*It is true that this category of children is suffering from problems they know in their families and the community which have the psychological impact on their life, which is the task psychologists and the task of counsellor in order to heal their wounds and trauma for their better return into the community.*⁵⁵

After the focus group discussion sessions with this category of stakeholders, I compiled all their ideas and came up with a tentative programme of peace education reflecting the major components, actors and objectives that were to be achieved through the programme. Table 7 gives an overview of the programme.

According to this table, the programme aims at promoting relevant elements which are tolerance, participation, cooperation, forgiveness, reconciliation and the sense of human culture. It also promotes the strategy of being self-reliant on the side of the children. The programme aims to promote three relevant elements which are participation, cooperation and the sense of human culture. I worked on it from 28 September to 22 October 2022.

8.5.1 The Training Evaluation

After the work on the programme, it was very important to present to judiciary officers and educational officers who are the primary experts in the conception of this programme. In spite of the lack of any educational programme in Munzenze Prison, they find that, it is very important to train children into peace education and civic education programme. As researcher, I had to think about the content and the components of the programme. After this step, it was very significant to meet again those stakeholders to show them what programme that I did regarding to their guiding principles. The session had been organised, has the Focus Group Discussion where stakeholders appreciated the programme and in the same moment, they gave me the opportunity to adjust again the programme and add the elements like they suggested me. The session took place on, 24th October 2023. From this session focus group discussion

⁵⁴Focus group discussion. Mr Ndoluma, Goma Town, on, 27th September 2022

⁵⁵Focus group discussion. Mr India, a community member, Goma town, on, 27th September 2022

which gathered educational and judiciary officers, they suggested that one of the stakeholders, the Educational Officers, gave me different views. Mr Buso had this to say:

I found that, like among the causes of their incarceration we found sexual abuse against young girl, the aspect of gender should be added in the programme and this could help them to understand them to respect Women and the respect of the difference between people.⁵⁶

Adding to this idea, Kilima, a judiciary officer said:

This is a good idea to include aspects of gender to the programme, because when we see the category of children that we receive in our courts we find that the majority are young men; this means that they have also something to learn from young girls especially how to react in some situation. In addition, this gender dimension could help young boys to understand that with young girls, they cannot only abuse them, but they have to learn more about them and from them as human being.⁵⁷

During further discussions with stakeholders, an educational officer expressed his interest in the methodology I deemed suitable for training this specific group of children and how it would help them behave appropriately with girls once they are released from prison. It became clear that the most effective training method for this group would be through communication using a box of images. This technique would enable the children to understand and internalise the messages conveyed through the images. By interpreting these images, the children would gain insights into their actions and reactions, understanding how their behaviour affects others. They would also learn what behavioural changes are necessary to avoid future offences and reintegrate into their communities as reformed individuals.

Another concern raised was the potential of this educational programme to transform child inmates. I assured the stakeholders that the chosen technique would be highly appropriate for the prison context. Overall, the discussants were pleased with the programme and the rationale behind its development. One of them, Mr Oscar, gave his views in these words:

⁵⁶Focus Group Discussion with Educational Officers, Mr Buso, in Goma town, on, 24th October 2022

⁵⁷Focus Group Discussion with Judiciary officers, Mr Kilima, in Goma town, on, 24th October 2022

*I really appreciate the way the programme is shaped but mostly the teaching methodology through image box because it is my first time as a teacher to hear about this teaching method using images.*⁵⁸

What another education expert called Sisi confirmed in his words:

*I am very satisfied with the way the programme of children in prison has been prepared because this has never been thought of by anyone before. I mostly appreciate the training methodology because it will help children whose capacities are very limited to follow lessons like in the context of formal education.*⁵⁹

Mr Whisky who is also an education expert, said:

*The programme is very good, and the methodology is good as well for these young people. However, I would suggest you work also on an activity schedule and on how the modules will be following each other and whether they will be levels following the children's differences.*⁶⁰

Mr Makala, his colleague, gave his position taking the discussion back a step further. He reminded the discussions and to me as the programme manager of the following point:

*Remember that in what you are doing, you will not be the only one person to teach all of these modules. So, you will have to select other people or teachers who are willing to contribute to the training. Can you please tell us what your expectations are after the implementation of the programme?*⁶¹

The stakeholders' ideas and questions clarified what needed to be addressed and refined in the programme. The following section of this chapter will shed light on the expected outcomes of the peace education initiative. The section presents the activity plan and the content of the modules.

8.5.2 Sharing the Programme with Prison Staff

Following various sessions with stakeholders and trainers, the next step was to meet with the prison director to discuss the proposed peace education programme for children in the

⁵⁸Focus Group Discussion with Education Experts, Mr Oscar, in Goma town, 24th October 2022

⁵⁹Focus Group Discussion with Education Experts, Mr Sisi, in Goma town, 24th October 2022

⁶⁰Focus Group Discussion with Education Experts, Mr Whisky, in Goma town, 24th October 2022

⁶¹Focus Group Discussion with Education Experts, Mr Makala, in Goma town, 24th October 2022

institution and seek permission to commence its implementation. I also aimed to share our teaching-learning methods with the director and his staff. They were taken aback by the novelty of the programme, as such initiatives had never been undertaken in their prison before. However, they acknowledged its relevance to both the children's level of understanding and the prison context, given its alignment with their backgrounds. They suggested revising some images in the instructional materials to ensure they did not inadvertently incite violence. Regarding the schedule, the prison director assured me of a prompt response, which was received on 16 November 2022. The next section delves into the implementation of peace education in Munzenze Prison.

8.5.3 The Outcomes of Peace Education Programme in Munzenze Prison

Essentially, the objective of implementing a peace education programme in a prison setting is to facilitate the transformation of inmates. The aim is for former inmates to reintegrate into society with optimism, avoiding becoming a burden on their communities. Numerous studies have highlighted that prison education provides inmates with an opportunity to break away from criminal activities and embrace a new lifestyle (Szifris, 2018: 42). Peace education, in particular, is regarded as a crucial element in this transformation process, empowering inmates to become peaceful citizens (Bashir and Akbar, 2021: 48). Prison education has the capacity to mend relationships between former inmates and their communities. The task at hand for the team at Munzenze was to achieve the outcomes outlined in the diagram below, which illustrates the significant and relevant outcomes anticipated from the implementation of the peace education programme in the correctional institution, particularly in Munzenze Prison. I should mention that the different components of the programme are the results from the discussion sessions that I had with various stakeholders and the experts who contributed to the conception of the programme.

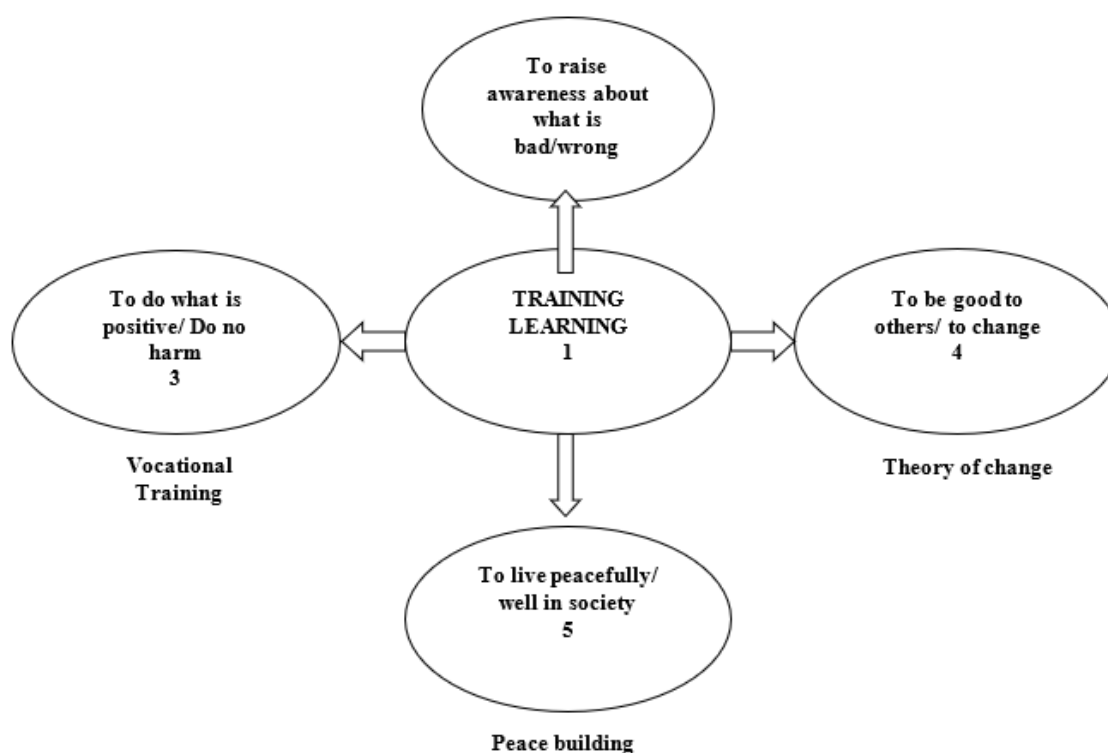


Figure 9: Peace education and expected outcomes

Source: The researcher

None of the aforementioned components are expected to be fully accomplished by the conclusion of the training. Just as educational experts queried the teaching-learning methodology or the strategy I intended to use to effect the desired change in the child inmates, it was determined that employing images was an effective strategy for imparting lessons on peace education. Three overarching themes were selected, each aligned with the programme components and desired outcomes: violence, non-violence, and peace. Each theme was scheduled to be taught for a month, commencing on 1 March 2023.

Prior to embarking on the programme implementation at Munzenze Prison, it was imperative to train teachers in matters pertaining to violence, peace, and peacebuilding within the unique context of the prison setting. This context differed significantly from their accustomed environment or the conventional classrooms they were accustomed to. Consequently, they needed to be cognizant of the specific nuances and the pedagogical approaches to be employed. In this regard, as these teachers already had pedagogical skills, there was minimal instruction required. Nonetheless, an educational officer, locally recognized as an inspector, assisted in this training, having been briefed extensively on my research, its motivations, objectives, and anticipated outcomes.

8.5.4 Training of Trainers

Following the presentation and deliberation with stakeholders on the programme during the evaluation session, and subsequent integration and adaptation of the programme within the prison context for child inmates, the focus now shifts to the training process and the criteria employed in selecting trainers or teachers. It is imperative to note that before initiating the training of child inmates at Munzenze Prison, careful consideration was given to who would conduct the training and how it would be conducted.

As I lacked formal training as an educator, particularly in a prison environment, I enlisted the assistance of an educational officer to facilitate the training of the intervenors within the prison. I provided the educational officer with insights into the research objectives and the intended outcomes of the study. Together, we reviewed the proposed training manual, taking into account his expertise and the unique circumstances of the prison environment.

Over the course of four days, we conducted a training-of-trainers session involving 11 individuals with expertise in the field of education and teaching. The training sessions were centred around themes of peace and peacebuilding, as well as the utilization of the image box and appropriate methodologies tailored to the background of the child inmates. It was crucial to convey to the trainers that the child inmates possessed varying levels of understanding and life experiences, necessitating an adaptable approach to instruction. The following criteria were used to select the trainers:

- ✓ To be teacher.
- ✓ To have worked in a similar context or having taught children with particular issues.
- ✓ To be ready to work as a volunteer.
- ✓ To have good communication skills.

Moreover, the rationale behind selecting 11 trainers stemmed from the voluntary nature of these activities. Opting for only two trainers would have posed challenges in organizing regular peace education sessions, potentially jeopardising the achievement of programme objectives. Additionally, while some trainers had prior experience in teaching within contexts such as displaced children in camps, they lacked experience in prison settings.

In addition to the trainers, other individuals were invited to participate, including the prison secretary and two lawyers. This broader participation of 11 individuals ensured a diversity of

perspectives and input, enhancing the likelihood of attaining the desired outcomes. The training sessions for the trainers commenced on 7 November and concluded on 10 November, 2022.

8.6 THE PROGRAMME IMPLEMENTATION IN MUNZENZE PRISON'S SUSTAINABILITY

8.6.1 The Training Module on Violence

This module helped the children to learn about the motivation and origin of violence, and through the images, they tried to express what their feelings were, to understand what violence means, what it represents, and the consequence of engaging in violence. Through the training module on non-violence, children learned how to develop non-violent attitudes and express their needs, to act and react positively.

8.6.2 Training child inmates as a rehabilitation process

Peace education has been recognised as a technique that enhances skills aimed at transforming the behaviour of individuals, particularly children and youth, to prevent conflict and violence. This aligns with Gandhi's statement that "If we want to see change, peace education must focus on children." In the context of this study, peace education was implemented to facilitate a shift in the attitudes of child inmates from negative to positive, through a tailored programme. This intervention aligns with recommendations from various sources and is tailored to meet the specific needs of child inmates and their communities, as validated by stakeholders.

For the implementation of this intervention, all eight trained teachers contributed to the development and delivery of the three selected themes: peace, violence, and non-violence. Teaching and learning sessions were scheduled for one hour, three times a week, with 12 sessions per month. This prison education programme targeted 35 child inmates (34 boys and one girl), with training conducted from March to May 2023. The intervention began in March, considering prison regulations and prevailing security conditions at the time, which led to a temporary postponement of activities.

The decision to cover the modules on violence, non-violence, and peace was based on the understanding that simply advocating for peace without addressing the factors that undermine it would be inadequate. This approach resonates with Harris' notion that peace education encompasses activities that empower individuals to combat violence and rebuild relationships. This perspective underpins the peace education initiative in Munzenze Prison for child inmates.

8.7 PLANNED ACTIVITIES FOR THE INTERVENTION

Table 8: The planned activities for the intervention

N°	Months	Activities	Objectives	Duration	Comments
1	First Month: from 1 st to 30 th March, 2023	Activities that were organised in Munzenze Prison focused on violence using the images box. Training: the learning topic was violence, its manifestation, causes and consequences	To help children to understand violence and its negative and destructive effects	First activities started on the First week of March and activities started from Tuesday 1 March to 30 March for three hours per week, this means one hour per day. The first week consisted of introducing children's images of violence and giving them the time to think and react to what they see.	The teaching and learning material were the prepared module and the related pictures in a kind of toolbox. For this, experts in peace education that I train organised activities every time from ten to eleven o'clock. The first week was not easy because the attitude of children for the first day did not give us the opportunity to discuss deeper the topic of the month, which was violence, but the more we continue the more activities were enticing.
2	Second Month From 4 th to 30 th April, 2023	Training; learning topic: non-violence	To help children to understand the concept of non- violence and its advantages; to understand how to promote non- violent actions	Like the first month, the second had the same format 3 hours per week; a one-hour session daily for three days. The second month took place from 4 th to 30 April	To use the image box and prepared songs. The second month was more productive because, it helped child inmates to take their opportunities to begin to react on and to be more active in asking questions, in

N°	Months	Activities	Objectives	Duration	Comments
				and like the first month activities were organised for four weeks under the coordination of trainers.	giving their views easily after looking at images and at the end of the second month an evaluation session took place with children and trainers in which children expressed their wish to see the activities continuing after the two months of activities.
3	Third Month: from, 2 nd to 31 st May, 2023	Training and learning about peace and peaceful coexistence in one environment	To train children in aspects of peace and how they can make peace where they live or with their friends.	The third month of May, started on 2 nd and ended on 31 st and like the first and the second month, the third month was for discussion with children about peace and peace values and using only the image box.	To use pictures from the toolbox and prepared songs about peace. The box images helped children to express what they see and to take decisions after discussing with them about peace values to live peacefully.

Source: The researcher; Field work. March to May, 2023

Table 9: The Training modules content

Modules	Contents	Peace Education Components and teaching methodology	Comments
Module 1: Understanding Violence and Conflict	1. Understanding violence - Defining violence - Causes of violence - Consequences of violence - How to avoid violence	1. Education for peace and non-violence behaviours 2. Teaching technics - Games - Role plays	Short-term activity

Modules	Contents	Peace Education Components and teaching methodology	Comments
	2. Understanding conflict • Conflict with self • Conflict with others (a friend or a relative) • Causes of conflict • Consequences of conflict (at individual level, at family level, at community level) 3. Understanding peace • What is peace? • What are the manifestations of peace? • What are the benefits or the advantages of peace? (For oneself, for family, for the community)	• Drawing • Story telling (Narrative techniques) 3. Teaching techniques • Songs • Role plays • Games • Drawing	
Module 2: Understanding Non-violence and alternatives to violence	1. Understanding Non-violence • Understanding non-violence • What are the manifestations or the signs of non-violence? • What are the benefits or the advantages of a non-violent attitude? 2. Alternatives to violence • How to promote non-violent attitudes? • How to promote active listening? • How to promote cooperation and not competition? • How to promote tolerance and participation? • How to promote forgiveness and reconciliation? • How to promote conflict resolution skills?	1. Education for peace and non-violent behaviours 2. Non-violence and social values 3. Teaching techniques • Games • Role plays • Drawing • Story telling (Narrative techniques)	Short-term activity

Modules	Contents	Peace Education Components and teaching methodology	Comments
	How to promote Human cultures		
Module 3: Understanding Peace	1. Understanding Peace - What is peace? - What are the signs or manifestation of peace? - What are the benefits or the advantages of peace? (For oneself, for families, for the communities) 2. Making peace, promoting healing and conflict transformation skills - Making peace with oneself - Making peace with others (community members) - Promoting dialogue and negotiation - Promoting reconciliation - Promoting conflict prevention strategies - How to manage anger (asking for forgiveness and to forgive)	1. Education for peace 2. Healing and conflict transformation skills 3. Teaching technics - Games - Role plays - Drawing - Story telling (Narrative techniques)	Short-term activity
Module 4: Leadership, Mentorship and sense of responsibility	1. To develop leadership, mentorship and the sense of responsibility - Understanding leadership - Communication skills - Active listening skills - Cultural and contextual awareness	1. Leadership, Mentorship and Responsibility 2. Counselling and Psychosocial guidance	Long-term activity
Module 5: Civic education and civic values	1. To promote civic education and to instil civic values Understanding the rights and the responsibilities of children in society		Long-term activity

Modules	Contents	Peace Education Components and teaching methodology	Comments
	• Understanding the local context • Acquiring social, interpersonal, and communication skills • Acquiring conflict transformation skills • Developing the practice of tolerance • Understanding respect for the rule of law • Understanding human rights (children's rights, respect for freedom and gender equality) • To value diversity and respect for others		
Module 6: Counselling and Psychosocial guidance	1. Individual Counselling • Providing individual counselling (To children, to family/communities' members) • Providing Group Counselling (to children, to community members)		
Module 7: Vocational Training	1. Vocational Trainings • Providing Task oriented counselling		Long-term activity according to the children's preference, needs or profile

Source: The researcher, 2022

This programme comprises two parts. The first part includes modules designed for short-term activities, which were shared with child inmates over three months by myself and the trainers. However, four additional modules are part of the programme and are intended for future implementation as long-term activities. Given the objectives of this study, we needed to quickly organise activities to prepare the child inmates for their return to their communities and conduct

a short evaluation. Achieving the entire content of the programme requires more time than was available for this study.

Following the implementation of the peace education intervention in the prison, and aside from the daily evaluations conducted after each lesson, this section presents the lessons learned from various stakeholders involved in the programme. These stakeholders include trainers, prison staff, lawyers, judges, child inmates, and other community members.

8.8 EVALUATION WITH CHILD INMATES

After the intervention in prison, an evaluation was conducted with children in order to have their perceptions for the short time spent with them. This evaluation took place on 2 June 2023 just a few days after the end of the training. The major question was to share the experiences of the training; mostly to say how they feel after the training. The prison director released only seven children to take part in this evaluation. Lungo, one of the children and a beneficiary, had this to say:

*I was very happy with the training because I learned to avoid bad attitudes like robbery, fighting against others and in addition I liked it when we learned the song I am your brother, and you are also my brother.*⁶²

Zulu continued by saying:

*I was very happy when I discovered that violence is not good and someone must know that peace is very important and if we want peace, we must love others and keep away from bad behaviour.*⁶³

The other child, Kisu, had this to say:

*I particularly as a young boy inmate, I appreciated the training because it helped me to discover that I used to move in a bad way and through this training I found that I must think and react differently like to deny bad behaviours as killing because I stabbed someone, and he died and that is why I am here. Another thing is that we got good people as teachers, and they should continue like this.*⁶⁴

For Kamba, this is what he found and said:

⁶²Focus Group with Children in prison, Lungo, 2nd June 2023

⁶³Focus Group with Children in prison, Zulu, 2nd June 2023

⁶⁴Focus group discussion with Children in prison, Kisu, 2nd June 2023

*Regarding what they taught us about violence and peace, I was very happy. I was in the ignorance over bad behaviours because I have never learned from anybody and even in my family this never happened because all my parents are farmers and very busy teaching me such things. I am grateful to all teachers because I discovered what to avoid and how to look for peace.*⁶⁵

On his side, Rock added and said:

*I am suffering a lot for not being at school with my friends because if I had studied, I couldn't become a street boy and I couldn't engage in robbery, but through this training, I discovered that to still people stuff is not good, and I need to change. I thank our teachers a lot for this training and for letting me know how someone can live peacefully with other people. I think once I will be released from this prison, I will not engage in robbery anymore because it is because of robbery that I am in this place.*⁶⁶

Echo said this:

*I am happy because I know abundantly about bad behaviours and how a young person like me can become an agent of peace. When I'll be back home, I'll do my best in order to live like a new person and I'll be preaching my fellow young men to have a big fear to act badly and to be a peacemaker.*⁶⁷

Okapi, another boy, said this:

*I was very happy with training because I couldn't know how to love others. Also, through this training, teachers taught me that sexual abuse is not a good thing because it destroys the victim's life, and it gave the opportunity to decide to not do it again because it constitutes the cause of my incarceration.*⁶⁸

When asked what he thinks of the training, Rio said this:

I am very happy with the training and the teachers because they told us that if you want peace, just you have to apologise to those whom you harm. And through this, I decided

⁶⁵Focus group discussion with Children in prison, Kamba, on 2nd June 2023

⁶⁶Focus Group discussion with Children in prison, Rock, on 2nd June 2023

⁶⁷Focus Group discussion with Children in prison, Echo, on 2nd June 2023

⁶⁸Focus Group discussion with Children in prison, Okapi, on 2nd June 2023

*to beg for pardon to the young ones that I will abuse when I am free, and I ask you to help me in this process.*⁶⁹

At least, the children's impressions were good, and it was proof that the training was a need of the children. Of course, on the teaching methodology, they had nothing to say as it was the first time they had encountered teachers in this way and in prison.

8.9 INTERVENTION AT MUNZENZE PRISON

Prison officers were asked whether the programme had an impact on children's behaviour and whether they felt its relevancy in the prison situation for this category of inmates. The discussion with prison officers took place on 3 June 2023. During this sharing, the prison director had this to say:

I think that it is important to have such a kind of activities, mostly the peace education for this category of children hosted in prison for their better preparation for their reintegration into their own families and communities. And the thing that impresses me a lot is the methodology that has been adopted during the training. But also, since the start of the programme we noticed that there has been a change happening in the lives of children and now we find that they have in their mouth the concept of peace and I am your brother, and you are my brother too. On my behalf I think if you continue with these kinds of activities, they could help children not to reoffend anymore and to be incarcerated again.⁷⁰ We are really grateful for this moment that you spend with children because it gives another climate in the way of teaching child inmates. Before this peace education training they used to be taught lessons in electricity, mechanics and hair cutting. In addition, the peace education programme that they are learning has a link with their past which causes their incarceration, also this has a link with the environment in which they are coming from which was characterised by violence. Further to this, we observe that, since the beginning of the training the change is observed in their behaviours. This tells us that if the training continues it will have an impact on the children and it will be impossible to have cases of recidivism in the future and children could be well prepared while in prison for the easy return into the community.⁷¹

⁶⁹Focus Group discussion with Children in prison, Rio, on 2nd June 2023

⁷⁰ Interview for evaluation, Mr prison director, 3rd June 2023

⁷¹ Interview for evaluation, Mr Prison Secretary, at Munzenze prison 3rd June 2023

8.10 EVALUATION WITH TRAINERS AND JUDICIARY OFFICERS

These are stakeholders in the programme, and, with them, it was an opportunity to share and to discuss their experiences after the implementation of peace education and to find out whether the programme was relevant in Munzenze Prison. They also had to reflect on the impact of the programme. At the end of the training, they gave their points of view as follows:

Trainer Fostro said this:

This was a good experience and as a teacher it was the first time for me to experience this kind of communication with learners through images box and I found that it was adaptable because discovering the level and the background of all of them, it couldn't be easy to discuss with them and to render easy our interaction with them, but the most important thing to notice is that, the environment wasn't comfortable because the infrastructure and the classroom wasn't adaptable for this kind of exercise, no sufficient chairs, no black board and some child inmates were forced to stay on the floor ⁷²

Trainer Hotel said this:

The experience was very good, but due to the limited time it wasn't easy to deepen our communication and for me it was the first time teaching in the context of prison where we do not have any facilities capable of helping children to be more productive, but it was a good experience. Another thing is the motivation of children, really, it is a necessity but when they are not eating very well the motivation is down and that is why sometimes we couldn't reach 20 in the total of 35 child inmates.⁷³

Trainer Tango:

For me, I think that it is a very important thing that happens in the context of prison and for child inmates and mostly the methodology suggested which concerned the images box communication; it helped children to think about their past and to take decisions to not make mistakes again. But in the future and for better implementation, it is necessary to have more time in order to prepare children in a good way for their reintegration and

⁷² Focus Group Discussion with trainers, Mr Fostro, on 6th June 2023

⁷³ Focus Group Discussion with trainers, Mss Hotel, on 6th June 2023

*return to the community. Because one hour three times a week as a teacher is not enough.*⁷⁴

Mr Gama said this:

*For me I found that it is a good thing to think about child inmates and the time I experienced with them was very interesting. But the context was very different because the peace education teaching is different from the ideology of teaching in the normal school. But at the end, I will say that the time I experienced with child inmates I found a little change in their way of being and the hope is that, if they continue like this in training the integral change is possible, this is a matter of time.*⁷⁵

Educational Officer Makala said this:

*Compared to the first time I met them, I would say that the programme works very well, and the change is observable in children because in the first days they didn't show any interest but the days after we saw them coming and being attracted by the programme. Another thing is that the image box was very interesting, like methodology because it helped them to be more active and to participate and it helped them to express their feelings and how they felt sorry as to why they have committed bad things.*⁷⁶

The Judiciary Officer Chupa said this:

*For me the problem is not the programme but the conditions in which things were organised; the class wasn't appropriate to teach child inmates. But I found that the programme is very important because the children had not got any opportunity to study before like other children, this is an opportunity for them to be in almost the same level of other children in terms of education. Further to this, despite conditions in which things were organised child inmates have shown good attitudes and now, I discovered a little change in their way of being. This means, if we take into consideration the time factor and better conditions of incarceration, there will be a change.*⁷⁷

One of the trainers, Rasta, reported this:

⁷⁴ Focus Group Discussion with trainers, Mr Tango, on 6th June 2023

⁷⁵ Focus Group Discussion with stakeholders, Goma, at Munernze prison, 6th June 2023

⁷⁶ Focus Group Discussion with stakeholders, Makala, at Munzenze prison, 6th June 2023

⁷⁷ Focus Group Discussion with stakeholders, Mr Chupa, at Munznze prison, 6th June 2023

On my behalf the programme is so excellent, and it is a good initiative because I could not imagine as teacher to teach once in the context of prison and in front of child inmates. The methodology also was very good, the image box training that I have never used in my life as a teacher, but for me I found that it was a good experience, and it helped children to express their views and the discussion with them through images gave me the time to know them deeply. However, in the future, if possible, we have to work on the time factor and to improve the conditions in which they have to study in the future.⁷⁸

For Sisi:

The experience of teaching in prison was a good one because it helped us to be closer to another reality which is the teaching of children in prison without any pedagogical background. Moreover, those who need to be prepared for their reintegration into their own communities got an answer through peace education; for me, it was a good way of dealing with this category of children. Mostly the teaching using images was a good experience and I found that the children's participation in discussion was good and even better than in the traditional teaching. In addition, children enjoyed it, and it was time for them to talk about their past and to take the decision to not go back to crime anymore when they are released. Finally, it is important to note that the availability of images contributed to the training, it could be more important to add other materials like television for movies that have a link to the topic.⁷⁹

8.11 SUMMARY

According to the prison director, judiciary officers, and educational officers, the first experience of education in the prison highlighted its necessity. The activities demonstrated that the transformation of these children must stem from peace education. This approach not only helps the community by fostering peace but also encourages the acceptance of these children upon their return from prison. Education in prison aids in achieving peace within the community by ensuring that former wrongdoers are educated and return equipped to contribute positively to society. The outcomes of the peace education programme, developed and implemented over these three months, have been positive. Given the success in rehabilitating and reintegrating former inmates at Munzenze Prison, these efforts should be sustained. The next chapter presents an evaluation of the short-term outcomes of the intervention programme.

⁷⁸ Focus Group Discussion with stakeholders, Rasta, at Munzenze prison, on 6th June 2023

⁷⁹ Focus Group Discussion with stakeholders, Sisi, at Munzenze prison, on 6th June 2023

CHAPTER NINE

SHORT-TERM OUTCOMES

9.1 INTRODUCTION

The main objective of this study was to increase the awareness of the need for rehabilitation efforts among the stakeholders and the child prison inmates in DRC. The specific objectives of the study are:

1. To explore the living conditions of child prison inmates in Munzenze Prison, Eastern DRC
2. To explore the efforts currently being made to help and prepare the child inmates for their rehabilitation and to assess the effectiveness of these efforts.
3. From an action research approach and together with a research team or participants, to shape and implement an intervention involving conventional and peace education.
4. To evaluate the short-term outcomes of the intervention.
5. To develop a sustainable rehabilitation programme for child inmates in Munzenze Prison.

The above objectives resulted from the following research questions:

1. How is the situation of child prison inmates in Munzenze Prison?
2. What efforts are currently made to help and prepare them for rehabilitation?
3. How might a peace education programme be planned and implemented in Munzenze Prison and in other prisons in the country?
4. How could the short-term outcomes of the intervention be measured?
5. Which strategy emerges from the inquiry that could be effective to facilitate the rehabilitation of child inmates in Munzenze Prison?

9.2 RELEVANCE OF THE PROGRAMME

This response addresses the first research question regarding the conditions of incarceration for children in Munzenze Prison. According to this research question, the initial objective was to understand these conditions, which was achieved through interviews with stakeholders and detailed observations. It was found that the children are living in substandard conditions, with limited access to food and basic necessities, poor hygiene, and inadequate infrastructure that fails to meet required incarceration standards.

Additionally, discussions with the prison director and secretary highlighted the efforts being made to prepare children for rehabilitation and reintegration into their communities. It became

apparent that the children found their usual activities monotonous and unenjoyable. Unfortunately, after the peace education training concluded, the children had to return to these activities with NGOs, which they did not favour.

Stakeholders, including judiciary officers and education experts, unanimously agreed on the significance of the peace education programme in aiding children in prison. This underscores the relevance of the subsequent research question, which was effectively addressed through this study. During Focus Group Discussions (FGD) sessions, participants brainstormed on sustaining and continuing the programme and on potential recommendations to the central government, as such a programme had never been implemented before. Peace education was deemed particularly pertinent given the children's backgrounds and current living conditions, as well as the potential for transforming the causes of their incarceration into positive change.

The intervention was carried out by volunteers who taught the children and helped implement the programme in Munzenze. A short-term evaluation of the peace education training, conducted with the children, the prison director, the prison secretary, and educators, revealed positive changes in the children's behaviour despite challenges that could hinder the programme's success within the prison context.

Finally, after gathering various perspectives from stakeholders, child inmates, and prison staff, suggestions were made to ensure the programme's sustainability in Munzenze Prison. Additionally, there were discussions on how to implement the programme in other prisons across the DRC, with the goal of ensuring that no child in similar circumstances is left behind.

9.3 THE PROGRAMME CONTENT

Peace education in the context of Munzenze Prison has been perceived by various stakeholders and the children themselves as an initiative that effectively promotes a culture of peace among inmates and prepares them for reintegration into their communities. The modules, developed with the assistance of trainers and experts, provided the children with a new perspective on life and guidance on how to act and react responsibly and respectfully (Appendix W). This programme fostered a sense of responsibility and respect for others, helping the children develop a culture of peace and love. They realised that had they embraced peaceful values earlier, they might have avoided incarceration.

The findings indicated that such training, if received earlier, could have prevented the children from engaging in criminal behaviour. For the trained children, discovering the concept of peace

through the use of images was inspirational and could have helped them avoid imprisonment. They learned to reject the culture of violence and instead developed the principles of ubuntu, empathy, humanity, and love for others. This began with a motto they were taught that goes like: *Uko wa kwetu, niko wa kwenu*, which means “you are my brother, and I am your brother too”.

9.3 THE TRAINING CONDITIONS IN MUNZENZE PRISON

The teaching and learning activities were conducted over a three-month period, scheduled on days that did not interfere with other prison activities. Training sessions took place daily from 10 am to 12 pm. This timing was suitable for the children, ensuring their participation, as they would be too tired and hungry to engage actively in the afternoons.

As mentioned earlier, there was a lack of appropriate infrastructure and training materials, which hindered the implementation of an ideal educational programme. Additionally, due to the security situation in the area, trainers could not stay with the children for extended periods, fearing unexpected incidents. Nevertheless, the training schedule was generally adhered to, with sessions held three days a week as planned.

9.4 REHABILITATION AND REINTEGRATION PROSPECTS

The effectiveness of the rehabilitation and reintegration depends on the time and the context in which the programme has been implemented and at the end the results that came out the programme implementation. For this, three moments had to be taken into consideration in evaluating the programme effectiveness. I had to look at the time before the programme was implemented, during the implementation time and after the implementation.

9.4.1 Before the Programme Implementation

Before implementing the programme, it was essential to develop an educational initiative, as there were none available in the prison. Only some vocational training programmes had been developed by NGOs to prepare children for reintegration into the community. However, these trainings primarily served to keep the children occupied while they were incarcerated. The prison secretary informed me that due to inadequate preparation, many children were re-incarcerated shortly after their release because there was no follow-up programme in place.

Another unfortunate issue was the poor living conditions of the children’s families and their inability to adapt to life outside prison. Consequently, the released children often sold their

reintegration kits whenever they needed money. This forced them back onto the streets, exposing them to robbery and other crimes, and leading to their re-incarceration.

To address these issues, several sessions were organised with various stakeholders before implementing the programme. These sessions aimed to gather input, discuss the programme's content, and determine suitable teaching methodologies for children in a prison setting.

9.4.2 During the Programme Implementation

At this point, it is important to note that on the day the programme started, the team leader of the trainers informed the child inmates about the format and structure of the programme, emphasizing that they were the first participants. The inmates shared their feelings and observations, which was touching. This communication was well-received by both the child inmates and the prison officers.

During the implementation of the peace programme, communication was effective, and the child inmates were actively engaged. The format and methodology used were appealing, and their involvement in the programme was notable. However, I observed some issues, such as the varying levels of engagement and adaptation among the inmates. Additionally, despite informing all stakeholders about the programme, there was a noticeable lack of active participation from some stakeholders during the training sessions. This limited their ability to understand the communication the children received and to provide guidance based on the children's backgrounds and community needs.

9.4.3 Impact of Peace Education on Munzenze Prison

The impact of Peace Education in Munzenze Prison has been overwhelmingly positive. Just one month after implementing the Peace Education modules, a child inmate named Zenon was released and returned to his community. The values he learned during the training in prison led to noticeable changes in his behavior. Today, this young man has joined the church choir, and the most remarkable outcome is his smooth integration and acceptance by the church members. The gentleman gave his own testimony:

I am thankful to the training I got the time I was in Munzenze, it helps me a lot and it gives me the desire to love God and to respect people, and another thing I learned to fear

*and to refuse bad behaviours, and today I am accepted as a choir member again I am very happy. I thank a lot my prison teachers for what they did for me.*⁸⁰

Furthermore, his mother, Delta, gave a testimony when we meet at Katindo Quartier; this is what she told me:

*Since my son man returned home after six months of incarceration, I discovered that I am in front of a new person; the proof is that since he was released, he became a choir member in church, and he is accepted by everybody.*⁸¹

The choir master, Samaki, testified saying:

*I welcomed Zenon in the choir without knowing that he had been in prison, but the day he shared his prison experiences during a meeting with choir members, we were surprised to hear that he was from prison because since he integrated the choir, we found in him a good man, with good behaviours and good relationship with his fellow choir members. Despite his prison background, Zenon is a good man, and we need him in the choir because he helps us in many things, he is a good man.*⁸²

It is in this same way, one of the church pastors from where Zenon fellowships, Pastor Papa, told me this:

*I was quite surprised to hear from the choir master that the gentleman, Malick, is a former child inmate. He informed me that Zenon joined the choir in August and since then I have not noticed anything wrong with Zenon's behaviour. I also got time to discuss with Zenon and I discover that he had in him the yearning to serve God through the choir; and when I look at him, I found in him a normal person as nothing shows that he is a former child inmate. According to me, he is a good and normal person.*⁸³

After the interview with the pastor, I had a discussion with two other choir members who gave me their views about their life with Zenon; they reacted positively. One of the choir members, Uniforme, had this to say:

⁸⁰ Interview with a Church Member, Zenon, at the Church, 30th October 2023

⁸¹ Interview with a Parent, Ms Delta, at her place, 18th October 2023

⁸² Interview with the Choir Master, Mr Samaki, at the Church, 30th October 2023

⁸³ Interview with Pastor Papa, at the Church on 30th October 2023

*The way we relate to our brother Zenon within our choir reflects a good young boy who does not have any problem with the members. He really helps us a lot and we do not have any complaints about him.*⁸⁴

Adding to these views, another choir member, Quebec, asserted:

*We were surprised to hear that Zenon was in prison before, because the way he relates to others does not show a person who has once been in prison. He likes the Word of God and in addition he is ready to help whenever the choir needs him. As a young man, he has good manners.*⁸⁵

9.5 SUMMARY

In summary, the peace education programme has ushered in a new chapter for the children and their communities. The child inmates, prison staff, and educational professionals all found the programme to be highly beneficial and worth sustaining. The children enjoyed the programme and, importantly, the findings indicate that it helped them recognise the negative aspects of their past behaviour and understand why they are in prison. They reported learning how to respond to violence and expressed readiness to reintegrate into their communities as transformed individuals. They are now equipped with skills to teach their peers to avoid violence and its consequence – incarceration.

The results demonstrate that the programme shifted their mindset, helping them grasp the concept and values of peace, and showing them how peace education can pave the way for a brighter future. Additionally, the educational trainers and prison staff acknowledged the benefits of involving child inmates in the peace education programme. They provided lessons on violence, non-violence, and peaceful coexistence, helping the children understand the reasons behind their imprisonment.

Discussions with stakeholders confirmed a link between life in prison and the peace programme. These discussions and the intervention revealed that broken relationships and a lack of peace in the community led to the children being rejected and ultimately ending up in prison. The intervention equipped them with non-violent skills and peace-oriented attitudes, offering them a chance to restore these relationships and make peace with others.

⁸⁴ Interview with a Choir Member, Uniforme, at the Church, on 30th October 2023

⁸⁵ Interview with a Choir Member, Quebec, at the Church, on 30th October 2023

The trainers emphasised the necessity of involving all stakeholders, including the National Educational Ministry, the Justice Ministry, and community members, to work collaboratively towards sustainable peace through education. The experiences from the children's training in Munzenze highlighted that collective support for the programme could significantly contribute to sustainable peace and the transformation of children's behaviour. Part IV of this work has provided the research conclusions and recommendations. The next and final chapter brings the thesis to a close.

PART FIVE

CONCLUDING COMPONENTS

This last component of the study comprises the concluding remarks of the study, its implications, the main recommendations and areas for further studies. These are the main elements of chapter ten.

CHAPTER 10

CONCLUSIONS, STUDY IMPLICATIONS, RECOMMENDATIONS AND AREAS FOR FURTHER STUDIES

10.1 CONCLUSIONS

The major problem that this study investigated was the living conditions of juvenile inmates in a correctional institution and their preparation to go back to the communities after their stay in prison and after undergoing a training programme for rehabilitation and reintegration. The geographical scope of the study was both Munzenze Prison and Goma town where the prison is located. The study first established the facts about the living conditions in this prison and confirmed that they are not good at all and do not help to rehabilitate children. The study also gathered and analysed the literature on various theories of inmates' healing and reintegration. Furthermore, the research extensively explored the role of the NSP which is a Congolese national model for dealing with young boys and girls who are involved in gangs. The task here was to look at its effectiveness in the rehabilitation of the *Kuluna* that are feared as the worst category of juvenile criminals. From different experiences and based on the Munzenze case, the study devised a training and reintegration programme for the benefit of children in prison.

As for the purpose of this study, the main objective was to increase the awareness of the need for rehabilitation of juvenile inmates, particularly in Munzenze Prison, and to explore alternatives to imprisonment of child and youth offenders. The specific objectives of this research project encompassed the following:

6. To assess the living conditions of child prison inmates in Munzenze Prison;
7. To explore the efforts currently being made to help and prepare the child inmates for their rehabilitation and to evaluate the effectiveness of these efforts.
8. From an action research approach and with research participants, to shape and implement an intervention involving conventional and peace education.

9. Develop a sustainable rehabilitation programme for child inmates in Munzenze Prison.
10. To evaluate the short-term outcomes of any intervention initiated through this research.

The research findings revealed that the bad conditions and the failure of Munzenze Prison, like in other prisons countrywide, have multiple sources as well as many consequences; mainly lack of leisure or occupational activities and lack of adequate programmes that should help inmates to reflect on their bad deeds and to be prepared to safely rejoin their communities without any stigmatisation or rejection by the members who would welcome them. Moreover, the findings indicate that the Kanyama Kasese model is a possible way to change criminal's bad behaviour through its activities. The vocational aspects should help the trained young people to develop responsible attitudes and to contribute to social development. The reviewed theories - peace education, restorative justice theory and the theory of change - that were applied to the child inmates' context could be also applied to a situation like the Kanyama Kasese and Munzenze. The children therein are energetic, capable of working and need skills. However, in addition to these skills, they also need to be peaceful citizens creating a peaceful atmosphere in the communities where they live. In this case, peace education can help them.

The research findings indicate that through peace education, children can learn to respect others and themselves; to be responsible for what they do and for their actions and to be responsible for one another. In addition to this responsibility, these children behind bars should be trained to take care of their relationships and the relationships they have with others community members. The three components – relationships, responsibility and respect – are major components of restorative justice. Therefore, restorative justice has been taken into consideration because it is in opposition to criminal justice which aims at punishment rather than at restoring justice. Through restorative justice, the purpose is to transform the wrongdoers' behaviours by making them aware of the crimes they have committed and by asking them to make amends for their offences in order to rebuild broken relationships instead of emphasising on punitive actions (Ross and Muro, 2020: 291).

The findings revealed that in Munzenze Prison, there is a significant gap in addressing the needs of the children incarcerated there. The prevailing philosophy in this facility is to confine children within its walls, subjecting them to suffering without any opportunity to see the outside world. The focus is solely on punishment. Conversely, the research established that restorative justice is intrinsically linked to peace education, as both aim for the necessary behavioural change. This research demonstrated that education, particularly peace education, is the means by which children in prison acquire not only vocational skills but also peace-building skills for

their societal relationships (Mezirow, 2000: 10-11). Theories supporting this perspective have been used to illustrate the positive transformation expected in offenders' attitudes, facilitating their reintegration and rehabilitation into society. Consequently, the research centred on transformative or restorative approaches.

The study explored various approaches and models suitable for transformative intervention to establish a framework for the intervention. Additionally, it examined the role of prisons in the criminal justice process, their objectives and effectiveness, their capacity to reduce harm or prevent re-offending, and their role in promoting the smooth reintegration of former offenders into the community.

These goals were explored and tested through empirical data collection and analysis, as well as a review of literature on the rehabilitation and social reintegration of juvenile inmates. Additionally, I examined the viability of the NSP, which has been successful in rehabilitating and re-educating the most aggressive gangs of youth outlaws known as *Kuluna*. The collaborative efforts among stakeholders and the child inmates through peace education in Munzenze Prison demonstrated promising outcomes, with inmates expressing their satisfaction with the peace training.

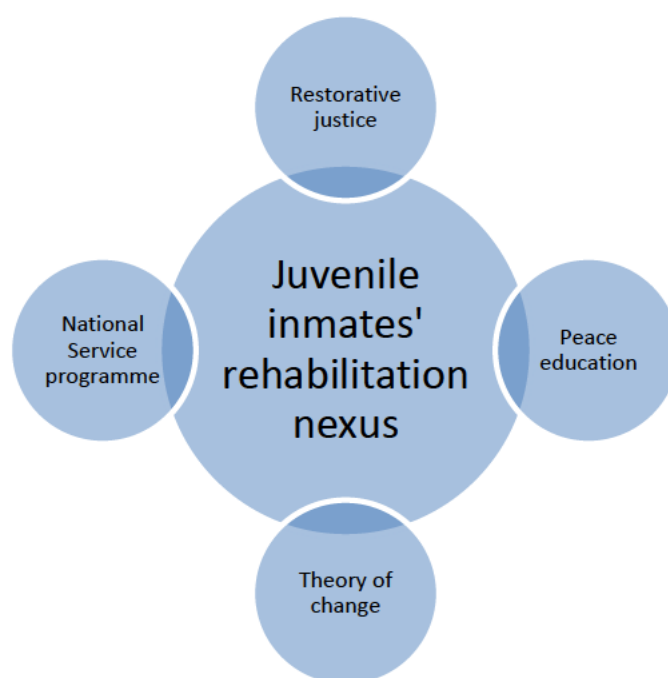


Figure 10: Nexus between realistic rehabilitation programmes for juvenile inmates

Source: The researcher

The combination of restorative justice insights of rehabilitation of youth inmates, peace education, the assumptions of the theory of change and the ongoing NSP sustain my thesis that these are worthwhile alternatives to the imprisonment of juveniles.

This research work focused on peace education as an imperative for child inmates' rehabilitation from the Munzenze Prison example and peace education as a project model for children rehabilitation. The findings indicate that in the context of prison rehabilitation, peace education has the primary goal of organising activities that could help in correction and smooth return to the community through well-planned and coordinated programmes. Peace education has been identified as a crucial method for preparing inmates for reintegration after their release from prison.

The research findings revealed that living conditions in Munzenze are very poor. Furthermore, the study established a lack of well-prepared trainers and adequate training materials in Munzenze. Regarding the effectiveness of the rehabilitation and reintegration strategy for child inmates, the suggested programme was deemed relevant and appropriate by various stakeholders, particularly for this category of inmates, and the anticipated changes were said to address the children's needs. However, the research also highlighted a weakness in its effectiveness due to the lack of follow-up once the inmates are released, which is necessary to evaluate the programme's impact.

The research theoretical implications involved linking theories with the research questions and objectives, aiming for the desired change in children through peace education. Practically, this study has several implications at different levels. Various stakeholders have been involved and have an interest in the study's outcomes because it calls on them to take measures and responsibility to achieve sustainable peace through peace education.

The findings indicated that restorative justice, peace education, and the national service model of rehabilitation applied by the Congolese government in one rehabilitation centre have significant potential to contribute to the change and social reintegration of former inmates. The major findings from this research have positive implications for the children themselves, the community in general, policymaking, national legislation, and development. The aim of peace education in the prison context is to address the offenders' behaviour and facilitate their transformation. This approach targets two main objectives: educating the children and helping them change their behaviours. Additionally, offenders should be rehabilitated before being

reintegrated back into their original communities, making a peace education programme essential for achieving this change and rehabilitation. This involves a twofold strategy:

1. Suitable strategies for implementing the peace education programme in prison should involve education professionals, community members, and NGOs. This participation is crucial as the children will return to their communities, and it is important for community members to contribute to the children's transformation.
2. The short-term outcomes of the intervention could be measured by the child inmates themselves, the prison staff, and, most importantly, the community members who will welcome and integrate the children upon their release.

Throughout the study and the programme, there should be follow-up measures to collect feedback from the children and prison staff to evaluate any noticed changes and perceptions of the programme. It is also necessary to gather insights from the community when a child is released to assess any changes in behaviour and relationships with community members. Furthermore, two key points need consideration: the factors relevant for better preparing child inmates to transition from a life of detention to free youth through peace education, and the strategies required to ensure sustainable peace through peace education.

This section also discusses the limitations of the study. The most significant limitation is the researcher's inability to replicate the peace education programme or other action research cycles beyond Munzenze Prison to other facilities where children are detained. This impediment is due to security issues in North Kivu, where ongoing armed conflicts and the presence of insurgent groups like M23 and other armed factions pose significant risks. The evaluation of the peace education programme was limited to the context of child inmates in Munzenze Prison. Consequently, the section concludes with recommendations for various stakeholders, from the state to the community, to take responsibility within their spheres of influence. It emphasises the importance of prioritising peace through peace education and contributing to the transformation of child inmates by providing all necessary resources to achieve the goals of transforming both the children and the community through peace and peace education.

10.2 GENERAL STUDY IMPLICATIONS

In response to this concern, the findings indicate that categorising children in prison can be an effective way to engage them in communication during the training sessions. This approach

allows trainers to better understand the children's backgrounds and facilitate the training process. Additionally, the active participation of stakeholders in most of the sessions will enable them to critically assess the programme and its implementation, ensuring the children's future is secure. It is crucial that the timing and duration of the programme are carefully monitored both in and out of prison. This will allow stakeholders to evaluate the programme's relevance in helping the children and their host communities while addressing any gaps.

10.2.1 The Theoretical Implications

The primary theories utilised in this study were chosen to assist in addressing the research questions/objectives as stated in section 1.3. The theories employed were peace education theory, the theory of change and restorative justice theory. These theories were integrated to prepare children for rehabilitation and reintegration into society by involving multiple actors and engaging them in peace education-focused interventions. These theories will guide those who aim to assist incarcerated children in developing an effective training programme and understanding.

10.2.2 The Practical Implications

Practically, this study has several implications for peace education in the prison context and for child inmates. The first pertains to the national educational sector. It is crucial that this sector pays attention to this category of children, in accordance with official legal regulations stating that children have a right to education. However, the current situation shows that nothing substantial is being done in terms of education for these children. The danger is that without well-trained resources to care for the children, correctional institutions will become overcrowded with children who should be in school. Therefore, this research will help decision-makers and parents to become aware of the needs of children in prisons. It will also provide a starting point for anyone who wants to educate children in this situation, particularly in the DRC, where overcrowded prisons should have their population reduced.

The study will help experts avoid presenting programmes that do not align with the national educational philosophy or regulations, using non-trained trainers for this category of children. It highlights the danger of the absence of the Ministry of Education in the prison sector. Another implication of this study is for judiciary officers, whose task is to convict and send children to prison without considering their post-incarceration reintegration. This research will help them understand how they can contribute to the children's transformation by monitoring their day-to-day life in prison, preparing them for reintegration into society, and ensuring they acquire

useful skills. It will also help the judiciary anticipate the social impact when former inmates rejoin the community.

The study also has implications for educational officers and inspectors, who play a vital role in preparing children for reintegration through a well-designed programme that considers the factors leading to incarceration. As a researcher, I ventured into an unfamiliar educational sector, aiming to open the eyes of experts within the Ministry of Education and other educators to include peace education not only in prison programmes but also in the national curriculum. This is crucial for a country and region that has been in crisis, conflict, and war for over 30 years, affecting all children, especially those in prison.

The fourth implication of this study is that the government must play a major role in peacebuilding and education. It is in a prime position to create opportunities for sustainable peace and educational programmes by funding sectors like prisons to educate children. The study shows that the absence of government involvement in this sector compromises children's chances of accessing education and enjoying their rights. This involvement will also contribute to penal reform, particularly in the prison sector, for the benefit of children in conflict with the law.

The fifth implication is that prison leadership should focus on the needs of children, as they are closer to them and can provide the necessary care and attention. Preparing children for their return to the community should be a priority. To achieve this, prison leaders need to collaborate with educational officers, judges, lawyers, magistrates, parents, and community members. These collaborations are essential to implementing strategies that meet the children's needs and support their reintegration into society.

10.2.3 Effectiveness of the Intervention

The anticipated benefits of peace education include enabling incarcerated youths to reintegrate into the community as reformed, re-educated, and well-equipped individuals who are prepared to cope with life through new behaviours. Combining this education with the national service scheme could help sustain the stability of these youths' lives post-incarceration. Furthermore, education is a fundamental right for these children, and they represent a potential resource that society can utilise for the benefit of all its members and the nation. This is exemplified by the success at Kanyama Kasese with a group of former gang members known as *Kuluna*. The national service strategy for the rehabilitation of the *Kuluna*, combined with peace education, is a highly positive approach that should be replicated not only in Congolese prisons but also

in centres like Kanyama Kasese. Therefore, this research suggests that similar efforts should be made to re-educate children in Munzenze Prison.

In fact, the results revealed that the conditions were far from meeting the international regulations or standards.

1. Juvenile inmates who participate in peace education express a desire to reform their lives, and stakeholders have cooperated towards the successful running of the programme.
2. The current efforts of the DRC Government through the NSP have yielded transformative results, as evidenced by the return of former Kulunas as community-builders after their rehabilitation at Kanyama Kasese. They are now equipped with professional and interpersonal skills to live with their communities, work, and earn income for themselves and their families.
3. Youth inmates who underwent peace education programmes express their resolve to refrain from committing crimes and regret their incarceration, citing the poor living conditions in prison.
4. The peace education programme I conducted benefited juvenile inmates, with the hope that they will become valuable members of their communities, particularly in Goma.

The youths imprisoned in Munzenze Prison participated in peace education, and the theory of change was supported through the experiences of the inmates and other stakeholders involved in the programme. There is optimism that they will reintegrate better into their respective communities upon release. Efforts have been made by NGOs to rehabilitate and reintegrate juvenile inmates, but these efforts have been insufficient, and more is needed. According to education and judiciary officers, as well as parents, a peace education programme is essential, especially given the ongoing conflict and crime in eastern DRC. A well-designed programme could prepare juvenile inmates to transform from negative behaviours to positive ones and reintegrate as valuable community members. The initiative I have undertaken can be summarised as addressing the needs of a group of children often forgotten behind bars, developing a programme to guide them back onto the right path, and implementing this programme in the DRC where such an initiative had not been previously attempted. The programme was based on the theories explored in this research, particularly those related to transformation and change.

Empirical data collection and literature review revealed that peace education alone would be insufficient to sustain the transformation observed during post-intervention interviews and focus groups. There is a need to combine peace education with other restorative justice mechanisms and support these with the NSP. The latter is particularly essential as it is cost-effective, helping the government save money on the maintenance and feeding schemes of penitentiary facilities.

10.3 STUDY LIMITATIONS

It is important to note is that the scope of this peace education project is limited to the context of Munzenze Prison in North Kivu province and this project so far has been implemented all over the country. The Munzenze Prison initiative was merely a preliminary trial, spanning only three months, which allowed for short-term implementation and evaluation. As a result, extrapolating the project's findings and conducting additional experiments within the DRC or similar contexts may yield similarly relevant and sustainable results.

Several limitations were encountered due to the restrictive environment of Munzenze Prison, where it is challenging to implement Participatory Action Research (PAR). This difficulty arises because not all stakeholders can access the facility due to prison administration regulations. The security context further exacerbates this issue, limiting accessibility and permitting only a few categories of individuals to interact with inmates.

Despite these limitations, I was able to engage with the youths and prison officers, who recognised the significance of the project's goals for the future of the youth inmates. More efforts should be made to trial and disseminate this peace education programme to assess its contribution to the training, rehabilitation, and reintegration of children in prisons nationwide.

It is crucial to tailor the programme to the realities of different categories of juvenile inmates, particularly considering their age in the context of rehabilitation programmes. Their rights must be respected and preserved according to domestic and international legal frameworks. The best interest of the child must always prevail (UNICEF 1989), and their needs should be prioritised in any rehabilitation process. Therefore, it is necessary to collaborate with the National Educational Ministry and the Justice Ministry to thoroughly address these matters and discuss all aspects of the necessary tools for such activities.

10.4 RECOMMENDATIONS

Based on the findings, analyses, and conclusions of the study, I have formulated recommendations focusing on education, particularly within prison settings and for incarcerated children. The most pertinent recommendation is to assist stakeholders at various levels in rethinking their approach to caring for children, especially those in detention, by devising sustainable strategies for their rehabilitation and successful reintegration into their communities.

10.4.1 To the Congolese Government

The government bears the primary responsibility for implementing effective rehabilitation and reintegration programmes for inmates, particularly children. It should provide comprehensive support to prison administrations to address the challenges associated with rehabilitation, reintegration, and observed changes in inmates before and after their return to society. Adequate funding is crucial to ensure that prisons can maintain conducive environments that meet national and international standards. This includes provisions for food, shelter, education, and rehabilitation services.

Additionally, the government should allocate resources to provide psychological support for inmates, enabling correctional institutions to address any trauma resulting from their incarceration. Furthermore, the Ministry of Education should consider integrating peace education elements into the national curriculum, given the country's history of conflict and violence, which has significant impacts on children's behaviour.

Moreover, it is essential to train local educators and trainers to implement these programmes effectively. This will facilitate the dissemination of peace and non-violence values, providing incarcerated individuals with the opportunity to learn and grow. The National Service Programme (NSP) should be expanded to include all categories of youth involved in criminal behaviour, including young soldiers.

Penitentiary facilities should be equipped with peace education curricula, enabling prison officers to provide adequate care and education to inmates, particularly children and youths. Rehabilitation programmes like the NSP should be prioritised over imprisonment, as evidenced by the successful case of the 1600 youth outlaws from Kanyama Kasese. This highlights the importance of restorative justice and sanctions in alignment with domestic and international legal provisions, rather than incarceration, for young offenders and criminals in the DRC and

beyond. For instance, Article 9 (4) of the Rights of the Child stipulates how children should be handled in case of separation from their families:

Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member (s) of the family unless the provision of the information would be detrimental to the wellbeing of the child. States Parties shall ensure that the submission of such a request shall of itself entail no adverse consequences for the person (s) (UNICEF 1989)

This provision must be always upheld.

10.4.2 To the Justice Sector

This sector needs to focus on reforming the prison system by establishing policies that prioritise the well-being of inmates, ensuring that all human rights standards and care requirements are met, and that inmates' lives in prisons truly adhere to these standards. Additionally, the judiciary must guarantee that children are not merely incarcerated but are undergoing a process of re-education. Therefore, rehabilitation and reintegration programmes should be implemented, and the judiciary's role should include monitoring activities within prisons to ensure compliance with domestic laws governing children's rights and protection when they violate state laws. These include Loi N° 09/001 du 10 janvier, 2009 Portant Protection de L'Enfant ; Loi N° 08/011 du 14 juillet, 2008 portant Protection des Droits des Personnes vivant avec le VIH/SIDA et les personnes affectées ; Loi N° 06/018 du, 20 juillet, 2006 Modifiant et complétant le Décret du 30 janvier 1940 Portant Code Pénal Congolais ; Loi N° 06/019 du, 20 juillet, 2006 Modifiant et Complétant le Décret du 06 aout 1959 Portant Code de Procédure Pénale Congolais [Law N ° 09/001 of 10 of January, 2009 on Child Protection ; Law No 08/011 of 14 July, 2008 on the Protection of People living with and affected by HIV/AIDS ; Law No 06/018 of, 20 July, 2006 Amending and Completing the Decree of 30 January 1940 on The Congolese Penal Code ; Law No 06/019, 20 July, 2006 Amending and supplementing the Degree of 06 August 1959 on the Code of Criminal Procedure of Congo], 2009 (DR Congo, 2009). The principles of child protection enshrined in The Rights of the Child (UNICEF 1989)

and the African Charter of the Rights and Welfare of the Child (UNICEF 1999) must be upheld both during the prosecution of a child, during detention and after being released.

10.4.3 To the Prison Administration

The prison administration needs to ensure that their efforts are directed towards preparing inmates for social reintegration, with particular attention given to child inmates. To accomplish this, prison leadership should categorise child inmates based on their individual backgrounds, allowing for tailored approaches to education and rehabilitation. Therefore, prioritising peace education within the prison system is essential for effectively preparing inmates during their incarceration. Prison officers must adhere to legal norms that safeguard children's rights and govern the conditions of their confinement, as previously outlined.

10.4.4 To the educational officers

To secure a brighter future, it is imperative to consider the diverse needs of children in prison and tailor programmes accordingly for each category. Equal educational opportunities should be extended to all children, whether inside or outside prison, and avenues for continuing education post-release should be facilitated. Additionally, integrating peace education into the national curriculum is crucial. Furthermore, there should be initiatives to enhance the skills of teachers involved in delivering peace education within prison settings.

10.4.5 To Community Members

It is essential for community members to understand that when offenders are sentenced, it's not an act of discrimination or a reason for the convicted individuals to be ostracized. Rather, society should collaborate closely with prison authorities to assist in preparing inmates for their successful reintegration into the community. Community members can actively engage in prison activities, offer support, and provide valuable input on additional measures that could aid in the rehabilitation of inmates, taking into account the factors contributing to their incarceration known to the community. This collaborative effort can help reduce the likelihood of reoffending.

10.4.6 About the Expansion of the National Service Programmes to Other Provinces

The National Service Programme, initiated by the central government in 1997, has proven to be a beneficial endeavour. Structured as a paramilitary organisation, its primary objective was to enhance security within cities and across the nation by engaging young individuals

associated with various gangs in constructive activities. Initially, the concept of establishing support centres like Kanyama Kasese was envisioned to be replicated nationwide across all 26 provinces. These centres would offer opportunities for unemployed youth to engage in communal work for their personal growth and the betterment of their communities. However, the expansion of such facilities to other provinces has been ineffective. Hence, it is imperative for the central government to consider establishing similar centres nationwide, particularly in regions facing prolonged conflicts and where government presence is limited, such as the Eastern provinces including North Kivu, South Kivu, Ituri, among others. In these areas, where years of warfare involving various armed groups have destabilised communities, many young individuals, both in urban and rural settings, have resorted to violence and criminal activities due to lack of educational or productive opportunities. Implementing the national service programme could offer a viable solution for these disenfranchised youth, providing them with constructive outlets and potentially mitigating instances of violence and insecurity.

10.5 AREAS FOR FURTHER RESEARCH

Based on the limitations identified in this study, particularly the challenges related to long-term evaluation, I propose the following areas for further research:

- Developing a comprehensive programme that incorporates various aspects of training, with a particular emphasis on vocational training in diverse disciplines. This study primarily focused on peace education, which may not have fully addressed the broader spectrum of skills required for promoting peace among incarcerated children.
- Designing engaging vocational activities that align with the interests and motivations of the children. Current vocational programmes may be limited in scope and fail to capture the enthusiasm of the children. Future initiatives should involve children in shaping the programmes, considering their preferences and desires rather than solely relying on suggestions from NGOs.
- Exploring the evolving social dynamics in the villages or communities from which the children originate. Understanding these contexts is crucial as the children will eventually return to these areas. This study did not thoroughly investigate the backgrounds of the children, which could be a valuable area for further exploration.
- Investigating the integration of prison-based curriculum with mainstream education upon the children's release. This approach could facilitate a smoother transition for child inmates

re-entering their communities and seeking to continue their education in conventional schools. The study did not examine the alignment between the intervention and the curriculum offered in regular schools.

- Examining the involvement of all stakeholders in the reintegration process of child inmates upon their release. Engaging community members in preparing child inmates for re-entry into society fosters harmony and trust among all parties involved. The study did not extensively explore the role of community engagement in the reintegration process.
- Considering long-term follow-up mechanisms to assess the post-prison experiences of former child inmates and their families. This longitudinal evaluation would provide insights into their adjustment to life outside prison and their reception by community members. Due to time constraints, this study only conducted short-term interventions, making it challenging to implement a comprehensive follow-up process.
- Exploring restorative justice programmes as a means of facilitating the rehabilitation and integration of juvenile inmates in the DRC. While this study did not delve deeply into restorative justice, future research could investigate its efficacy in promoting peace, harmony, and trust within communities.

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ANNEXURES

ANNEXURE A: INTRODUCTION LETTER



Title of the Research Study: “Preparing Child Prison Inmates for Reintegration. An Action Research Project in NorthKivu Province”.

Principal researcher: **Alexandre MWANA-NTEBA MUKENDI, MDevSt**

Supervisor: Dr **Jean Chrysostome Kiyala**

My name is **Alexandre MWANA-NTEBA MUKENDI**. I am a PhD candidate at Durban University of Technology (DUT). I am conducting a research to prepare child prison inmates for reintegration in NorthKivu province. This study is part of the requirements for my PhD degree at DUT and is entirely funded by DUT. Therefore, you will not pay anything, nor will you benefit in monetary terms from this study. You are one of the 18 potential informants selected in NorthKivu Province, especially in Goma town.

You have been purposely chosen and requested to voluntarily participate in this study by answering questions related to peace education in Munzenze Prison for the children’s rehabilitation and reintegration in society. If you agree to be part of the study, you will either:

- ✓ have an interview of about 30 minutes with me or;
- ✓ be part of a small group of participants in a focus group discussion of about 45 minutes.

Risks or Discomforts to informants: This is a very low risk study and there are no discomforts expected.

Withdrawal from the Study: Your participation being entirely voluntarily, you have the right to withdraw at any time and for any reason without any negative effect.

Remuneration: There is no payment, but snacks will be provided to the participants.

Confidentiality: Nothing that you say will be traced back to you. All the information collected will be locked in a safe place and will be destroyed after five years.

In case of any problem or any queries:

Please contact the researcher, Mr. Alexandre MWANA-NTEBA MUKENDI on +243 990 594 695, my supervisor Dr Jean Chrysostome Kiyala on +27313733102. or the Institutional Research Ethics Administrator on 031 373, 2375. Complaints can be reported to the DVC: Research, Innovation and Engagement, Prof S Moyo on 031 373, 2577 or moyos@dut.ac.za.

Thanking you for your cooperation

Alexandre MWANA-NTEBA MUKENDI (Researcher).

ANNEXURE B : LETTRE POUR INFORMATION

Sujet de Recherche : Préparer les enfants prisonniers à la réintégration. Projet de recherche action dans la Province du Nord-Kivu.

Candidat : Alexandre MWANA-NTEBA MUKENDI, MDevSt

Promoteur : Dr Jean Chrysostome Kiyala, PhD

Je me nomme Alexandre MWANA-NTEBA MUKENDI et suis candidat au programme Doctoral à l'Université Technologique de Durban. Je suis entrain de mener une recherche sur la préparation des enfants prisonniers de la prison centrale de MUNZENZE pour leur réintégration dans la Province du Nord-Kivu. Cette étude est menée dans le but de l'obtention du titre de Docteur à l'Université Technologique de Durban. Elle est entièrement financée par l'université Technologique de Durban Ainsi donc vous n'êtes assujetti à ne payer aucune somme d'argent comme vous ne bénéficierez d'aucune rémunération à l'issu de cette étude.

Vous faites parti des 48 potentiels participants à cette étude dans la province du Nord-Kivu et principalement dans la ville de Goma. Vous avez été choisi à dessein pour participer volontairement à cette étude en répondant aux questions relatives à l'éducation en vue du changement et de la réhabilitation des enfants prisonniers. En acceptant de faire partie de cette étude, vous convenez soit : (1) de répondre à un entretien en face-à-face de 30 minutes au maximum ; and (2) de prendre part à un groupe de discussion de plus ou moins 45 minutes.

Vous êtes objectivement sollicité pour prendre part à cette étude en répondant aux questions relatives à l'Education transformative dans la prison centrale de Munzenze pour la réhabilitation et la réintégration des enfants prisonniers.

Risques aux participants : Cette étude n'a aucun inconvénient et ne présente aucun risque aux participants.

Se retirer de cette étude : Comme vous avez été volontairement choisi de participer à cette étude, vous êtes libre de vous désengager à tout moment selon que vous les jugez nécessaire.

Rémunération : Il n'y aura aucune rémunération, mais une petite collation sera appêtée pour les participants.

Confidentialité : Rien de ce que vous direz ne sera divulgué. Toutes les informations seront tenues secrètes et seront strictement conservées. Elles ne seront détruites qu'après une durée de cinq ans pour les pièces en dur ou effacées pour les documents électroniques.

En cas de Problèmes ou de toute autre inquiétude :

Veillez contacter le chercheur Alexandre MWANA-NTEBA MUKENDI au +243 990 594 695, mon Directeur Dr Jean Chrysostome Kiyala, au numero +27313733102.

Merci pour votre collaboration

Alexandre MWANA-NTEBA MUKENDI (Chercheur).

ANNEXURE C: ASSENT FORM (FOR ADULT PARTICIPANTS).

Statement of Agreement for all participants in the Research Study:

I hereby confirm that I have been informed by the researcher, Mr. Alexandre MWANA-NTEBA MUKENDI, about the nature, conduct, benefits and risks of this study.

I have also received, read and understood the ethical written information (Participant Letter of Information) regarding the study.

I am aware that the results of this study, including personal details regarding my identification (sex, age, date of birth, initials and diagnosis) will be anonymously processed into a study report.

In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.

I may, at any stage, without prejudice, withdraw my consent of my participation in the study.

I have had sufficient opportunity to ask questions and (of my own free will) declared myself prepared to participate in the study.

I understand that significant new findings developed during this research which may relate to my own participation will be made available to me.

Full Name of Participant Date Time Signature / Right Thumbprint

I, Alexandre MWANA-NTEBA MUKENDI, herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Full Name of Researcher Date Signature

Full Name of Witness (If applicable) Date Signature

ANNEXURE D: ACTE D'ENGAGEMENT DES PARTICIPANTS

Déclaration d'acceptation pour participants à la recherche :

Par la présente je confirme avoir été informé par le chercheur, Alexandre MWANA-NTEBA MUKENDI, à propos de la nature, du déroulement, des intérêts et les difficultés et risques liés à cette étude.

J'ai aussi reçu, lu et compris les informations relatives à l'éthique de la recherche (lettre d'information au participant) concernant l'étude.

Je suis informé que les résultats de cette étude, inclus les détails personnels relatifs à mon sexe, âge, date de naissance et autres détails sur ma personne qui seront traités dans cette étude seront gardés anonymes.

Au vu des exigences de l'étude, j'accepte que les données qui seront collectées durant cette étude soient traitées dans un système informatisé par le chercheur.

Je pourrais, à n'importe quelle étape et sans préjudice aucune retirer mon consentement et ainsi ma participation à cette étude.

J'ai eu suffisamment l'opportunité de poser des questions et (de ma propre volonté) me suis déclaré moi-même préparé de participer à cette étude.

Je comprends que les nouveaux résultats trouvés dans cette recherche et concernant ma participation seront mis à ma disposition.

_____	_____
Nom du participant	Date
	Heure
	Signature / Empreinte digital

Moi, Alexandre MWANA-NTEBA MUKENDI, je confirme que le participant ci-haut mentionné a été suffisamment informé de la nature, et du risque que présente l'étude susmentionné.

Nom du chercheur	Date	Signature
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_____	_____	_____
Nom du témoin (si nécessaire)	Date	Signature
_____	_____	_____

ANNEXURE E: ASSENT FORM (FOR CHILD INMATES).

Statement of Agreement for the child inmate participating in the Research Study:

I hereby confirm that I myself, my parents (guardians) and the Prison leadership have been informed by the researcher, Mr. Alexandre MWANA-NTEBA MUKENDI, about the nature, conduct, benefits and risks of this study.

My parents (guardians) and the Prison leadership have also received, read and understood the ethical written information (Participant Letter of Information) regarding the study.

I am aware that the results of this study, including personal details regarding my identification (sex, age, date of birth, initials and diagnosis) will be anonymously processed into a study report.

In view of the requirements of research, I myself, my parents (guardians) and the Prison leadership agree that the data collected during this study can be processed in a computerised system by the researcher.

I may, at any stage, without prejudice, withdraw my consent of my participation in the study.

I myself, my parents (guardians) and the Prison leadership have had sufficient opportunity to ask questions and (of my own free will and with their approval) declare myself prepared to participate in the study.

I understand that significant new findings developed during this research which may relate to my own participation will be made available to me, to my parents (guardians) or to the Prison Leadership.

Full Name of Participant Date Time Signature / Right Thumbprint

I, Alexandre MWANA-NTEBA MUKENDI, herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Full Name of Researcher Date Signature

_____	_____	_____
Full Name of Director of Prison	Date	Signature
_____	_____	_____

In accord with the Congolese law, the Director of Prisons acts in place of the parents in providing permission for child inmate involvement.

ANNEXURE F: ACTE D'ENGAGEMENT DES ENFANTS PRISONNIERS

Déclaration d'acceptation pour enfants prisonniers participant à la recherche :

Par la présente je confirme que moi-même, mes parents (tuteurs) ainsi que les dirigeants de la prison ont été informés par le chercheur, Alexandre MWANA-NTEBA MUKENDI, à propos de la nature, du déroulement, des intérêts et les difficultés et risques liés à cette étude.

Mes parents (tuteurs) et les dirigeants de la Prison ont aussi reçu, lu et compris les informations relatives à l'éthique de la recherche (lettre d'information au participant) concernant l'étude.

- Je suis informé que les résultats de cette étude, inclus les détails personnels relatifs à mon sexe, âge, date de naissance et autres détails sur ma personne qui seront traités dans cette étude seront gardés anonymes.
- Au vu des exigences de l'étude, moi-même, mes parents (tuteurs) et les dirigeants de la Prison acceptons que les données qui seront collectées durant cette étude soient traitées dans un système informatisé par le chercheur.
- Je pourrais, à n'importe quelle étape et sans préjudice aucune retirer mon consentement et ainsi ma participation à cette étude.
- Moi-même, mes parents (tuteurs) et les dirigeants de la Prison avons eu suffisamment l'opportunité de poser des questions et (de ma propre volonté et avec leur autorisation) me suis déclaré préparé de participer à cette étude.
- Je comprends que les nouveaux résultats trouvés dans cette recherche et concernant ma participation seront mis à ma disposition, à celle de mes parents (tuteurs) ou des responsables de la prison.

Nom du participant

Date

Heure Signature / Empreinte digital

Moi, Alexandre MWANA-NTEBA MUKENDI, je confirme que le participant ci-haut mentionné a été suffisamment informé de la nature, et du risque que présente l'étude susmentionnée.

Nom du chercheur

Date

Signature

Nom du Directeur de prison

Date

Signature

En conformité avec la législation congolaise ; le Directeur de Prison agissant en lieu et place des parents donne la permission de s'entretenir avec les enfants.

ANNEXURE G: OBSERVATIONAL PROTOCOL

The following will be observed in the field:

DATE :		
PLACE :		
TIME :		
WHAT TO OBSERVE	APPRECIATION	COMMENTS
FACILITIES		
-Dormitory, rooms, sitting room, bathrooms...	Are they available? Size? Are they tidy?	
-What do children have for their leisure?		
SOCIALISATION		
-Socialisation, language...	How do they relate to each other?	
- Management of free time	How do the children spend their free time?	
-Relation with the wardens, with the visitors	How do they interact with the wardens and the visitors?	
LIVING CONDITIONS		
-Feeding, drinking water	Is food and drinking water available in the prison?	
-Clothing (cleanness)		

ANNEXURE H : GRILLE D'OBSERVATION

Les éléments suivants feront l'objet d'observation :

DATE :		
LIEU :		
TIME :		
POINTS A OBSERVER	EVALUATIONS	COMMENTAIRES
FACILITIES		
-Dortoirs, salles, salle de séjour,	-Sont-ils disponibles ? dimensions ? Propreté ?	
-Que font les enfants pendant leurs temps libres ?		
SOCIALISATION		
-Socialisation, langage...	Comment sont les relations entre les enfants ?	
-Gestion du temps libre	Comment passent-ils leurs temps libres ?	
-Relation avec les geôliers, les visiteurs...	Comment sont leurs relations avec les gardiens de la	

	prison et les visiteurs ?	
CONDITIONS DE VIE		
-Alimentation, eau potable	Y a-t-il assez à manger et l'eau potable est elle disponible dans la prison ?	
-Habillement et propreté		

ANNEXURE I: INTERVIEW SCHEDULE (PRISON'S DIRECTOR).

Topic: Preparing child prison inmates for reintegration. An Action Research Project in NorthKivu Province.

I will start by introducing myself and the purpose of conducting an interview. I thank the informant for participating in the study. Research procedures will be followed: outline the ethical considerations and permission to use the tape recorder throughout the session. The respondent will be assured that the recorded data will strictly be used by the researcher only and will be kept in a safe place thereafter.

This interview guide is being prepared to understand better the conditions of child inmates in Munzenze Prison and what is doing for their rehabilitation and reintegration into the society.

Your participation in the study is voluntary and you may withdraw anytime from this study should you wish to do so with no negative consequences. You are assured that your identity will be protected.

Date:

Time:

1. How many child inmates do you have in the prison?
2. Most of the Child inmates are they male or female?
3. For which kind of crime, the majority of children inmates have they been arrested?
4. What kind of activities do you organise for them in prison?
5. In average, for how long most child inmates are incarcerated?
6. What are you doing for their reintegration in society? (in terms of programme).
7. According to you, does the reintegration programme succeed? How?
8. Do you get any case of re-offender or recidivism?

9. According to you, what could be the cause of recidivism?

10. How do you deal with such cases?

ANNEXURE J : GUIDE D'INTERVIEW A L'INTENTION DU DIRECTEUR DE LA PRISON MUNZENZE DE GOMA

Thème : Préparer les enfants pour leur réintégration. Un projet de recherche dans la Province du Nord-Kivu Province.

Candidat : Alexandre MWANA-NTEBA

Je commencerais par une brève présentation et l'objectif de cette recherche et la procédure qui sera suivie pour cette interview. Je présenterais mes remerciements à l'informateur pour avoir accepté de prendre part à cette étude. La recherche respectera la procédure suivante : souligner les considérations éthiques et demander l'autorisation d'utiliser l'enregistreur tout au long de la session d'interview. Le répondant sera rassuré que les données seront strictement utilisées par le chercheur et seront gardées jalousement dans un endroit très sûr.

Ce guide d'interview a été préparé pour mieux comprendre les conditions carcérales des enfants dans la prison centrale de Munzenze et ce qui est fait pour leur réhabilitation et leur réintégration dans la société.

Votre participation à cette étude est volontaire et vous pouvez vous retirer sans aucune conséquence négative. Nous vous assurons que votre identité sera gardée secrète et protégée.

Date :

Heure :

Questions :

1. Combien d'enfants prisonniers y-a-t-il dans cette prison ?
2. La majorité des enfants prisonniers est-elle du sexe masculin ou féminin ?
3. Pour quel le crime la majorité des enfants prisonniers sont-ils incarcérés ?
4. Quel genre d'encadrement les enfants prisonniers reçoivent-ils en prison ?

5. En moyenne quelle est la durée d'incarcération de ces enfants prisonniers ?
6. Que faites vous exactement en termes de programme pour leur réintégration et réhabilitation ?
7. Selon vous, ce programme de réhabilitation et de réintégration connaît-il un succès ?
8. Assistez-vous à des cas de récidivisme ?
9. Et selon vous, pourquoi ces cas de récidivisme ?

ANNEXURE K: INTERVIEW GUIDE FOR THE JUDICIARY OFFICERS

Topic: Preparing Child Prison Inmates for Reintegration. An Action Research Project in NorthKivu Province.

Date:

Time:

I will start by introducing myself and the purpose of conducting an interview. I will thank the Judiciary Officer's for participating in the study. Research procedures will be followed: outline the ethical considerations and permission to use the tape recorder throughout the session. The respondents will be assured that tape will strictly be used by the researcher only and will be kept in a safe place thereafter.

This interview guide is being prepared to understand better Why and for which crime Child inmates are condemn by Courts and if beyond the punishment the court try to follow what happen in their behaviour during the time they pass in the Munzenze Prison?

Your participation in the study is voluntary and you may withdraw anytime from this study should you wish to do so with no negative consequences. You are assured that your identity will be protected.

1. What are the major causes of children arrest?
2. What are the major types of crime these children have committed?
3. Which is the most convicted group between young girls and young boys?
4. On average, how long are the children remained?
5. According to you, how does this remand time help the children to change their behaviour?
6. According to you, how does the punishment help the children to change?
7. Are there cases of recidivism? What are the measures you are putting in place to avoid these cases?

8. What can you suggest in order to avoid the causes of children imprisonment and cases of recidivism? (At your level and at the community level).

ANNEXURE L : GUIDE D'INTERVIEW A L'INTENTIONN DES MAGISTRATS ET AVOCATS.

Thème : Préparer les Enfants prisonniers à la réintégration. Un projet de Recherche Action dans province du Nord-Kivu.

Date :

Heure :

Je commencerais par me présenter et donner les motifs et la procédure duditentretien. Avant tout je remercierais le Magistrat/Avocat pour sa participation à cette étude. Je présenterais le déroulement de l'entretien et j'expliquerais les considérations d'ordre éthiques qui guideront cette interview. Je demanderai la permission ou d'enregistrer l'entretien ou de prendre notes. Je signifierais au répondant que tous les documents enregistrés aussi bien que les notes prises lors de l'entretien seront confidentiellement gardés et strictement accessibles par le seul chercheur.

Je signalerais à l'informateur que sa participation est volontaire et qu'il est libre de se retirer de l'entretien chaque fois qu'il estime nécessaire et que sa participation aussi bien que son retrait n'entraîneront aucune conséquence sur sa personne.

Ce guide d'interview a été préparé dans le but de comprendre les causes qui font que les enfants soient condamnés par les organes judiciaires, et si au-delà de la condamnation, il y a un suivi pour voir si la punition infligée contribue au changement de comportement de ces enfants prisonniers ?

1. Quelles sont les principales causes d'arrestation des enfants ?
2. Quels sont les principaux types de crimes qui sont reprochés à ces enfants ?
3. Quel est le groupe le plus impliqué dans l'emprisonnement (Fille ou Garçon ?).
4. En moyenne, quel est le délai d'emprisonnement des enfants ?

5. Selon vous, le temps passé en prison a-t-il un impact sur les comportements des enfants incarcérés ?
6. Selon vous, la peine a-t-elle une incidence sur le comportement des enfants en prison ?
7. Y-a-t-il des cas de récidivisme ? Quelles sont les stratégies adoptées pour les éviter ?
8. Quelles solutions proposeriez-vous face aux causes de l'emprisonnement des enfants et face aux cas de récidivisme ? (à votre niveau et au niveau de la communauté).

ANNEXURE M: INTERVIEW GUIDE FOR EDUCATION OFFICERS

Topic: Preparing child prison inmates for reintegration. An Action Research Project in NorthKivu Province.

Date:

Time:

I will start by introducing myself and the purpose of conducting an interview. I will thank the Educational Officer's for participating in the study. Research procedure will be followed: outline the ethical considerations and permission to use the tape recorder throughout the session. Respondents will be assured that tape will strictly be used by the researcher only and will be kept in a safe place thereafter.

This interview guide is prepared to understand better how from their expactise how to work out a learning programme that can be offered to children inamtes on order to help them to change their behaviour once they re-integrate the society.

Your participation in the study is voluntary and you may withdraw anytime from this study should you wish to do so with no negative consequences. You are assured that your identity will be protected.

1. As educational officers, how do you think children can be helped while in correctional institutions? Have you ever tried any such programme? If yes, how was the outcome?
2. How could an educational programme be implemented in a correctional institution like Munzenze?
3. How can this education programme transform (improve) the children's behaviour?
4. Who can play which role in shaping and implementing this programme?
5. How can this programme help to rehabilitate and re-integrate the wrongdoers in society?
6. What could be the challenges to the implementation of this education programme in prison?

ANNEXURE N: GUIDE D'INTERVIEW A L'INTENTION DES INSPECTEURS ET RESPONSABLES DES ECOLES DANS LA PROVINCE DU NORD-KIVU

Thème : Préparer les Enfants prisonniers à la réintégration. Un projet de Recherche Action dans province du Nord-Kivu.

Je commencerais par me présenter et donné les objectifs du déroulement decet entretien. Avant tout je remercierais les Inspecteurs et Responsables des Ecoles au Nord-Kivu pour leurs participations à cette étude. Je présenterais le déroulement de l'entretien et j'expliquerais les considérations d'ordre éthiques qui guideront cette interview. Je demanderais la permission d'enregistrer l'entretien ou de prendre notes. Je signifierais au répondant que, tous les documents enregistrés aussi bien que les notes prises lors de l'entretien seront confidentiellement gardés et strictement accessibles par le seul chercheur.

Je signalerais à l'informateur que sa participation est volontaire et qu'il est libre de se retirer de l'entretien chaque fois qu'il estime nécessaire et que sa participation aussi bien que son retrait n'entraîneront aucune conséquence sur sa personne.

Ce guide d'interview a été préparé pour bien comprendre comment, à partir de leur expertise comment travailler sur un programme éducationnel qui peut être offert aux enfants prisonniers afin de les aidés à changer leurs comportements une fois en dehors de la prison.

1. En tant que inspecteurs et responsables des écoles au Nord-Kivu, comment pensez-vous que les enfants prisonniers durant leur séjour en prison ? Avez-vous déjà entrepris une telle activité/démarche ? Comment l'aviez-vous apprécié ?
2. Comment un programme éducationnel pourrait être mis sur pied dans une institution carcérale comme Munzenze ?
3. Comment ce programme peut-il contribuer à la transformation des enfants dans leur comportement ?
4. Qui peut jouer quel rôle dans la conception et de l'exécution de ce programme ?

5. Comment ce programme peut contribuer à la réhabilitation et à la réintégration malfaiteurs dans la société ?
6. Quels peuvent être les défis auxquels l'exécution de ce programme dans la prison pourrait faire face ?

ANNEXURE O: THEMES TO DISCUSS DURING THE FOCUS GROUP DISCUSSION (WITH COMMUNITY MEMBERS).

Research Topic: Preparing child prison inmates for reintegration. An Action Research Project in NorthKivu Province.

Date:

Time: Your participation in the study is voluntary and you may withdraw anytime from this study should you wish to do so with no negative consequences. You are assured that your identity will be protected.

Number of participants:

Number of Male and female:

I will start by introducing myself and the purpose of conducting an interview. I will thank the participants for taking part in the study. Research procedure will be followed: outline the ethical considerations and permission to use the tape recorder throughout the session. The participants will be assured that the tape and any other information will strictly be used by the researcher only and will be kept in a safe place thereafter.

This focus group discussion is being held to understand better how from their expertise how to work out a learning programme that can be offered to child inmates to help them to change their behaviour once they re-integrate the society.

THEMES:

1. Current social situations and the causes of children's misbehaviour.
2. Long-term efforts to help the child inmates while in and outside the prison.
3. The strategies to re-integrate the children after life in prison (how to prepare them; to rehabilitate and to re-integrate child inmates after their life in prison)

ANNEXURE P: SUJETS A DEBATTRE DANS LES FOCUS GROUPS A L'INTENTION DES MEMBRES DE LA COMMUNAUTE

Thème : Préparer les enfants prisonniers à la réintégration. Projet de recherche action dans la Province du Nord-Kivu.

Date :

Heure :

Nombre des participants :

Nombre des Hommes et des Femmes :

Je commencerais par me présenter et donner les objectifs de cet entretien. Avant tout je remercierais les membres de la communauté pour leurs participations à cette étude. Je présenterais le déroulement de l'entretien et j'expliquerais les considérations d'ordre éthiques qui guideront cette interview. Je demanderais la permission d'enregistrer l'entretien ou de prendre notes. Je signifierais aux répondants que l'enregistrement ainsi que les informations fournis lors de l'entretien seront confidentiellement gardés et strictement accessibles au seul chercheur.

1. Situations sociales actuelles et causes de l'inconduite des enfants.
2. Selon vous, quelle matière à donner à ses enfants en prison pour éviter les causes de leur incarcération ?
3. En plus, selon vous, quelles matières à enseigner à ces enfants pour leur réintégration pour qu'ils rentrent dans la communauté avec un esprit pacifique ?
4. Quelle matière donner à ces enfants pour qu'ils puissent être utiles à eux-mêmes et à la société
5. Quelles matières aussi à enseigner à la communauté (pour éviter les stigmatisations et rejet de ces derniers ?).

6. Les stratégies prises pour la réintégration des enfants en prison (comment les rééduquer et les réintégrer dans la société après leur séjour en prison).

ANNEXURE Q: REQUEST FOR PERMISSION TO UNDERTAKE THE RESEARCH IN MUNZENZE PRISON

To the Director of the Prison

Title of the Research Study: “Preparing Child Prison Inmates for Reintegration. An Action Research Project in NorthKivu Province”.

Principal researcher: Alexandre MWANA-NTEBA MUKENDI, MDevSt

Supervisor: Dr Chrysostome Kiyala, PhD

Dear Sir,

My name is Alexandre MWANA-NTEBA MUKENDI. I am a PhD candidate at Durban University of Technology (DUT). I am currently conducting a research to prepare child prison inmates for reintegration in NorthKivu province. This study is part of the requirements for my PhD degree and is entirely funded by DUT.

The main objective of this study is to increase the effectiveness of rehabilitation efforts among child prison inmates in DRC. Specifically, the study aims at:

1. exploring the situation of child prison inmates in one prison in Goma in Eastern DR Congo;
2. To explore the efforts currently being made to help and prepare them for their rehabilitation and to assess the effectiveness of these efforts.
3. To follow an action research approach and together with a research team or participants, to shape and implement an intervention involving conventional and peace education.
4. To evaluate the short-term outcomes of the intervention.

My research approach will be action research which will involve exploring the situation of the child inmates, then designing and implementing an intervention and finally evaluating the short-term outcomes. For collecting data some steps will be undertaken like the Focus Groups Discussion, Interviews and observation. These techniques will sustain the qualitative method

which will help me to understand which views people have towards the issues of the children in correctional institutions.

I would like to request permission to undertake this research in the Munzenze correctional institution which is under your supervision.

In case of any problem or any queries:

Please contact the researcher, Mr. Alexandre MWANA-NTEBA MUKENDI on +243 990 594 695, my supervisor Dr Chrysostome Kiyala, PhD on +2784410813 or the Director: Research and Postgraduate Support Dr Nomcebo Ntombela on 031 373 2577 or researchdirector@dut.ac.za.

Thanking you for your cooperation, I remain

Yours sincerely

Alexandre MWANA-NTEBA MUKENDI (Researcher).

ANNEXURE R : DEMANDE D'AUTORISATION POUR MENER DES RECHERCHES AU SEIN DE LA PRISON CENTRALE DE MUNZEZE

Thème : Préparer les enfants prisonniers à la réintégration. Projet de recherche action dans la Province du Nord-Kivu.

Chercheur : Alexandre MWANA-NTEBA MUKENDI, MDevSt

Promoteur : Dr Chrysostome Kiyala, PhD

Monsieur,

Je me nomme Alexandre MWANA-NTEBA MUKENDI et suis candidat au programme Doctoral à l'Université Technologique de Durban. Je suis en train de mener une recherche sur la préparation des enfants prisonniers pour leur réintégration dans la Province du Nord-Kivu. Cette étude est menée dans le but de l'obtention du titre de Docteur à l'Université Technologique de Durban. Elle est entièrement financée par l'université.

L'Objectif principal de cette étude est d'accroître les efforts pour l'effectivité de la réhabilitation des enfants prisonniers en RDC. Spécifiquement, cette étude vise à :

1. Explorer la situation des Enfants prisonniers dans une prison à Goma dans la partie Est de la République Démocratique du Congo ;
2. Explorer les efforts jusqu'ici entrepris pour aider et préparer les enfants prisonniers pour leurs réhabilitations et évaluer l'effectivité de leurs efforts ;
3. A partir d'une approche de recherche action et avec une équipe des participants, mettre en place un programme participatif basé sur l'éducation transformative.
4. Evaluer les résultants de cette intervention à court-terme.

L'approche sera une recherche action qui impliquera l'exploration de la situation des enfants prisonniers, ensuite la conception et la mise en pratique d'une intervention et enfin évalué les résultats à court terme.

La collecte des données se fera selon certaines techniques à savoir les discussions en groupes, les interviews et l'observation. Ces techniques, bases de la méthode qualitative, m'aideront à comprendre la perception des membres de la communauté au sujet des problèmes auxquels les enfants prisonniers font face. C'est dans ce sens que je sollicitais une permission pour entreprendre mes recherches au sein de la prison qui est sous votre responsabilité.

Pour tout problème ou autres préoccupations :

Veuillez contacter le chercheur Monsieur MWANA-NTEBA MUKENDI au +243 990 594 695, mon Promoteur le Professeur Dr Chrysostome Kiyala, PhD au +2784410813 ou l'Administrateur de l'Institution chargée des questions éthiques dans la Recherche au 031 373, 2375. Les plaintes pourront être transférées au Doyen chargé de la Recherche engagement et Innovation, Dr Nomcebo Ntombela ; Email : researchdirector@dut.ac.za

Merci pour votre sollicitude et votre coopération

Alexandre MWANA-NTEBA.

Annexure S: Request for permission



Annexe R: Demande d'autorisation au Directeur de l'Etablissement de Garde et d'Education de l'Etat (EGEE/GOMA) pour mener des recherches au sein de l'Etablissement de Garde.

**Thème: Préparer les enfants en conflit avec la loi au sein de l'EGEE à la réintégration sociale.
Projet de recherche action dans la Province du Nord-Kivu.**

Chercheur: Alexandre MWANA-NTEBA MUKENDI, MDevSt

Promoteur: Professeur G. T. Harris, PhD

Monsieur,

Je me nomme Alexandre MWANA-NTEBA MUKENDI et suis candidat au programme Doctoral à l'Université Technologique de Durban. Je suis en train de mener une recherche sur la préparation des enfants en conflit avec la loi pour leur réintégration dans la Province du Nord-Kivu. Cette étude est menée dans le but de l'obtention du titre de Docteur à l'Université Technologique de Durban. Elle est entièrement financée par l'université.

L'Objectif principal de cette étude est d'accroître les efforts pour l'effectivité de la réhabilitation des enfants prisonniers en RDC. Spécifiquement, cette étude vise à:

1. Explorer la situation des Enfants gardés par l'EGEE à Goma dans la partie Est de la République Démocratique du Congo ;
2. Explorer les efforts jusqu'ici entrepris pour aider et préparer les enfants en conflit avec la loi pour leurs réhabilitation et évaluer l'effectivité de ses efforts ;
3. A partir d'une approche de recherche action et avec une équipe des participants, mettre en place un programme participatif basé sur l'éducation transformative.
4. Evaluer les résultats de cette intervention à court-terme.

L'approche sera une recherche action qui impliquera l'exploration de la situation des enfants en conflit avec la loi, ensuite la conception et la mise en pratique d'une intervention et enfin évalué les résultats de cette intervention.

La collecte des données se fera selon certaines techniques à savoir les discussions en groupes, les interviews et l'observation. Ces techniques, bases de la méthode qualitative, m'aideront à comprendre la perception des membres de la communauté au sujet des problèmes auxquels les enfants font face. C'est dans ce sens que je sollicitais une permission, Monsieur le Directeur de l'EGEE pour entreprendre mes recherches au sein de la structure qui est sous votre responsabilité.

Pour tout problème ou autres préoccupations:

Veuillez contacter le chercheur Monsieur MWANA-NTEBA MUKENDI au +243 990 594 695, mon Promoteur le Professeur G.T.Harris au 031 373 5609 ou l'Administrateur de l'Institution chargée des questions éthiques dans la Recherche au 031 373 2375. Les plaintes pourront être transférées au Doyen chargé de la Recherche, enseignement et innovation, Prof S. MOYO au 031 373 2577 ou à l'adresse moyo@dut.ac.za

Merci pour votre sollicitude et votre détermination

Alexandre MWANA-NTEBA MUKENDI

ANNEXURE T: GATEKEEPER LETTER

REPUBLIQUE DEMOCRATIQUE DU CONGO
MINISTERE DE LA JUSTICE ET GARDE DES SCEAUX
DIVISION PROVINCIALE DE LA JUSTICE DU NORD-KIVU



ETABLISSEMENT DE GARDE ET D'EDUCATION DE L'ETAT
« EGEE/GOMA »

Goma, le 22.10.2022

N° 24/EGEE/GOMA/2022

Objet : Demande d'autorisation pour une recherche
Accusé de réception

A Monsieur MWANA-TEBA MUKENDI à
GOMA ;

Monsieur,

Par la présente, nous accusons bonne réception
de votre lettre sans numéro nous déposer en date du 19 juillet 2022 et vous en remercions.

En effet, l'EGEE/GOMA est une institution
étatique qui est à la disposition de toute la communauté pour diverses activités d'intérêt
publique. Ainsi, pour le bien de cette communauté, vous êtes autorisé de mener votre
recherche à condition que celle-ci respecte l'éthique, la déontologie et les règlements
d'ordre intérieur de l'Etablissement qui garde et protège les Enfants en Conflit avec la
Loi. De ce fait, nous vous mettons à la disposition de l'Encadreur Christian BARAKA
CHIZA, Matricule :1186053 pour cette fin.

franche collaboration.

Veillez agréer, Monsieur, l'expression de

Le Directeur de l'EGEE/Goma ;



NDAGIJIMANA BULIKU JISHO Gratien

Chef de Bureau

ANNEXURE U: ETHICAL CLEARANCE



Institutional Research Ethics Committee
Research and Postgraduate Support Directorate
3rd Floor, Beneyn Court
Gate 1, Steve Biko Campus
Durban University of Technology

P.O. Box 1334, Durban, South Africa, 4001

Tel: 031 373 3375

Email: irec@dut.ac.za

http://www.dut.ac.za/research/institutional_research_ethics

www.dut.ac.za

27 July 2022

Mr M M Alexandre
P.O. Box 50 Goma
North-Kivu Province
DR Congo

Dear Mr Alexandre

Rehabilitation of the child inmates in North-Kivu Province DR Congo.
Ethical Clearance number IREC 021/22

The Institutional Research Ethics Committee 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 Standard Operating Procedures (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

Prof J K Adam
Chairperson: DUT-IREC

ENVISION2030

transparency • honesty • integrity • respect • accountability
fairness • professionalism • commitment • compassion • excellence



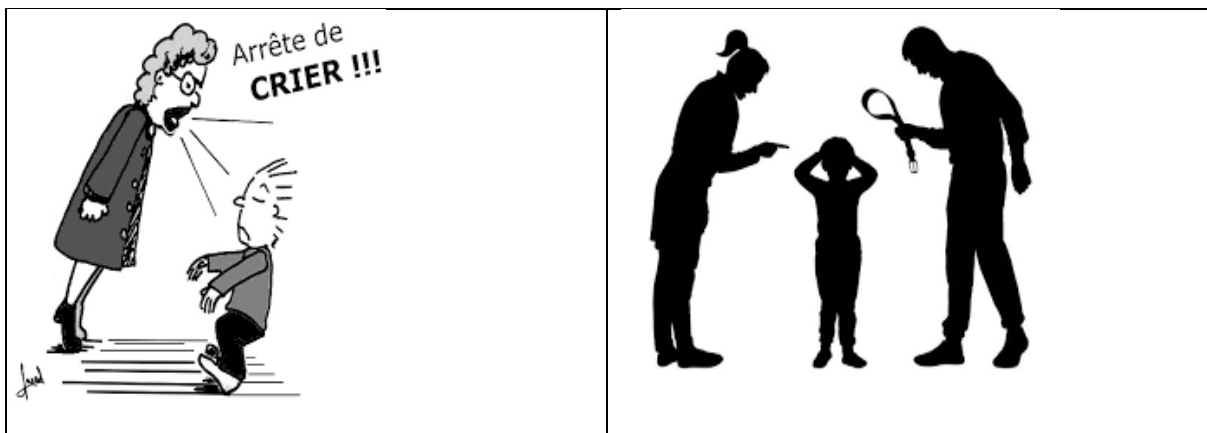
ANNEXURE V: PEACE EDUCATION TRAINING TOOL

The Module of Violence, Non-Violence and PeaceThe Module of Violence

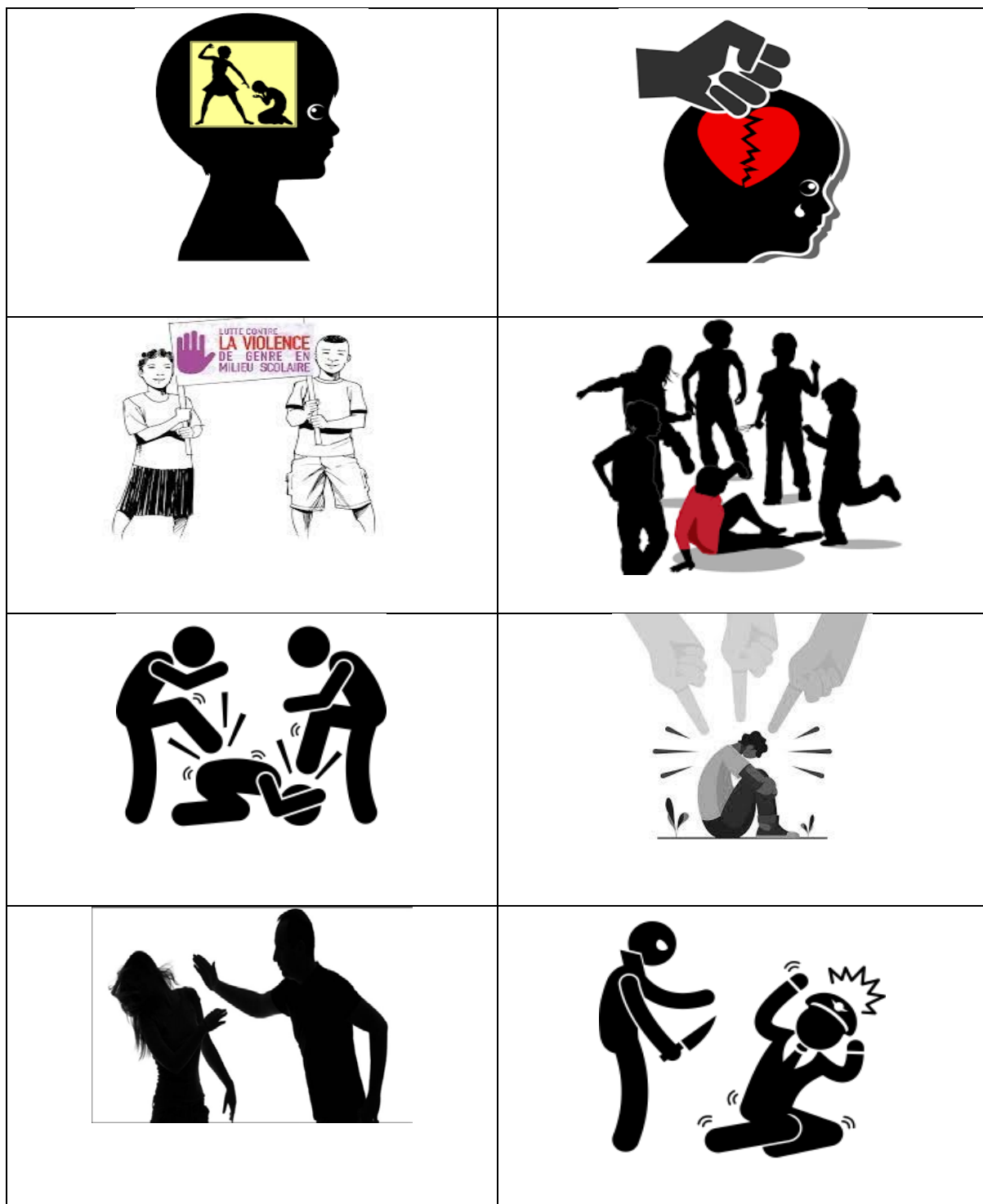
La violence contre les enfants au sein des familles. Par l'agressivité d'un ou de deux parents



La violence laisse des images traumatiques dans les cerveaux des enfants. Elle les brise psychologiquement et mentalement.



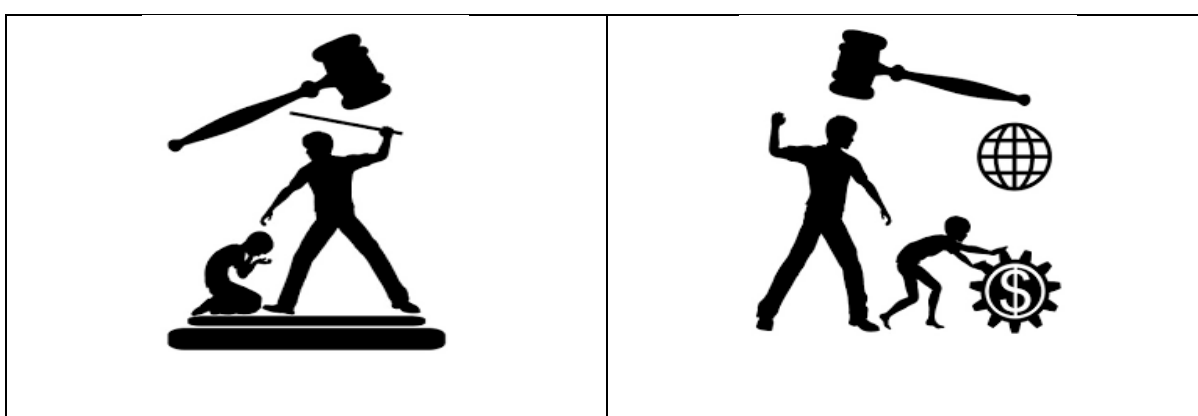
Dans la société les enfants subissent aussi de violences sous formes de discrimination et de violences physiques. En milieux scolaires aussi des cas des violences existent



Violences que subissent les enfants dans les zones de guerre, de conflits ainsi que dans tout autre espace, créent en eux un esprit violent. Ainsi ils deviennent un danger pour la société et pour eux-mêmes



La violence contre les enfants est punissable par la loi. Il en est de même que ceux qui font subir les travaux forcés aux enfants



ANNEXURE W: TURNITIN REPORT

Thesis Alex Mwana-Nteba

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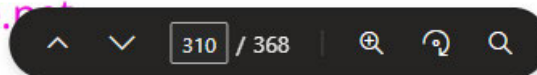
Student Paper

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2

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Internet Source



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5th August 2024

ANNEXURE X: CONFIRMATION OF PROFESSIONAL EDITING



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Polishing your brilliance

Email: jacquibaumgardt@gmail.com

Website: www.jaybe9.wixsite.com/bluediamondsediting

16 May 2024

Declaration of editing

Rehabilitation of Child Inmates in North Kivu Province: An Action Research Project

by

ALEXANDRE MWANA NTEBA

I declare that I have edited and proofread this thesis. My involvement was restricted to language usage and spelling, completeness and consistency. I did no structural re-writing of the content.

I am qualified to have done such editing, being in possession of a Bachelor's degree with a major in English, having taught English to matriculation, and having a Certificate in Copy Editing from the University of Cape Town. I have edited more than 500 Masters and Doctoral theses, as well as articles, books and reports.

As the copy editor, I am not responsible for detecting, or removing, passages in the document that closely resemble other texts and could thus be viewed as plagiarism. I am not accountable for any changes made to this document by the author or any other party subsequent to the date of this declaration.

Sincerely,

Dr J Baumgardt

UNISA: D. Ed. Education Management

University of Cape Town: Certificate in Copy Editing

University of Cape Town: Certificate in Corporate Coaching



Jacqui Baumgardt
Full Member

Membership number: BAJ001
Membership year: March 2024 to February 2025

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jacquibaumgardt@gmail.com
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REPUBLIQUE DEMOCRATIQUE DU CONGO
MINISTRE DE LA JUSTICE ET GARDE DES SCEAUX
DIVISION PROVINCIALE DE LA JUSTICE DU NORD-KIVU



ETABLISSEMENT DE GARDE ET D'EDUCATION DE L'ETAT
« EGEE/GOMA »

Goma, le 22.10.7/2022

N° 24./EGEE/GOMA/2022

Objet : Demande d'autorisation pour une recherche
Accusé de réception

A Monsieur MWANA-TEBA MUKENDI à
GOMA ;

Monsieur,

Par la présente, nous accusons bonne réception
de votre lettre sans numéro nous déposer en date du 19 juillet 2022 et vous en remercions.

En effet, l'EGEE/GOMA est une institution
étatique qui est à la disposition de toute la communauté pour diverses activités d'intérêt
publique. Ainsi, pour le bien de cette communauté, vous êtes autorisé de mener votre
recherche à condition que celle-ci respecte l'éthique, la déontologie et les règlements
d'ordre intérieur de l'Etablissement qui garde et protège les Enfants en Conflit avec la
Loi. De ce fait, nous vous mettons à la disposition de l'Encadreur Christian BARAKA
CHIZA, Matricule : 1186053 pour cette fin.

franche collaboration.

Veuillez agréer, Monsieur, l'expression de
Le Directeur de l'EGEE/GOMA ;

NDAGIJIMANA BULIKUJISHO Gratien
Chef de Bureau

Appendix Y2: Gatekeeper Letter (English translation)

DEMOCRATIC REPUBLIC OF THE CONGO

MINISTRY OF JUSTICE AND KEEPER OF THE SEALS

PROVINCIAL DIVISION OF JUSTICE OF NORTH KIVU

STATE CARE AND EDUCATION INSTITUTION

(EGEE/GOMA)

Goma, the 22/07/2022

No. 24/EGEE/GOMA/2022

Subject: Request for permission for search

To Mr MWANA-NTEBA MUKENDI in

GOMA

Sir

We hereby acknowledge receipt of your letter number filed with us dated July 19, 2022 and thank you for it.

Indeed, EGEE/GOMA is a state institution that is available to the entire community for various activities of public interest. Thus, for the good of this community, you are authorized to conduct your research provided that it respects the ethics, deontology and internal regulations of the Establishment that guards and protects Children in conflict with the Law. Therefore, we put you at the disposal of the Framer Christian BARAKA CHIZA, Matricule: 1186053 for this purpose.

Please accept, Sir, the expression of frank cooperation.

The Director of EGEE Goma;

NDAGIJIMANA BULIKUJISHO Gratién

Head of Office

Appendix X: Proof of registration



PROOF OF REGISTRATION To Whom It May Concern

19-Feb-2024

It is hereby confirmed that the under mentioned person is a registered student at DURBAN UNIVERSITY OF TECHNOLOGY.

Surname:	MWANA-NTEBA	First Names:	ALEXANDRE
Student Number:	22064697	Qualification:	DPPST1 D PHIL MAN SCIENCES (PUB ADM -PCE STD)
Registration Year:	2024	Offering Type:	Durban Campus Full-time
Block:	POST-GRAD ANNUAL REGISTRATIONS	Period of Study:	study period 5
Department:	PUBLIC MNGT AND ECONOMICS	Faculty:	FACULTY OF MANAGEMENT SCIENCES

Subject	Description	PreReq/Exp	Block	Class Group	Offering Type	Exam Year	Exam Month	Cancel	Amount
	Registration Fees/Levies								3105.00
	P0 POST-GRAD ANNUAL REGISTRATIONS								
RSPM651	RESEARCH (5TH REGISTRATION)		P0	A	D1	2024	11	N	0.00
Subtotal:									3105.00
Total:									3105.00

* Subjects with Requisites will be cancelled if the requisite rules are not met in mid-year exams. Refer to Department handbook.

Outstanding Balance: 9012.00

Please verify and rectify the above registration details with the Faculty Office to avoid academic and financial penalties before the dates published in the General handbook.

Faculty Officer