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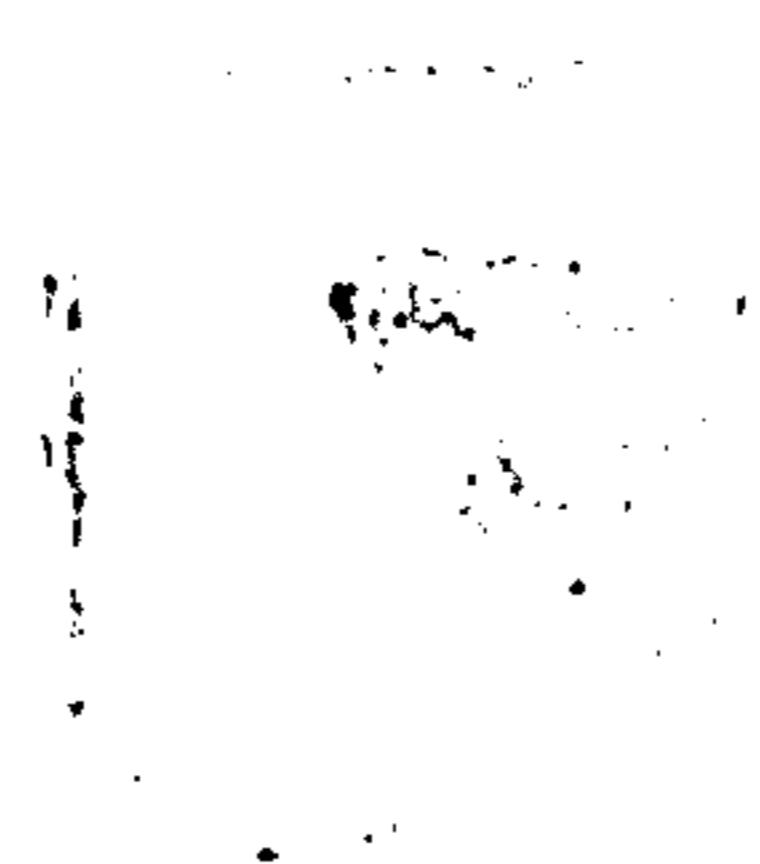
**Rehabilitative Programmes for Young Offenders in Kingdom of Saudi Arabia: An Evaluative Study of Two Social Observation Agencies in Riyadh and Jaddah, K.S.A**

**being a Thesis submitted for the Degree of Doctor of Philosophy**

**in the University of Hull**

**by**  
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**PhD (Social Policy and Professional Studies)**

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## Dedication

This thesis is dedicated to my parents, who struggled through the most difficult times to help me, with thanks for their encouragement and support.



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## Abbreviations

K.S.A = Kingdom of Saudi Arabia

S.O.A = Social Observation Agency, which works in the field of treatment

S.D.A= Social Direction Agency, which works in the field of prevention

Prog. = Programme

Chap. = Chapter

YJB = Youth Justice Board

YOTs = Youth Offending Teams

HOC = Home Office Circular

CDA = Crime and Disorder Act 1998

IT = Intermediate Treatment

R.P = Rehabilitative Programme

D.T.Os= Detention and Training Orders

TYCRYJ= Talking Youth Crime Reforming Youth Justice

ACOP= Association of Chief Officers of Probation



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# INTRODUCTION

*The Research Problem*

*Significance of the Study*

*Aims and Objectives of the Study*

*Research Questions*

*Definition of Terms*

*Outline of the Thesis*

## The Research Problem

Problems regarding young offenders have been increasing in recent years. It is becoming a global problem, particularly in developing countries, which will undermine rehabilitative efforts and threaten the development process. Even in more advanced societies such as the United Kingdom and United States, the number of young offenders has increased rapidly as well. In Britain, 'one in four males and one in eight females admitted committing an offence in 1992; of these, about a quarter of male offenders and one in ten female offenders admitted more than five offences' (Graham & Bowling, 1995:2). Prison costs the taxpayer almost 2 billion pounds each year (Coyle, 1998:229).

In the USA in 1985 the FBI reported that:

juveniles between the age of 13 and 18 accounted for 17 percent of all arrests. Juveniles under the age of 18 accounted for 31.3% of the index crime arrests, among the serious index offenses. 36.3 percent of all those arrested for auto theft were under 18; 38.1 percent of all those arrested for burglary were under 18; and 26.3 % of all those arrested for robbery were under 18 (Mallawi 1994 : 1).

These problems have prompted a revolution in juvenile research studies and heated debate in the world in general and the United Kingdom especially, in connection with prison and the effectiveness or otherwise of the criminal justice system and its present structures. The emphasis is on new ideas to evaluate the work of the system (Adams 1998:223 ), on the one hand, and on examining various intervention approaches applied to cope with the problem, on the other hand. The aim is to create more effective rehabilitative programmes and system, '...tackling causes rather than dealing with its consequence' (Quin 1998:185).

Evaluating any programme, and social programmes in particular, '...has implications for social theorists'(Shadish et al. 1991:9). Programmes for the treatment of delinquency are thoroughly influenced by theories; however, this is a vast field which



covers many controversial issues in which ‘sociologists have tried to account for crime in purely sociological terms and psychologists in purely psychological terms’ (Stott, 1982:2). Also, there are other, varied explanations for the causes of crime which have been discussed, including ‘economic, genetic, biochemical and feminist critique’ (Vass,1996: 145). Such theories underpin and influence rehabilitative efforts. As Shadish et al. (1991) argued:

Evaluating social programs also has implications for social theorists. Programs reflect, mostly implicitly, substantive theories from the social sciences. These theories are not blueprints for program design, but they do suggest ideas worth considering by those responsible for program design and change (Shadish et al., 1991 :9).

Over the years, there has been much evaluative research and development relating to intervention methods and rehabilitation which has resulted in improvements in services and programmes. Modern social programme evaluation emerged in the USA in the 1960s (Shadish et al 1991:22); the 1970s can be characterized as the age of agency accountability, and the 1980s as the age of ‘agency survival’. In the 1970s, pressures for the documentation and evaluation of client services continued as agencies sought to justify their existence. These trends made it imperative that both the boards of directors and staff of the social services agencies understood the process of evaluation (Austin et al, 1983). This attitude has been maintained in recent years. Therefore issues concerning *evaluation* have been considered, particularly in relation to evaluating public services ‘involving people,’ such as education, social services and juvenile justice. This concern in the United Kingdom arises in part from political and ideological considerations, and similar moves have occurred in other parts of Europe, the United States (Robson, 1993) and Asia.

For Saudi Arabia, too, it is becoming imperative, as we enter the 21<sup>st</sup> century, to allocate national resources appropriately to deal efficiently and effectively with the



problem. This is particularly important in the light of the rapid increase in the number of young offenders in Saudi Arabia, indicated by statistics of the Social Affairs Ministry, which show that the number of young offenders has risen from 31 in 1972/1392 to 6152 in 1993/1413, as shown in the following table.

City &* Year	Riyadh	Jaddah	Abhia	Almadanah	Alkasam	Aldamam	Tabok	Total
1972/1392	31	-	-	-	-	-	-	31
1978/1398	267	-	-	-	-	18	-	285
1983/1403	1227	254	-	-	602	434	-	2517
1993/1413	2066	1440	825	686	464	480	191	6152

*Table 0.1 The number of young offenders in K.S.A since 1972/1392 until 1993/1413.  
(Alqufari 1999: 5).  
\*See footnote P.125*

In Saudi Arabia during the last twenty years, a number of studies have been conducted in the field of delinquency as the number of clients has increased. These studies so far have concentrated on the causes of problems. They have sought to reveal patterns that can be utilized to cope successfully with delinquency problems, and suggested several solutions, as will be shown later in Chapter Two.

However, further development of rehabilitative programmes is still required, because of the current situation of rapid social and cultural change as a result of development and industrialization. There is a need to allocate resources effectively to develop appropriate rehabilitative programmes to produce a significant impact on clients' behaviour and to prevent recidivism.

Hence, the importance of *evaluation* has been highlighted in recent years as a response to the current situation, and because of the enthusiasm on the part of the government toward developing the effectiveness of the rehabilitation programme for young offenders in K.S.A. So there is a need to investigate the effectiveness of rehabilitative programmes and other efforts in the field of delinquency, based on

academic research and also drawing from the experiences of other countries in the field of delinquency, despite the difficulties encountered in carrying out an evaluative study in a developing country such as the Kingdom of Saudi Arabia, because of various problems associated with the absence of routinely collected data, lack of official statistics, shortage of qualified practitioners, no clear strategy for planning and delivering the rehabilitative programme and other problems, (see also the discussion of the limitations of the study in Chap.4, the practical lessons that can be drawn from the current study, and the recommendations of the study, in Chap.8). Therefore, although this study focuses primarily on evaluating the effectiveness of rehabilitative programmes at some Social Observation Agencies (S.O.As) in Saudi Arabia, an equally important objective is to illustrate the practical problems of monitoring and evaluating penal practices in a developing country. Case studies will be presented of two Social Observation Agencies at Riyadh and Jaddah, as the first agencies established in big cities to serve a large number of young offenders, and comments will be made throughout the thesis about the difficulties facing researchers and practitioners alike.

Overall, this study will examine the effectiveness of the current rehabilitative programmes and their impact on clients' behaviour by using various measurements and methods of evaluation, as will be discussed in Chapter Four. It is hoped also to shed light on the factors that affect the effectiveness of the rehabilitative programme of S.O.As. in Saudi Arabia. From the insights gained, a model will be drawn for improving the effectiveness of rehabilitative programmes within Social Observation Agencies in Saudi Arabia.



## Significance of the Study

The significance of this study is derived from the need to identify the extent to which the rehabilitative programmes within Social Observation Centres in K.S.A. are effective, in other words, their impact upon clients' behaviour, especially in the light of the previous lack of evaluative studies of rehabilitative programmes in general and of their effectiveness in particular.

Also we live in this century in a changeable world in which many political, economic and social changes are taking place. Therefore, it is imperative to identify our abilities and resources, and to manage them in an effective and professional way, recognizing that human resources are the corner-stone of the development process. Young people in special circumstances in K.S.A. are targeted by the rehabilitative programme. This research, by identifying the factors that affect the effectiveness of the rehabilitative programme could contribute to increasing the effectiveness of such programmes within S.O.As. and hence to enhancing the ability of young people to participate fully in the development process in Saudi society.

It is expected, also, that the evaluation will help the staff and the Board of the Social Observation Agencies to identify patterns and trends in coping effectively with delinquency and recidivism, help the agencies to highlight issues to do with change, and influence the practice of social work skills in the real world. This will enhance the practical value of social work in the field of delinquency. By shedding light on ways of planning and conducting the rehabilitative programme and raising the issues of how these programmes are planned and who participates in their planning and evaluation,

this research will contribute to making the rehabilitative programme more effective and responsive to clients' needs.

Moreover, this research study will be a contribution to the social work literature which addresses some issues in connection with evaluation in general and effectiveness in particular, by using a new method of evaluation. The evaluation considers the views of all the parties involved in the rehabilitative programme in one way or another (all the stake-holders): managers, practitioners (social workers and activity supervisors), clients and their families or guardians. Also, methodological triangulation is used, whereby data collection methods, including questionnaires with interviews, observation and documentary analysis are combined to balance the weaknesses and strengths of each methods, and to enhance the reliability and validity of the data obtained.

## **The Aim and Objectives of Study**

This research aims to evaluate the effectiveness (impact on client behaviour) of rehabilitative programmes at some Social Observation Agencies (Centres) in Saudi Arabia in terms of their achievement of the programme objectives, using seven criteria: Recidivism, Vocational success, Educational achievement, Adjustment to the agency life, Personality and attitude changes, Adjustment to the outside community and Satisfaction of clients.



This aim can be broken down into three broad objectives, as follows:

Objective 1:

To throw light on the concept of effectiveness of rehabilitative programmes in some Social Observation Agencies in Saudi Arabia and their impact on clients' behaviour.

Objective 2:

To identify the factors that affect the effectiveness of rehabilitative programmes within S.O.As. in K.S.A.

Objective 3:

To draw lessons from the current study to suggest a new framework for developing the effectiveness of the rehabilitative programme within Social Observation Agencies in Saudi Arabia.

## **Research Questions**

Three main questions are to be investigated, which are linked to the research objectives, as follows:

1. How effective are the rehabilitative programme of the Social Observation Agencies?
2. What elements may influence the effectiveness of the rehabilitative programme?
3. What transferable lessons and new framework may be derived from the current study for developing the effectiveness of the rehabilitative programme in Social Observation Agencies in K.S.A?

## **Definition of Terms**

**Social Observation Agency (S.O.A, centre, home)**, is a closed detention centre working in the field of treatment in Saudi Arabia which contains clients who have committed offences or misbehaviour for which an adult could be sent to prison. The agency aims to rehabilitate clients to be active members participating fully in the process of development in Saudi society.

**Clients (juveniles, inmates, young offenders)**, are those young offenders aged 7-18 who have committed a crime or misbehaviour for which an adult could be sent to prison.

**Rehabilitative (treatment) programme** is a programme that is designed by the agency for rehabilitating clients, and which encompasses various activities. The main rehabilitation is organized during the academic year and there are supplementary summer programmes.

**The effectiveness of the rehabilitative programme** means the positive impact of the programme upon clients' behaviour, measured either in terms of achievement of the rehabilitative programmes' objectives or in terms of seven measures of effectiveness: recidivism rated by self-report, vocational success, educational achievement, adjustment to agency life, personality and attitude change, adjustment to the outside community and the satisfaction of clients.

**Success:** is the achievement of the desirable change in clients' behaviour and preventing their committing further offences or misbehaviour, in other words



achievement of most of the defined criteria and objectives of the rehabilitative programme.

**Failure:** is absence of positive impact on clients' behaviour, particularly in relation to reoffending, or if the programme fails to meet most of the defined criteria or does not achieve the programmes' objectives.

**Practitioners:** means social workers and activity supervisors.

**Staff:** in the analysis means practitioners and managers of the social observation agencies.

**Immoral behaviour:** is behaviour that not acceptable in terms of the religious or moral fabric of society, such as sex outside marriage or sexual harassment.

## **Outline of the Thesis**

This thesis contains nine chapters in all, in addition to the Introduction.

Chapter One presents the historical background to date with a simple comparison of the Juvenile Justice Systems in UK and K.S.A. The chapter provides a brief introduction to the beginning of juvenile justice system in Saudi Arabia, and a description of the system, specifically the establishment of delinquent agencies and the current situation of the treatment and preventive approaches. Then the juvenile justice policy and approaches in UK are outlined. A simple comparison is then drawn of some key aspects of the juvenile justice system and rehabilitation in Britain and Saudi Arabia.

Chapter Two contains a review of relevant literature. It is divided into two main sections, one about previous research studies and other reviews of juvenile justice in Kingdom of Saudi Arabia, and the second about evaluation studies in the UK. The latter

consists of three subsections: an introduction to the characteristics of the evaluative studies in the UK, examples of system evaluative studies, and examples of early and later effectiveness evaluative research on penal correction measures and social work interventions.

Chapter Three describes the organization and administration of the Social Observation Agencies and Social Direction Agencies in K.S.A. The discussion of the organization and administration of Social Observation Agencies in Saudi Arabia covers the aims of such agencies, their admission process, the investigation process, the rehabilitative programme, the agencies' staff and girls' care agencies(centres). The second section of the chapter deals with the organization and administration of the Social Direction Agencies in Saudi Arabia and covers the aims of such agencies, their admission and the accommodation process, their welfare programmes and the agency's staffing.

Chapter Four explains the methodological framework of the study. The chapter contains two sections. One is about evaluation in social sciences : issues and methods, in which the main themes outlined in literature review are discussed, while another describes the design of this research, covering research approaches, methods of inquiry, the piloting of instruments (pilot study), obtaining the permission for undertaking the study, sample selection, the limitation of the study and data analysis techniques (quantitative and qualitative research methods).

In Chapter Five, the data analysis obtained from ethnographic observation and documents and records is presented. The chapter begins with an introduction highlighting the linkage between this part of the thesis and chapters three and four, explaining the time spent in the field work and outlining the contents of the chapter.



There follows a description of the concept of rehabilitation in K.S.A and characteristics of the rehabilitative programme of S.O.As in Riyadh and Jeddah and a summary comparison of the two agencies.

Chapter Six contains the main research findings in relation to effectiveness of Social Observation Agencies in Riyadh and Jeddah. A description is given of the study samples, namely of social observation agencies in Riyadh and Jeddah, the practitioners and directors of S.O.As, and families and guardians of clients. The findings regarding the planning and delivery of the rehabilitative programme are then presented.

Chapter Seven contains an evaluation of the effectiveness of the rehabilitative programme, in the light of evidence presented in the foregoing chapters, viewed in relation to the seven criteria of effectiveness, and the objectives of the rehabilitative programme. Elements both internal and external, that affect the effectiveness of rehabilitative programme are highlighted, and a comparison is presented between the social observation agencies in Riyadh and Jeddah.

Chapter Eight contains the main conclusions and recommendations. It consists of four sections: the first presents the main conclusions, divided into two sub-sections: a conclusion about the effectiveness of the rehabilitative programme (seven criteria) and a conclusion on the achievement of the rehabilitative programmes' objectives. Section two presents conclusions about the elements that affect the effectiveness of the rehabilitative programme: internal and external elements that affect the effectiveness of the rehabilitative programme. In Section three practical lessons drawn from the current study are highlighted, and the final section offers recommendations for developing the effectiveness of the rehabilitative programme in K.S.A, some related to the social

observation agencies themselves, and others for the wider society, mainly changes needed to facilitate the task of programme evaluation in K.S.A.

Chapter Nine is the final chapter of the thesis. It highlights a suggested new framework for developing the effectiveness of the rehabilitative programme within S.O.As in K..S.A, described in terms of the aim and objectives of the model, the administration and organization of the model and the policy implications of the model and its implementation.

# **CHAPTER ONE: JUVENILE JUSTICE IN SAUDI ARABIA AND THE UK: HISTORICAL BACKGROUND**

Juvenile Justice System in Saudi Arabia

*Establishment Of Social Agencies*

*Current Situation Of Treatment And Preventive Approach*

The Juvenile Justice Policy and Approaches in United kingdom

*Different Aspects of Juvenile Justice Policy and Approaches in UK*

*Comparison of Some Aspects of Juvenile Justice System in Britain &  
Saudi Arabia*



## **Juvenile Justice System in Saudi Arabia.**

A Juvenile care system in Kingdom of Saudi Arabia appeared formally as early as the 1960s, while the third Saudi State was established in 1319/1899. Before that, some regions of Arabian peninsula used to belong to the Ottoman Empire and some to the local governments. In general, the society then could be described as tribal, and delinquency problems were not considered. This section outlines the historical development of the Juvenile Justice System in K.S.A.

### **Establishment of Social Agencies.**

In Saudi Arabia, work in the field of delinquency has taken various directions, during the last forty to fifty years. The year 1954 /1374 could be considered as the official starting point for the juvenile care system in Saudi Arabia, when the government established the first Residential Centre to care for delinquents in the city of Riyadh. The Centre used to work in both the 'preventive' and 'treatment' fields. The centre also was brought under the General Residential Association For Orphans in 1958/ 1378 (Al Sadhan 1996: 49).

Many changes in people's lives took place in K.S.A during the 1960s due to the impact of urbanization and development which affected society in many ways and raised delinquency problems which had not existed before. The sharp increase in the number of young offenders and the range of their needs pushed the government to look for an effective solution to deal extensively with the problem. The government perceived the importance of establishing a Ministry to develop the field of welfare in Saudi Arabia. Therefore the Social Affairs Ministry was set up in 1960/ 1380, and became the first

ministry responsible for all the agencies that were working in the welfare domain in Kingdom of Saudi Arabia.

The Ministry took over the management of the Residential Centre in Riyadh in 1964/ 1384, and its name was changed to the Social Direction Agency, but its function continued to be to care for both actual and potential offenders for over ten years.

During the early years of the development process in Saudi Arabian society, particularly during the 1970s, many complex problems appeared as a result of development which had not been known before, such as lack of family control and other related problems of social change. These developments motivated specialists in the Social Affairs Ministry to recognize the importance of separating the two domains in the field of delinquency (Prevention and Treatment), for the sake of developing the juvenile system in Saudi Arabia (Al Sadhan, 1996:50) and to respond to the various needs of clients. Therefore, the juvenile justice system in Saudi Arabia was reorganized to distinguish between young offenders (those had committed crimes or misdemeanours) and young people in need or at risk (those found in circumstances which might lead them into delinquency). This was achieved by establishing the first Observation Agency in 1972/ 1392 to work in the field of treatment; whereas 'the role of Social Direction Agencies was redefined to focus on the field of prevention' (Social Direction Agency's leaflets in Riyadh, 1996/1416).

This is the current shape of the juvenile justice system in Saudi Arabia. Young offenders are brought to trial and, if convicted of crimes or misdemeanors, spend their sentences within Observation Agencies, whereas young people at risk or in need are cared for by Social Direction Agencies, to prevent them from embarking on delinquency by involving them in various programmes within the agency until their circumstances



are improved and their natural environment is considered suitable for their release. Further descriptions of these programmes and the procedures of the juvenile justice system are given in the remainder of this chapter and later, in chapter three.

## **Current Situation in Prevention and Treatment.**

Nowadays there are two kinds of approaches operating in Kingdom of Saudi Arabia for the processing of juveniles.

*1- The Preventive Approach*, which works to prevent young people from committing crimes or misbehaviour. This approach is represented by the Social Direction Agencies (which are like semi-opened centres), and work with juveniles aged 7-18 years olds. The clients have not committed a crime or offences but they are found in circumstances that may lead them into criminal action or misdemeanors. 'The primary aim of these agencies is to involve clients in various welfare programmes in order to keep them out of trouble and prevent them committing offences' (Document Policy, 1964/1384).

The procedure for dealing with juveniles in the area of prevention is less complicated than in the treatment approach (S.O.As). It can be summarized as follows:

a) Parents, guardians or security authorities should request services ( for the young to be involved in different programmes conducted by the Social Direction Agency, (see Chap.3) .

b)The age of the client has not to be less than seven years or over eighteen years.

c)The eligibility of clients has to be confirmed by social assessment research carried out by the social worker.

d)The health condition of clients has to be checked before they can be accepted.

e) Permission for acceptance has to be obtained from the Social Affairs Ministry.

f) Juveniles can only be accepted if they fulfil all the above conditions ( policy document, 1964/1384).

**2- *The Treatment Approach*** works alongside the preventive approach . It is represented by Observation Agencies (like detention centres), that work in the field of delinquency to deal with clients who have already committed a crime or offences for which an adult could be sent to the prison. These agencies ‘aim to rehabilitate the clients by including them in the different conducted rehabilitative programmes, according to their needs, ages and their type of crime’ (AlSadhan, 1996:111).

Thus, juvenile offenders have to be processed in the juvenile justice system depending on the nature of their behaviour as indicated above.

In the treatment approach, juveniles are to processed in the three stages as follows (Al Sadhan, 1996:83-106):

1- Security Stage

2- Judicial Stage

3- Social Agency Stage

### *1. Security Stage*

‘There are many functions that the police may exercise in relation to children and young people’ (Hall & Keynes, 1996:103 ). Saudi Arabia, like other states in the world, has given police the powers to stop and search, to arrest , to detain and to ask questions.



### *i. Arrests*

Arrest is not the same as being charged with an offence, since many juveniles who are arrested may not in the end be charged. Those who are charged are held for a few hours for a report to be completed. They are then transferred to the nearest Observation Agency (Al Sadhan, 1996:83). According to the applicable regulations, police offices are to:

- i. Avoid frightening the juvenile;
- ii. Wear civilian dress while accompanying juveniles;
- iii. Avoid any action that can cause anger or affect the client's feelings.

### *ii. Detention*

This is the second step in the security stage. The official authorities have to arrange the detention process. In this regard, the regulation issued in 1964 by the Home Office (Internal Ministry) states the following points (Internal Ministry Circular 1984):

1. Juveniles under ten may not be detained unless a judge specifically orders it.
2. Juveniles less than 15 years can be detained if they have committed serious offences and the judge directs this.
3. Juveniles who are 15 years or over must be detained if they have committed serious crimes such as murder or theft.

*(Translated by researcher, Internal Ministry Circular 1984)*

Therefore, and as a result of implementing this regulation, the percentage of clients under ten years that have been detained in the observation agencies was about 1% (Al Sadhan, 1996:105).

At this stage, the young person has not been charged. However, the agency is responsible for arranging internal accommodation isolated from young offenders, in what is called 'guest accommodation', preparing him for social assessment and potential



trial or discharge after studying his case and considering all the circumstances of the situation.

### *iii. Assessment and investigation*

This is the last step of the security stage. In the Saudi Arabian juvenile justice system, a person who is detained has to be investigated within the agency. 'A special committee including the agency's investigator, social worker and psychiatrist has to undertake the investigation' (Internal Ministry Circular 1980/1400).

Young persons detained will be referred immediately to a social worker, who must initiate an investigation of the case using a special file considering all circumstances surrounding the situation. He should write a detailed social assessment diagnosing the case and putting a suggested treatment plan to be discussed with the judge, depending on the situation.

In recent years the Internal Ministry has created new arrangements for investigation. The new institution is called the General Allegation and Investigation Authority. One of its duties is to investigate the criminal actions and examine other investigations being processed or dismissed. However, this authority is still in the process of development, having only been initiated in 1996/ 1416 (Al Sadhan 1996).

## *2. Judicial Stage*

The magistrate's circular of 1389/1979 defined the judge as the one who is responsible for ordering detention of clients. Historically, the juvenile court was established in Riyadh in 1975 / 1395, as a result of recommendations laid down by a committee formulated by the judicial presidency and three ministries, the Home Office

(Internal Ministry), and ministries of Education and Social Affairs. Juvenile matters are not considered in the same way as adult problems because of the offenders' ages and their circumstances, so a juvenile court was established, but five years later, in 1980 / 1400 it was abolished ( Al Sadhan 1996), because of the small number of cases it dealt with, despite the importance of trying juveniles separately from the adult courts system. The Social Affairs Ministry is struggling to persuade the Justice Ministry to reopen the juvenile court to resume its work, as there has been a significant increase in the number of juvenile offenders over recent years. Currently, juveniles are tried within the agency by the juvenile judge (appointed by the High Court to judge in juvenile cases), except in case of serious crime, where they have to be sentenced by an Adult Court.

### *3. Social Agency Stage*

This is the final stage in the juvenile justice process. When the juvenile has been charged and received his sentence, he must remain in the agency for the duration of the sentence imposed by the judge. Within the agency, clients are classified into different groups (families). Therefore, the young offender will be assigned to one of these families, depending on his age and his problem. Moreover, the social worker who diagnosed his problem will set a treatment plan, including enrolling the youth in various rehabilitative programmes and activities and helping him to benefit from such programmes. The social worker will follow him up in the programme setting and write an assessment report of his condition, to evaluate the extent to which he has benefited from the rehabilitative programme, in addition to his response to the treatment plan. When the assessment report of a client has shown a positive response to the treatment plan or positive change in the client's behaviour, the social worker has the right to



inform the Social Affairs Ministry of the improvement which might be discussed with the juvenile judge in review sessions. The client might be released early if his behaviour is changed and after the judge's consent. Overall, the social worker has 'the responsibility of tracking the juvenile in different programmes while he is in the agency or after his release' (Document Policy 1975/ 1395). Thus, he should ensure that his family and the outer environment are orientated for his release. Moreover, the social worker should follow the client up in the natural environment and liaise between him and the agency at a regular meetings.

# **Juvenile Justice Policy and Approaches in the United Kingdom**

Drawing a simple comparison between the two juvenile justice systems in UK and K.S.A. and outlining the different approaches and disposals of coping with young offenders' problems is of importance as an indirect aim of this research project, although the researcher does not intend to make a detailed comparison between systems, as the main aim of the study is to evaluate the effectiveness of the rehabilitative programmes of some S.O.As. in K.S.A. It can be argued that the effectiveness of the rehabilitative programme might be affected by the general system and penal context in which the rehabilitative programme is working. So in the light of these considerations and in order to achieve the ultimate objectives of study, this comparison might be useful to throw light on some aspects of the system which might be important for K.S.A as a developing country seeking to develop its rehabilitative programmes in particular and the juvenile justice system in general.

Therefore, this section aims to highlight briefly the key points of juvenile justice policy and the approaches which have influenced the practice of juvenile (youth) justice system in Britain over recent years, to see what insight may be gained for Saudi Arabia as a developing country that is seeking to develop its rehabilitative programmes. This section will help in realizing the extent of rehabilitative efforts that have been made in the field of delinquency, especially in terms of evaluating the effectiveness of the rehabilitative programme.

Examining the effectiveness of the rehabilitative programme in addition to what has been done in the field of delinquency in Saudi Arabia in the light of the experience



of the UK juvenile justice system and disposals will help the researcher to draw lessons from the wider initiatives and efforts that have been made in the field of delinquency (particularly in connection with evaluation of the rehabilitative programme) in Saudi Arabia. It will also assist the researcher to suggest a coherent framework for developing the rehabilitative programmes within the Social Observation Agencies in Saudi Arabia, as will be suggested in Chap. 9 below.

Overall, for the sake of keeping the discussion focused, the procedure at the juvenile justice system and sentences that may imposed by courts are detailed in the appendix I, as it might be important for these to be available for researchers in K.S.A, while the approaches that affect the juvenile justice system in UK (punishment, treatment and welfare and development), in addition to the current debate of rehabilitating young offenders, and new orders and arrangements introduced by Crime and Disorder Act CDA (1998), under the New Labour Government to cope with young offenders' problems are detailed below, because these new arrangements, e.g. the Youth justice board and youth offending team and the new orders might be very useful for K.S.A as a developing country to develop the effectiveness of its rehabilitative programmes.

## **Different aspects of juvenile justice policy and approaches in UK**

The law in the United Kingdom (England, Wales, Scotland and Northern Ireland) used to treat juvenile offenders very similarly to adult offenders in the way in which they were brought before the court and tried. Nowadays however, 'there are some significant differences between adults and young people in the range of disposals that may be made once they have been found guilty of a criminal offence' (Hall & Keynes, 1991:106), while in Scotland, young offenders are not prosecuted under the criminal law, but they are '...referred instead to a Children's Hearing' (Hall & Keynes 1996: 128).

However, to produce proper understanding of the present legal system in UK, it is important to search its historical roots and developments that have occurred over the years. Indeed, Barclay (1995) linked the present legal system in England and Wales with its origins back to the twelfth century. This and recent developments are as noted in the following points:

The legal system in England and Wales is linked with its origins back to the twelfth century and rapid expansion of institutions which followed the conquest of England by Duke William of Normandy in 1066. Before that time there were differences of detail, particularly of procedure in each of the thirty-two counties into which England was divided. Unlike the rest of Europe, where countries based themselves on Roman Law, the system of English common law, as it was called, developed uniquely. This system was based upon two principal courts, the Common Bench and the Kings Bench. Around 1200 saw the appearance of a class of professional attorneys who were allowed to represent their clients in litigation. The system however, was centralised and this had to be reconciled with the need for local investigation and trial. There developed therefore, the major court of common law (the 'assizes') and it was not until 1972 with the introduction of the Crown Court, that these institutions were finally abolished (Barclay, 1995:2-3).

The most common punishments in the 18<sup>th</sup> century in England were 'the fine and the whip though wide use was also made of the stocks, the pillory and branding' (Morris & Giller, 1987:4-5). At the beginning of Queen Victoria's reign (early 19<sup>th</sup> century) children were '...punished with imprisonment, transportation and even the death penalty...' (Rutherford, 1986: 27).



What is important in all of this is ‘...that there was no distinct legal category of ‘juvenile delinquent’ or ‘child offender’;...both adults and juveniles were subjected to the same law and penalties. [As Morris and Giller have shown,] ...adults and juveniles were treated alike’ (Morris & Giller,1987: 5).

However, much improvement occurred in juvenile justice system in the United Kingdom during the early nineteenth and twentieth centuries, under the administration of successive governments.

In the early nineteenth century, after the execution of a thirteen- year old for the murder of another boy, and other events, enormous efforts were made which aimed to ‘...shield children from the full rigours of criminal law which were based on notions of diminished responsibility. Later, with the emerging idea of childhood as a period of development, a variety of social reforms sought to protect children from danger and exploitation’(Rutherford,1986:27). The need for special jurisdiction over juvenile offenders was raised also when ‘...liberal-minded Magistrates began to question the efficacy of sending juveniles under 14 to prison while awaiting trial for minor offences’ (Gelsthorpe and Morris,1994:950). As a consequence of this concern, a Parliamentary Bill was introduced in 1840 to allow magistrates to try and to sentence juveniles under 12 immediately (Gelsthorpe and Morris,1994:950), and for up to three months. This reform was intended to spare children from prosecution in the higher court. However, this legislation ‘...led to more, rather than fewer children going to prison, providing an early example of unintended and unanticipated consequences endemic to criminal justice reform’(Rutherford,1986: 27).

Work with children and young people historically has been influenced by a wide variety of approaches (Dimmock 1991). Two kinds of approaches have emerged as a result of long debates, which influence juvenile justice implementation in Britain.

*Traditional Approaches* consist of *punishment*, the *welfare* approach and the *treatment* approach. These approaches seem to be widespread and dominate the juvenile justice practice in Britain and Saudi Arabia. Their implementation in the UK juvenile justice system has taken various forms from time to time. Since each approach has its basic principles, they are outlined below (see Rutherford, 1986).

The practitioners who subscribe to the *punishment* approach argue that in so far as the person is responsible for his/ her actions, they should be held accountable. Thus, punishment for them is a valid response to criminal behaviour as an expression of disapproval and as an individual and general deterrent.

The *welfare* approach, views the problem as caused mainly by 'deprivation and neglect'. Therefore, the practitioners who subscribe to this approach argue that 'all young people in trouble can be effectively dealt with through a single uniform process designed to identify and meet their needs' (Rutherford, 1986:15). Thus, it is argued the prevention of neglect and alleviation of disadvantage will inevitably lead to prevention of crime.

Finally, the practitioners who subscribe to the *treatment* approach argue that crime is a 'pathological condition' symptomatic of some deeper maladjustment and that crime is susceptible to diagnosis and treatment (cause and effect). Thus, given the wide variation in young people's needs, flexibility and wide discretion are essential to determine the appropriate treatment (Rutherford, 1986). This approach imitates the medical approach which is called social work process (Study, diagnosis and treatment),



in which the social worker has to study the case symptoms and diagnose the elements that lead to the problem in order to put a treatment plan into effect to rehabilitate client.

Overall, the implementation of juvenile justice in Britain has been influenced by these approaches in many forms, and at different times, which resulted in practices that developed over the years, as will be highlighted later in this chapter.

On the other hand, Rutherford advocates the *Developmental Approach*, which 'is one which regards crime and others misbehaviour by young people as a transient and integral part of the process of growing up' (Rutherford, 1986:13). The practitioners who subscribe to this approach argue the importance of treating the problem throughout the school and home, by strengthening the intervention of school and home to deal directly with the problem. The four basic propositions underscoring the developmental approach argued by Rutherford(1986) are as follows:

1. The principal sources of support and control for young people are in the home and school.
2. When formal intervention is involved, this should, to the greatest possible extent, be focused primarily on enhancing the strengths of home and school.
3. Only in the most exceptional cases should formal intervention separate a young person from developmental institutions, and any period of separation should be kept in the minimum required for other purpose.
4. Formal intervention, especially when using incarceration, is disruptive in two crucial senses. *First*, the normal growth and development of the young people is threatened. *Second*, the capacity for developmental institutions to be effective is weakened.

(Rutherford,1986: 13-14)

Thus, the positive emphasis implied by the developmental approach is on seeking to strengthen the intervention of home and school in order to enable these institutions to deal directly with problem by holding on to young people and thus it aims to avoid or limit formal intervention. However, this approach is not yet reflected to any extent in legislation.

However, 'over the last 150 years, public policy on young people and crime has remained trapped largely within the triangle of punishment, welfare and treatment'(Rutherford1986:26). The influence of any one of these approaches on young people in trouble has varied from time to time, as will be shown in the remainder of this chapter.

Indeed the nineteenth century opened with punishment as the single approach to young people and crime (Rutherford,1986:42), aiming to deter young offenders from committing further offences and to protect public from harm by using rigorous means of punishment. For example, one day in 1814, five children between eight and twelve were hanged for petty larceny (Pinchbeck and Hewitt,1973:quoted by Morris & Giller,1987:6). Also as late as 1833, 'Nicholas White, a nine year old, was sentenced to death for theft of items valued at two pence, and the sentence commuted to a whipping and transportation for seven years'(Rutherford,1986: 27). However, '...by the 1850s the welfare idea was making a strong challenge and reforms [were introduced which] sought not to repudiate punishment of young children but to restrict its scope'(Rutherford,1986:42,27). The welfare reforms of the mid nineteenth century intended that children should be removed from the prison system and placed in '...privately managed but state assisted institutions'; these institutions were also intended to rescue other young people from difficult circumstances and 'corrupting environments'(Rutherford,1986: 29).

In fact the first special institution for young offenders was Parkhurst prison, established in 1838, which became '...a specialist prison to hold boys prior to transportation. The opening of Parkhurst was applauded from the standpoint of



protecting young prisoners...' (Rutherford,1986:28), coincidentally with the emergence of the ideas of the welfare approach to dealing with young people and crime. Mary Carpenter argued for the sake of children in needs and held the society responsibility to care for them. She refused to see them dealt with under the same law as adult criminals.

Mary Carpenter articulated the welfare approach to a House of Commons committee [saying]:

I have great objection to calling them [children] even semi-criminal ...because the word has a moral meaning. I consider the condition they are in as that of *extreme neglect*.

(Manton,1976: 13-14 as cited in Rutherford, 1986:28).

Mary Carpenter was also considered as a 'pioneer of free schools for children from economically deprived families'. She was both 'practitioner and crusader' until her death in 1877 (Rutherford,1986:28). She also authored two books. The first was entitled *Ragged Schools by a Worker* and the second was entitled *Reformatory Schools*, published in 1851. Indeed, three types of institutions were called for by Carpenter:

namely: for the deprived, free schools; for young vagrants and beggars, industrial schools (day and residential); for convicted youngsters, reformatories under voluntary management. (Rutherford, 1986:28)

Her campaign with her colleagues and supporters (Matthew Davenport Hill, the recorder of Birmingham, and Charles Adderley, a traditional Tory member of Parliament) had an enormous impact on the public, 'especially during the period 1850-70' (Rutherford,1986).

[Eventually, and as a result of this long campaign] ...Reformatory and Industrial schools established by voluntary effort (Carlebach 1970,[97] ) contributed to an overall reduction in the use of prison for juveniles. As a general rule, however, juveniles were still subject to the rigours of the penal system because of the 'prior imprisonment' rule (juveniles had to serve fourteen days in prison in expiation of their crimes before moving on to these institutions).

(Gelsthorpe & Morris,1994:950).

However the difference between adult and juvenile crime was not considered until the 1908 Children Act. This laid down the basic principles of dealing with juvenile offenders as follows:

...The principle of dealing with juvenile offenders separately from adult offenders finally took root. But the establishment of juvenile court (initially special sittings of the magistrates' court from which the public were excluded) reflected a primarily *symbolic*



change in attitude towards the juvenile offender. In spite of changes achieved through the activities of the philanthropic societies, the juvenile courts remained criminal courts and the procedures were essentially the same as for adults. (Gelsthorpe & Morris,1994:950).

From this point onward, the perspectives of welfare and treatment were being argued strongly in terms of recognizing the different needs of the young, which led to the introduction of the Children's Act; its foundation was linked to the beginning of the welfare perspective, which argued that 'juvenile offenders should be kept separate from adult criminals and should receive treatment differentiated to suit their special needs; parents should be made more responsible for the wrongdoing of their children; and the imprisonment of juveniles should be abolished' (Gelsthorpe & Morris,1994: 950-51). However, this Act also may be seen as a reflection of the early appearance of the treatment approach.

This Act also raised strong debates and arguments around various issues such as abolishing imprisonment for young offenders, and the role of the juvenile courts as agencies for 'rescue *as well as* punishment', as argued by its proposer Herbert Samuel. It also '...reflected ideas and principles derived from concern about criminal justice and crime control'(Gelsthorpe & Morris,1994:951). Meanwhile, another legislative development advocated the shift in thinking about juvenile offenders and did somethings which may be more effective for them. For example, 'the Probation of Offenders Act 1907 which endorsed the principle of supervising (principally juvenile) offenders within the community,... while the imprisonment of juveniles under 14 was ended in 1908, [and] ...the Crime Prevention Act of the same year set up specialized institutions in which rigid discipline and training in work were to be provided in a secure environment'. (Gelsthorpe & Morris,1994: 951). In these institutions, called Borstals, sentence '...was to be for from one to three years (with powers of release after



six months) for persons aged between sixteen and twenty, with powers for the age limit to be increased to twenty-three by order' (Rutherford, 1986: 43).

Also the new institution was intended for a person 'where by reason of his criminal habits and tendencies or association with persons of such character, it is expedient that he should to be subject to detention for such a term and under such instruction and disciplines as appears most conducive to his reformation and repression of crime' (Rutherford, 1992: 51).

The Probation of Offenders Act 1907 'endorsed the principle of holding offenders under supervision within the community... The 1907 legislation encouraged the employment of probation officers, but this provision did not become obligatory for courts until 1925' (Rutherford, 1986: 44).

According to the Rutherford, the use of probation supervision by the courts after 1925:

contributed to the dramatic drop in the number of young people held in reformatories and industrial schools,... indeed, Sir Edward Troup, one of Lushington's successors, regretted that young people were being placed on probation who, in his opinion, would have been better sent to institutions (Troup, 1925:140). (Rutherford, 1986:44).

Before the second war world (1939-45), Borstals came under attack for allegations of brutality, and they gradually became detached from their penal roots and were increasingly modelled on public schools (Gelsthorpe & Morris: 952). Moreover, they took a new welfare / treatment direction, and this philosophy was promoted throughout the 1930s. At the same time other types of institutions were increasingly used, such as *approved schools* established in 1933 (formerly the reformatory and industrial schools founded by Mary Carpenter, which kept remanded juveniles apart from adult prisoners, between 1938-1945), by which time the number of juveniles in Remand Homes had also risen (Gelsthorpe & Morris:952).

Therefore, by the mid 1930s there were signs of some emphasis on punishment for young offenders as ‘...the rationale for the institutional usage’ (Rutherford, 1986: 48). In particular, as Gelsthorpe and Morris stated ‘...the Magistrates Association seemed determined to keep alive their ideas for a new sentence of ‘young offender’s detention’ which was intended to provide a sentence ‘midway’ on the tariff between Borstal and probation’ (Gelsthorpe & Morris, 1994: 952).

However, supporters of the punishment approach were frustrated by the Conservative Government which ‘...led not to an increased emphasis on punishment but to the promotion of proposals in the 1938 Criminal Justice Bill to transform further the treatment of juveniles in the criminal justice system’ (Gelsthorpe & Morris, 1994: 952).

Samuel Hoare (who used to be a Conservative Home Secretary) was no doubt encouraged by his ancestral connection to ‘both Elizabeth Fry and Sir Fowell Buxton with whom, in 1816, he founded the society for the Reformation of Prison Discipline’ (Rutherford, 1986: 48-49). He also:

...proposed an end of imprisonment for all those under 16, restrictions on imprisonment for those between the ages of 16 and 20, attendance centre for those between the ages of 12 and 21, and ‘Howard Houses’ (offering accommodation and supervision for young offenders between the ages of 16 and 21 and the opportunity to work in the community). Judicial corporal punishment was to be abolished. These proposals all marked a clear departure from the notion of punishment. Hoare’s Bill was abandoned in 1939, however, because of events leading to the onset of War.

(Gelsthorpe & Morris, 1994: 953).

Overall, during 1930s, the discussion had been aimed towards removing young people from prison and offering more appropriate non-institutional alternatives. A Conservative Home Secretary had rejected the proposition that there be introduced what later become known as the detention centres, because of the effect of wartime circumstances. So the government endorsed punishment which cast its shadow over the



next decade (1940s). In 1948 a Labour Home Secretary accepted the idea of detention centres, which emphasized discipline, hard work, and military-style regimes. Also, a special 'punishment Borstal' was established in 1950 (Gelsthorpe & Morris: 954-55). And in 1952 the Home Office Committee recommended a harsher regime throughout the Borstal system (Rutherford,1986:52).

From this point onward, developments become exceptionally complex (Gelsthorpe & Morris,1994:955). The early 1960s were dominated by the perspective of punishment, but this changed during the six years after regaining power, by the Labour Party in 1964. However, the importance of family life to the children and the role of family in terms of preventing deprivation and young offending was emphasised by the Ingleby Report in 1960, as pointed out by Petrie and James (1995). This report led to the Children and Young Persons Act in 1963 which '...empowered local authorities to give assistance to families including cash, to prevent child coming into care...' ( Petrie and James, 1995:315). This movement was considered by Petrie and James as a link in a long chain that was emerging towards partnership '... with children, with parents and between other agencies...', particularly when the link between child welfare and juvenile offending was established later by the 1965 and 1968 White papers (Petrie and James, 1995) introduced by the Labour government at that time. The 1965 White Paper *The Child, The Family and The Young Offender* focused on '...abolition of the juvenile court and setting up a special court for 16-20 years olds' (Rutherford:1986:54). Moreover, in Scotland, 'the Kilbrandon Committee, which had reported in April 1964, described the task of dealing with young people in trouble as being one of 'education for social living'. Kilbrandon rejected punishment measures as not being compatible with the nature of the educational process itself' (Rutherford,1986:54).



As a result of opposition to their first White Paper, a second White Paper, *Children in Trouble* was produced by the Labour government in 1968. 'In this second attempt to promote reforms, the government leaned heavily on the expertise of the Home Office Child Care Inspectorate'(Pitts,1988:quoted in Gelsthorpe & Morris,1994:956). Therefore:

The appropriate response was one which depended on 'observation and assessment', 'a variety of facilities for continuing treatment', 'increased flexibility' and 'further diagnosis'. And this White Paper, while holding on to some of the more radical features of the earlier attempt at reform, managed to produce proposals which were largely acceptable to political, administrative, and professional constituencies. The cost of this was the retention of the juvenile court' (Gelsthorpe & Morris,1994:956).

These Acts and White Papers were quite clearly influenced by more left-wing tendencies (under the Labour government) which led to the introduction of 1969 Act. According to Parker et al. (1986), their most articulate advocate was Longford (Labour Party Study Group, 1964), 'who saw the continuing of the quest for *social justice* and a social-welfare-treatment approach to the care and control of children and adolescents as consistent since "delinquents are to some extent a product of the society that they live in and the deficiencies of its provision of them"'(Parker et al., 1986:3).

The 1969 Children and Young Persons Act was aimed firstly to '...increase the role of local authority social worker. There was to be mandatory consultation between the police and local authority social services prior to proceedings in the juvenile court and increased social work with families and juveniles on both a compulsory and a voluntary basis... [Secondly, this Act was described as] an attempt to curtail magistrates' power to make use of custodial sentences'(Gelsthorpe and Morris,1994:957).

Overall it can be viewed that up to 1970 there was a gradual shift towards rehabilitative policies for its control, so 1969 Children and Young Person Act was the



high point of welfarism (Newburn, 1997:640-41). The Act seemed to give more power to social workers and appeared to prevent all those under 18 years from being remitted to the Crown Court in this way. Also further detention centres and attendance centres were sought to be replaced by a new form of Intermediate-Treatment, the form of which would be determined by Social Services (Gelsthorp & Morris: 957). The full implementation of such a programme would have given great power and influence to the aspiring new social work profession. But in fact this Act was disagreed upon from the first instance as a result of opposition from the police, the magistrates and clerks and these views were supported by the Tories, when they came to power in 1970. They resisted the Act and therefore suspended various sections of it and even rejected much of it, in particular, the abolition of detention centres and Borstals for juveniles.

In doing so they threw it out of balance, leaving 'local' juvenile justice officials with a statute which, by recognizing two essentially conflicting ideological positions, but offering minimal guidance as to which should predominate, sowed the seeds for the next unhappy decade of delinquency control.

(Parker et al, 1986:3).

Mark Carlisle, the Undersecretary of State, and the Tory administration announced the change:

The age of prosecution will not be changed; children from ten upwards will remain liable to criminal proceedings. The courts will retain their present power to order Borstal training, to commit to junior detention centres and to order attendance at junior attendance centres. Probation orders will be replaced by supervision orders for those under 17, but courts will retain complete discretion to select probation officers as supervisors for children of ten upwards in both care proceedings and criminal proceedings.

(Carlisle, 1970: quoted in Parker et al, 1986:3-4).

Accordingly, the 1969 Act was never fully implemented under the new Conservative Government. Moreover, Gelsthorpe and Morris pointed out that when Labour regained power in 1974:

...it was no longer politically or popularly viable to implement the Act in full. Thus new welfare measures were added on to, but did not replace, the old punitive ones.

(Gelsthorpe & Morris, 1994:966).



The subsequent developments in juvenile justice policy in the 1970s, according to Anthony Bottoms:

...symbolized the increasing separation of political ideologies. The focus on crime rates masked other social tensions and became the stage on which political tensions were played out. In practice, this meant that responses to juvenile offenders became 'bifurcated'.

(Bottoms, 1974:quoted in Gelsthorpe & Morris,1994:970).

Therefore, during the 1970s high custody rates and high cautioning rates existed side by side, in which 'tough ways' were aimed at those who were persistent offenders, whereas young inexperienced offenders were dealt with in a minimal fashion to maximize the chances of their growing out of crime without further state intervention. (Gelsthorpe & Morris,1994:970-71).

The juvenile justice system in the 1980s has been described as a 'moment of crime control'(Gelsthorpe & Morris,1994: 971). It was a revolution in the way the juvenile justice system operated in England and Wales. As D. Jones (1989) emphasised:

there are few areas of criminal justice practice and policy of which we are proud ...while there is no room for complacency there is a core of good practice and interagency cooperation which can be built upon in the 1990s. Many notions which once seemed totally unrealistic, such as the abolition of juvenile imprisonment, are now viewed as achievable.

(Jones 1989:quoted in Nellis,1991:127).

However, when the Conservative Party came back to power in 1979, they announced their intention to stand firm against crime by using tough measures. The Conservative Party listed six steps which were essential for Britain's recovery; greater respect for 'law and order' was one of these (Gelsthorpe & Morris,1994:972). They accused the previous Labour government of undermining it. Therefore a set of specific 'law and order' policies were announced, which included the following:

*First* they would spend more on fighting crime even while economising elsewhere. *Second*, they would improve the pay and conditions of the police and, in particular 'implement in full the recommendations of the Edmund Davies Committee', which the Labour government said it would implement in two stages rather than at once. *Third*, the police would be relieved of many non-crime-fighting duties. *Fourth*, provision would be made for more effective sentencing, with 'tough sentences for violent criminals and thugs', but also 'a



wider variety of sentences' should be available for those offenders for whom 'long prison terms are not always the best deterrent'. Such measures would range from experiments with 'short, sharp shock' regimes in detention centres to making more compulsory attendance centres available for 'hooligans'. Finally, MPS would be given an early free vote on the restoration of capital punishment.

(Downes & Morgan 1994: 190-91).

Undoubtedly, the new Conservative government represented a move away from treatment and lack of personal responsibility to the notion of punishment and individual and parental responsibility (Gelsthorpe & Morris, 1994). This move was embodied in many ways, such as attacking the root of the social welfare perspective underlying the 1969 Act and restricting sections of it, or enacting new Acts. One of these was the 1982 Act which aimed to enhance the use of custody for young offender. As a result of the Act three new powers of disposal: youth custody, care order with certain residential requirements and 'community service' were made available to magistrates. However, despite the restriction of the 1969 Act by these new measures, social welfare considerations were not entirely abandoned. For example, the provision of a social inquiry report remained for certain situations, and the imposition of care orders or custodial sentences had to be fully justified (Gelsthorpe & Morris, 1994: 973)

Overall, the Green Paper, *Punishment, Custody and Community* (Home Office 1988a) had two key objectives: 'first, to reduce crime, second, to reduce the numbers of young offenders (17-20 years olds) sentenced to custody' (Nellis, 1991:127). Thus, this next Conservative initiative was aimed at older age group (17-20-year-olds).

To achieve these objectives the Conservatives argued for a new initiative of Intermediate Treatment (IT) that was aimed at older age group (17-20 years old), as an alternative to custody instead of a replacement for it. They granted fifteen million pounds to local authorities who wished to develop alternatives to custody and to

facilitate inter-agency co-operation, in partnership with the voluntary sector (Nellis, 1991:128).

There were a number of factors which had helped move the government toward this direction (as 'alternative' options in the system which retains custody rather than as replacements), as indicated by Faulkner(1988):

The **First**, was the government policy of cutting public expenditure, which clashed with its equal determination to restore law and order by repressive means. The **Second**, was the European league table of imprisonment rates; Britain's overcrowded prisons were increasingly becoming a source of political embarrassment. 'International comparisons show that Britain has a proportionately higher prison population than most other European countries. The rate shows that France and Germany have a young offender custodial population which is only about half the British figure'(Faulkner, 1988:3 quoted from Nellis, 1991).

The **final** factor (as indicated by Hope 1990, Pitt 1990) in reshaping the context of juvenile justice policy and practice in UK '...has been one of the most neglected... After a period of protracted antagonism towards preventive work of any kind...' (quoted in Nellis 1991:129). So a massive series of crime prevention initiatives started to cast its shadow on the future work in youth justice system in UK during 1990s which was described as 'a vortex of changing systems' (Nellis, 1991: 128-129).

In the late 1980s according to Nellis, 'the emphasis shifted from the so-called preventive work that had constituted IT in the 1970s, towards 'system management' ( e.g. monitoring and controlling the way in which young offenders were processed by juvenile justice agencies as a whole , with a particular emphasis on diversion from



court) and the provision of alternatives to care and custody (intensive ninety- day programmes for groups or individuals)'.( Nellis, 1991:129).

Undoubted success in some parts of the country had been achieved as a result of the 'system management / alternative to custody approach'. Newburn (1997) links the remarkable fall in the numbers of known juvenile offenders to four factors: first, a demographic change during the period 1981-1988 which resulted in an 18% drop in the population of 14-16 year-old; secondly, the provision included in the Criminal Justice Act 1982, of a new power given to the magistrates to use the determinate sentence of youth custody rather than commit to Crown Court; thirdly, the increasing use of intermediate treatment (IT) during the 1980s and Finally, a diversion from court, the most important form of diversion in the period (Newburn,1997:643-44). Despite some objections from anti-custody and anti-racism lobbies,'There was a reduction in the overall use of custody, from 7,900 in 1981 to 3,400 in 1988'. This achievement resulted from 'an anti-custodial ethos'. The practitioners who subscribed to this approach argued that preventive work 'should be jettisoned', due to two elements: 'first, because it was apparently ineffective as a means of reducing crime, and second, because it apparently increased the likelihood of youngsters getting more severe sentences if, after a spell of prevention they still appeared in court' (Nellis 1987:129-130).

Also, two major new pieces of legislation which appeared at the end of the 1980s came into force which affected the young offenders system. According to Newburn, 'the Children Act 1989 finally removed all civil care proceedings from the juvenile court. The Criminal Justice Act 1991 changed the name of juvenile court to the youth court and extended its jurisdiction to include 17-year-olds'(Newburn,1997:645).

During the 1990s, and the final years of the Conservative Government, discussion of juvenile justice policy was within White Papers dealing broadly with criminal justice policy (Gelsthorpe & Morris,1994) which resulted in an alteration of Juvenile Courts to become Youth Courts. The 1991 Act and subsequent Home Office Circular (30/1992) as mentioned by Newburn, explained the changes brought about by the legislation which reminded sentencers of section 44 of the Children and Young Person Act 1933, which stated that ‘all courts must have regard to the welfare of children and young people who appear before them. The 1991 Act also extended this consideration to 17-year-olds’ (Newburn, 1997:645). Also there were dramatic changes in the juvenile justice system, and attendance of multi-perspectives which appeared obviously in many changes in forms of disposals, which will be shown later in this chapter.

The change in the name of juvenile court to youth court reflects the changing age balance of the offenders who appeared in the juvenile court. ‘Most of those under 14 are now dealt with without bringing them before a court. ...This change and the vast increase in diversion has meant a marked decline in the juvenile court population and economic expediency demanded some changes ‘to keep the court busy’ (Gelsthorpe & Morris,1994:981).

Various kinds of sentences were introduced by the Conservatives during the 1990s which do not reflect entirely the welfare perspective but, rather, one of punishment and parental responsibility. For example, the so-called community penalties were decidedly ‘toughened up’, the number of hours within community service orders were been extended and fines were increased. The 1991 Criminal Justice Act also ‘conferred a power to order the payment of a fine by a parent or guardian in the case of a



young person aged 16 and above, and gave courts the power to bind over parents or guardian if it is thought that it would be desirable in the interest of preventing further offences. Also, two new orders were introduced: a combination order and a curfew order, the latter of which might be enforced by electronic monitoring' [tag] (Ashworth et al 1990a:quoted by Gelsthorpe &Morris.1994:982). In addition, other sentences may imposed by the court, which are detailed in the remainder of this chapter.

Moreover, from 1991 onward many changes in the tone of official concern about juvenile offending took place as pointed out by Newburn (1997), for many reasons, of which '...the well-publicized urban disturbances...' of 1991 was one. Thus, the House of Commons Home Affairs Committee in 1992 announced an inquiry into some of the issues affecting juvenile offenders, particularly the problems of persistent offenders (Newburn, 1997). As a result, the Home Secretary, Kenneth Clarke, in 1993 announced a proposal by the government for introducing legislation that would make a new disposal available to the court (Secure Training Orders). The new order aimed at young offenders aged 12-14 years old who had been convicted of three imprisonable offences. The order was to be served in 'secure training unit' which would provide 'high standards of care and discipline' which included '...provision for education and training for inmates; after release individuals would be subject to rigorous, consistent and firmly delivered supervision until their supervising social worker or probation officer felt that he or she was no longer a threat to society' (Newburn, 1997:647).

The murder of James Bulger in Liverpool in 1993 heated the debate and political discourse and the public concern about juvenile crime. This case was considered by Newburn as a '...flash point' which ignited a new moral panic and led to further demonization of young people and, increasingly in the 1990s, also of lone mothers who

were increasing in number and, in right-wing underclass theory (Murray, 1990), were perceived to be a key part of the 'problem'..'(Newburn, 1997:648). Thus some consensus appeared to be emerging across all political parties, policy-makers and practitioners about youth justice (Newburn,1998:200) and an increasing trend, particularly among political parties, towards being punitive in their pronouncements, and the Labour Party proposed being 'tough on crime, tough on the causes of crime' which apparently met with some success (Newburn, 1997:649).

Moreover, Michael Howard announced in his speech at the Conservative Party Conference in October 1993 another new 'Law and Order' package which employed a strategy of 'populist punitiveness' by increasing the number of prisons (Bottoms, 1995:quoted in Newburn:1997). So the Criminal Justice and Public Order Act 1994 doubled the maximum sentence in a young offender institution for 15-17 year-olds from one to two years. Also it raised the possibility for parents to be bound over and children to serve a community service order. Also, the Act led to the introduction of a new secure training order for 12-14 year olds proposed by Kenneth Clarke in March 1993. Five training centres were aimed to be running by the end of 1995, but because of the resistance from the opposition, local councils and professionals working with young offenders, only one centre had been established by the end of 1996. Even so, the government was still willing to adopt even more strict approaches against crime, after the Home Secretary visited US boot camps and information was leaked about a communication between the Home Secretary and Defence Secretary about the possibility of using the Military Corrective Training Centres at Colchester for young offenders aged 18 and over (Newburn, 1998).



Overall, during the 18 years before 1997 the juvenile justice system in UK was dominated by Conservative Party policies and ideology. However, it seems obvious that there has been growing a sense of consensus in recent years among public and policy-makers and concern about youth justice, despite some differences between political parties, on the way in which juveniles are to be dealt with to reduce crime and recidivism.

### *Youth Justice System Under the New Labour Government (1997-2001)*

The New Labour Government announced major plans to reform the juvenile justice system after the 1997 election. Many new disposals were proposed and some new orders and arrangements were introduced in the Crime and Disorder Act (CDA) 1998, viz. Youth Justice Board, Youth Offending Team, detention and training orders, reparation orders, action plans, parenting orders and child safety orders. Therefore, the new trends that have influenced the youth justice system in the UK are worth reviewing, particularly in recent years in which the system has been influenced by a combination of managerialism, communitarianism and populist punitiveness theories, as pointed out by Newburn (1998).

From this brief review of recent developments occurring in the youth justice system in UK new lessons and insights might be drawn to improve the effectiveness of the rehabilitative programmes in K.S.A as a developing country, particularly, in terms of adopting a preventive strategy and aftercare programmes to enhance the impact of the rehabilitative programme upon offending behaviour, reducing reconviction rate, and in order to create more effective rehabilitative programme by introducing other alternative options for rehabilitating clients.



When Labour ran for the election in 1997, they persuaded the electorate that it could be just as 'tough on crime' as the Conservatives and announced a crack-down on youth crime by using more tough measures (Newburn, 1998:200) to stand firm against youth crime. This appeared also from Jack Straw's speech in 1995 (as shadow Home Secretary), when he gave the impression of a lack of 'law and order in streets'. His speech also reflected 'part of the thinking taken from Willson and Kelling which contains some of the language and style that, it was believed, characterised the 'zero tolerance' approach...' (Newburn,1998:201), although it was explained later that what he meant was to be 'tough in talking of the causes of crime'. Moreover, it was obvious from Tony Blair's agenda of 'responsibilities and as well as rights' during the election of 1997, that the Labour Party was about to start to develop a new approach to the youth justice system based on a similar strategy of a 'combination of communitarianism and populist punitiveness' (Newburn,1998), to that which had been advocated by the previous Conservative government.

Also in 1996 the Labour Party, prior to the election, published its plans for reforming the Youth Justice system and preventing youth crime in the proposal entitled 'Tackling Youth Crime: Reforming Youth Justice (TYCRYJ). Thus Jack Straw outlined the fundamental themes of the proposal when he argued that:

The criminal justice system should work best where it could be most effective- in turning youngsters away from crime, teaching them the difference between right and wrong before it is too late. However, in England and Wales, this system is in the state of advanced decay. It does not work. It can scarcely be called system at all. It lacks coherent objectives. It satisfies neither those whose prime concern is crime control, nor those whose principal priority is the welfare of young offenders... the system needs a radical overhaul... A Labour Government will act on youth crime and youth justice as an urgent priority ... our proposals represent the most significant overhaul of the youth justice system since the war'.

(Quoted in Newburn, 1998:201)

Also, the consultation paper concluded that:

We have set out our ideas for a fundamentally different approach to youth crime and a radical overhaul of the youth justice system...Labour is not going to stand by watching



things get even worse. In government we intend to act on youth crime and youth justice as a matter of priority. (Labour Party, 1996: quoted in Newburn, 1998:202).

Therefore, when the Labour Party came to power in the election of 1997, five consultation documents concerning crime and youth justice were published, focusing on discussing a new national and local focus on youth crime, preventing children offending, tackling youth crime, tackling delays in the youth justice system and community safety orders. They contained a considerable discussion of various proposals rooted in the TYCRYJ announced by the Labour Party in the pre election in 1996. Also all documents referred to ‘...the analysis and conclusion drawn by the Audit Commission...’ (Newburn, 1998:205), particularly, a view on prevention of offending that matched the view of the Labour Government regarding ‘social exclusion’. Eventually, this led to the introduction of the Crime and Disorder Bill which was passed by Parliament in 1998 and a range of new sentences affecting young offenders all of which were finally in place by October 2000.

Overall, the youth justice system in England and Wales has been influenced by managerialism since the 1980s, as pointed out by Newburn (1998). This has been manifested in many ways, such as the initiative granting financial management to local authorities and the new public management in criminal justice that has been considered. Also, the Audit Commissions was established to promote ‘economy, efficiency and effectiveness in public services’ (Newburn, 1998:203). The Commission started to cast its influence upon juvenile justice system from the mid of 1990s, and its enormous effect appeared in the Crime and Disorder 1998 Act for reforming youth crime and youth justice under the New Labour Government. The attention of the Commission shifted away from ‘...youth justice... toward the prevention of offending’. This and other ideas of inter-agency cooperation, fulfilling the system’s goals, planning for

criminal policy and so on... (Newburn, 1998) were reflected in the Crime and Disorder Act 1998 in the creation of Youth Justice Board (YJB), Youth Offending Teams (YOTs) and the introduction of various court orders, e.g. Reprimands and final warning, Restorative Justice, Reparation Orders, Action Plan Orders and Parenting Orders (Home Office, 2000), which will be summarized in the following section.

## **Youth Court**

Youth Courts had been introduced from the 1<sup>st</sup> October 1992 to deal with young people aged 10-17. Historically the Youth Court replaced the Juvenile court established in 1908 (to deal with offenders up to and including 16 years-old), following long debates between political parties starting in 1964 by the Labour Party for the sake of young persons' welfare and first introduced in the Child, the Family and the Young Offender White Paper 1965 which proposed the '...abolition of the juvenile court and setting up a special Court for those 16-20 years old...' (Rutherford, 1986:54). However, a second White Paper *Children in Trouble* in 1968 advocated the reform of the Youth Justice system. This led to the 1969 Children and Young Persons Act, despite objections from the opposition. More than 20 years later, the Criminal Justice Act 1991 defined that '...in Youth Court, no person is allowed to be present unless authorised by the court, except for the members and officers of the court, parties to the case (normally including parents/guardians), their legal representatives, witnesses and bona fide representatives of the media. Proceedings may be reported in the press but the young person may not generally be identified' (Home Office, 2000:48).

Generally, children or young persons are tried in the Youth Court, with certain exceptions, such as if they are charged with homicide (e.g. murder or manslaughter) when they must be tried by the Crown Court, or when they are aged 14 or over and



charged with a 'grave crime' (an offence for which an adult could be imprisoned for at least 14 years), for example assault or dangerous driving. Such cases may be sent to the Crown Court if Magistrates decide that if convicted, the appropriate sentence would be more than they have the power to give. Finally, when the case is charged jointly with another person aged 18 or over, both should be dealt with in the Crown Court (Home Office,2000:48-49).

The procedures for the youth justice system, and the sentences that may imposed by the courts, prior to the changes after 1997 are detailed in Appendix I.

### *New Orders and Disposals Introduced by CDA (1998)*

The Youth Court can now impose other sentences than those detailed in Appendix I which may be seen as suitable, such as a forfeiture order depriving the person concerned of any rights in a property to which an offence relates. Curfew orders are also available for all offenders aged 16 or over. 'A Curfew order cannot last longer than six months (from the date on which the order was made) and must ( i ) specify curfew periods between 2 and 12 hours duration in any one day when the offender must remain in a specified place, and (ii) name the person responsible for monitoring the offender's whereabouts. There is an additional power to use electronic monitoring as an adjunct to the order if there is a local scheme' (Hall & Keynes,1996: 119). This order was announced in the Labour Conference by the Home Secretary, Jack Straw, in 1997, and became available to the Youth Court by the Crime and Disorder Act 1998.

The New Labour Government also announced a crack down on delinquency and crime, by introducing new ideas and a range of new measures for dealing with young offenders such as Detention and Training Orders (DTOs), reparation orders and

parenting orders, anti-social behaviour orders, child safety orders and Sex Offender orders (NACRO, 1999). These sentences were included in the Crime And Disorder Act 1998 as outlined below, and were described by the New Labour Government as the most radical overhaul of youth justice since the Second World War ( Newburn,1998).

### *Detention and Training Orders*

This order, introduced by Crime and Disorder Act 1998, came into effect on 1<sup>st</sup> April 2000. It is the new main custodial sentence for Young Offenders and replaces the secure training order for 12-14 year-olds and detention in a young offender institution for 15-17-year-olds. Detention and Training Orders are available for 12-17-years-old for any imprisonable offence under section 1 of the Criminal Justice Act 1991 and for persistent offenders if the child or young person is aged 12-14. Also, the Crime and Disorder Act 1998 provides for DTOs for 10-11-year-old persistent offenders, but this power is not currently in use (Home Office,2000:50).



## *Reparation Orders*

This order aims to help young offenders understand and face up to the consequences of their actions. A reparation order requires young offenders to make specified reparation to their victim if they wish, or to the community at large (letter of apology, apologising to the victim in person, criminal damage and so on). The reparation must be commensurate with the seriousness of the offence(s), and not exceed 24 hours, to be completed within three months of placing the order. However, before making the order, the court must be informed by a written report indicating the type of reparative activity available and the attitude of the victim, which must be considered. Reparation orders cannot be combined with other custodial orders or a community services order, a combination order, a supervision order or action plan order. Generally, reparation will be supervised by a probation officer, social worker or member of YOT.

## *Action Plan Order*

Action Plan Orders will be imposed by the youth court for young offenders individually according to the cause of offence and offence itself. This order may place whatever requirements may be seen by the court as suitable, including reparation, partaking in specified activities, attending an attendance centre for specified number of hours, staying away from particular places, and complying with educational arrangements, which must be lasted for three months (NACRO,1999:7)

## *Parenting Order*

This order was also introduced in the Crime and Disorder Act 1998. Its aim is to help reinforce and support parental responsibilities. It consists of two main elements: first ‘...a requirement on the parent or guardians to attend counselling or guidance

sessions...’ for up to three months and, secondly, a requirement encouraging parents or guardian to exercise a measure of control... [over their children]...(e.g. ensure that the child attends school, avoids certain people or places which had adversely affected the child’s behaviour’ (Home Office, 2000:52). However, imposition of the order by the family/civil court or youth/ criminal court, all information about family’s circumstances and the potential effect of the order must be considered by the court, in the form of written or verbal reports. The implementation of the order will be supervised by a responsible officer (social worker, probation officer or member of YOT), and anyone breaching the order may face a fine of up to 1000 pounds paid by parent or guardians.

### *Child safety order*

A Family Proceeding Court may pass a Child Safety Order on a child aged up to 10 years, placing them under the supervision of a responsible officer who may be a local authority social worker or a member of a YOT, for up to 12 months. Other requirements can be attached and the court is powered to vary or discharge the order and make the child subject to care order under the Children Act 1989, where a breach of the order or requirements has occurred (NACRO,1999).

### *Anti-social behaviour orders*

This order is a civil court order available for young people aged 10 and above, applied for by the local authority and police in consultation with each other against anti-social behaviour ( cause harm, distress or harassment). It comes into effect for a minimum of 2 years, with imprisonment in the case of breaching the order (NACRO, 1999).



## *Sex offender order*

A Sex Offender Order may be applied when it is necessary to protect the public from serious harm as viewed by Police. The order is available for all those over 10 year-olds, and lasts for a minimum of 5 years. Breach is punishable by imprisonment (NACRO,1999).

The latest developments and reforms occurred in the Youth Justice System under the New Labour Government, particularly the new orders introduced by the Crime and Disorder Act 1998, which enabled particular arrangements to be available for the full implementation of a reformed Youth Justice System. The Youth Justice Board (YJB) and Youth Offending Teams (YOTs) were introduced under the Crime and Disorder Act 1998. The roles of the YJB and YOTs are outlined below.

### *Youth Justice Board (YJB)*

The YJB for England and Wales became operational on 30 September 1998. It is a non-departmental public body, sponsored by Home Office, and consists of 12 members appointed by the Secretary of State, including experts in the Youth Justice System. The functions of the Board include the following:

1. Monitoring the operation of the youth justice system and the provision of Youth Justice services.
2. Advising the Secretary of State on this and on the setting of national standards for the provision of Youth Justice services and custodial accommodation.
3. Advising on how the principal aim of the youth justice system might most effectively be pursued.
4. Identifying and promoting, and making grants for the development of, good practice, including good practice in the operation of the youth justice system and the prevention of youth offending.
5. Since April 2000, YJB has responsible for commissioning places for children and young people remanded and sentenced by the courts to secure facilities.

(Home Office, 2000:47).

Also the Crime and Disorder Act 1998 defined the duty of YJB and all those working in the Juvenile justice system in regard to the principal aim of prevention of offending by children and young people to be achieved through six objectives ‘...swift administration of justice, ensuring young people face up to the consequences of their offending, ensuring the risk factors associated with offending are addressed in any intervention, punishment proportionate to the seriousness and frequency of offending, encouraging reparation by young offenders to their victims and reinforcing parental responsibility’ (Home Office,2000:47).

### *Youth Offending Teams (YOTs)*

The new structure of YOTs, locally and nationally, were introduced by the Crime and Disorder Act 1998 to provide the framework to tackle youth offending. From the 1<sup>st</sup> April 2000 YOTs have brought together the staff and wider resources of the police, social services, the Probation Service, education and health, in delivery of the youth justice service, with the scope to involve others, including the voluntary sector (Home Office, 2000:48). The implementation of most of the orders introduced by Crime and Disorder Act 1998, such as reparation orders, Action plan order or parenting orders, may be supervised by a member of YOT.



A simple comparison of some aspects of the juvenile justice systems  
in Britain & Saudi Arabia

*	United Kingdom	Saudi Arabia
<i>Ministry Responsibility</i>	<i>Home Office/Scottish</i>	<i>Social Affairs</i>
<i>Centres / Institutions</i>	<i>Probation Centres Attendance Centres Community Homes Local Authority (Social Services) Remand Home Young offenders institution Detention Centres</i>	<i>Social Direction &amp; Observation Agencies</i>
<i>Court Systems</i>	<i>Juvenile (Youth) Court Magistrate Court Crown Court Children's Hearing</i>	<i>Juvenile judge (appointed by the Adult Court)</i>
<i>Approach to Cope With the Problem</i>	<i>Traditional approaches (Punishment, Welfare And Treatment) &amp; Developmental Approach</i>	<i>Prevention &amp; Treatment Approaches</i>
<i>Sentences that May be Imposed</i>	<i>Absolute or Conditional Discharges Deferring Sentences Binding over or Fine Orders Supervision and Treatment Orders Probation Orders Care Orders Attendance Orders Community Service Orders Long Custodial Sentence compensation Orders Imprisonment For Life Forfeiture Orders <b>*New orders:</b> Detention and Training orders, Reparation orders, Action plan orders, Curfew Orders, Parenting orders, Child Safety order, Anti-social behaviour orders and Sex offender orders</i>	<i>Discharge or Detention</i>

*Table 1.1 A simple comparison of some aspects of juvenile justice system in UK. & K.S.A  
\* Introduced by the Crime and Disorder Act 1998 under the New Labour government.*

Overall it seems obvious from the above table that the youth justice system in UK deals with young offenders in a varied and extensive way. There are a lot of institutions and agencies involved, such as police, probation officers, families, courts, local authorities, social worker, social service and Community Homes etc. In contrast, in Saudi Arabia, a young offender has to be discharged or detained for an offence or misbehaviour committed. The differences between the two systems might relate to the seriousness of the problem on the one hand and to the efforts made by specialists in social science research, penal reform and practitioners on the other hand, particularly the impact of the social science movement in the UK. However, juvenile delinquency issues appeared relatively recently in Saudi Arabian society as a result of social change and industrialization (Al-shethry1993). Therefore, the response is still new and needs a lot of attention in order to produce a coherent structure of rehabilitative programme, appropriate to the culture of the people and the moral fabric of the society, and drawing on local and international experiences.

The development of the juvenile and youth justice systems in United Kingdom has been affected by various theories (behavioural, liberalism, capitalism, and so on) and other perspectives as mentioned earlier (treatment, welfare and punishment) which produced a huge number of studies on the one hand and political debates and argument between political parties on the other hand, leading to many Acts which have shaped juvenile justice practices in UK. However, the situation in K.S.A is different in many respects, in cultural system and ideology. The society relies on Islamic law, on which the juvenile justice system is supposed to be built. Moreover, the system is influenced by Islamic philosophy, in addition to practical aspects and improved methods borrowed from modern social sciences. However, there is still a long way to go for the juvenile justice system in Saudi Arabia. The field of delinquency needs a lot of skilled and



workers to conduct more effective rehabilitative programmes. Also, there is a standing need for evaluative studies to be carried out to highlight the effectiveness of rehabilitative programmes and raise people's awareness in connection with the problem of delinquency. Indeed there are two kind of approaches operating in the field of delinquency in Saudi Arabia, in which the juvenile has to be processed, as mentioned earlier(preventive and treatment approaches). The importance of both approaches working alongside each other has been realized. Preventive programmes aim to prevent young people from embarking on delinquency by creating a suitable environment for them to be involved in, and to alleviate the circumstances which may lead them to commit offences or misbehaviour. The other approach, Treatment, is also important in terms of rehabilitating those young people who have committed offences or misbehaviour, helping them to become active members of society by studying and diagnosing their circumstances and designing a treatment plan to be carried out by professional workers to fill their needs and achieve the objectives of the rehabilitative programme. However these approaches are influenced by the Islamic philosophy as a way of understanding human behaviour.

The UK juvenile justice system has been influenced by a wide variety of approaches (Dimmock,1991) and perspectives, as mentioned earlier, but the system remains trapped, as Rutherford indicated, '...largely within the triangle of punishment, welfare and treatment'(Rutherford,1986:26). A new developmental approach has been suggested by Rutherford (1986) for sustaining the role of home and school to deal directly with juvenile problems, but it is not in practice to any extent, except in some sentences, such as imposition of fines on offenders aged 10-13, which might be paid by the parent or guardian (unless they cannot be found or it would be unreasonable to order them to pay) or binding over orders which require the parent to exert proper control over



the child under threat of losing a specified sum of money if the parent does not fulfil their obligation. Moreover, the Crime and Disorder Act 1998 which was being processed by parliament in the early stage of this research, focuses on the individual responsibility of parents by introducing Parenting Orders as a part of the government's programme of action to support families.

To sum up, it can be concluded that the youth justice system in Britain is influenced by many different perspectives, reflected in practices which have shaped the current young offender policy in Britain over the past and recent years. The main Acts which could be considered as the backbone of the juvenile justice system, are the Parliamentary Bill 1840 which allowed magistrates to try and sentence juveniles under 12 immediately, the 1907 Act which endorsed the principle of supervising within the community, the 1908 Children Act which put forward the principle of dealing with juvenile offenders separately from adult offenders and ended the imprisonment of juveniles under 14; the 1938 Criminal Justice Bill which would have transformed further the treatment of juvenile offenders, in addition to other legislation such as Howard's Bill in 1939, the second White Paper in 1968, 1969 Act, 1982 Act, the 1988 Green Paper on Punishment in the community, 1989 Act and the Crime And Disorder Act 1998.

Although there are not so many alternative ways to rehabilitate young offenders in Saudi Arabian context, the system combines two approaches, preventive and treatment, which have to be worked together. Therefore, some aspects of the youth justice system in the British context could be adapted for enhancing the impact of rehabilitative programmes and their effectiveness for developing the work of Observation Agencies in Saudi Arabia. The juvenile justice system in K.S.A can benefit from the ways in which young offenders are brought to trial and dealt with in UK; and



the extensive way of looking at rehabilitation and the different sentences that may be imposed by the juvenile court (e.g. supervision order, community order, binding over order, fine order and exclusion order) as will be detailed later in Chapter Nine. However, the differences in characteristics of the two societies have to be taken into consideration. This may mean modifying the implementation of these aspects juvenile care, to suit the culture and institutions of Saudi Arabian Society.

## **CHAPTER TWO: RESEARCH AND EVALUATION: A REVIEW OF THE LITERATURE**

Previous Research and Reviews of Juvenile Justice in Saudi Arabia

The Nature of Evaluation Studies in UK

*System Evaluation*

*Effectiveness Evaluation*

*Selected examples of early Evaluative Research Studies*

*Penal and Correctional Measures*

*Social work intervention*

*Selected examples of later Evaluative Research Studies*

*Penal and Correctional Measures*

*Social Work Intervention*

The Nature of Evaluation Research

*Some Definitions of Evaluation*

*Approaches to Evaluation*

*Summative Evaluation*

*Formative Evaluation*

*Pluralistic Evaluation*

*Illumative Evaluation*

*Realistic Evaluation*

*Examples of Evaluation Models*

*Summary*



## Previous Research and Reviews of Juvenile Justice in Saudi Arabia

Saudi Arabian society is similar to other developing societies, in that it is seeking to achieve comprehensive development in all sectors that affect people's lives. This has been reflected in the last three decades by the establishment of some well resourced social agencies by the government, as well as the establishment of social studies departments in colleges and universities, to train people to work more effectively and efficiently in these agencies. Also the government has instituted a new policy of sending researchers to the advanced countries to draw lessons from their experiences in the field of delinquency. This domain has been of interest to many researchers from different disciplines (criminology, sociology, social work, psychology and so on.); about 48 studies were conducted between 1983 and 1996, and another 11 studies were in process in 1997-98 (Al Sadhan 1996), in addition to some studies conducted by Saudi researchers in the UK and the USA.

The researcher has reviewed most of these studies and found that the researchers utilized various methodological strategies, such as descriptive method, survey, psychological standardization, case studies, documentary and historical methods, pilot studies, experimental and comparative studies. However, they seem to have used similar data collection techniques; mostly questionnaires or interview schedules.

These studies could be classified into four categories as in Table 2.1, following:

Table 2.1 Summaries of Studies of Delinquency in K.S.A

Category	author *	setting	clients	numb of exper	subjects *1	contr	sample *2	major method	out-come *3
1. Studies on the causes of the problem in general	Alhjan 1983	S.O.A in Riyadh	offender non offender	50	50		random	Jenssen criterion	Sig.diff.
	Internal Ministry Al-Mautlaquel 1989	S.O.As	..	623	620			questionnaire	
	Almojma-h 1989	S.O.A at Alqasai-m Egypt & K.S.A	offenders	48				Schedule interview	
	Alshimrie 1989	S.O.A in Riyadh	..	40				comparative	
	Alsadhan 1996	.. ..	..	?				descriptive	
2. Studies examining some specific psychological and pathological elements	Alsadhan 1995	S.O.A & schools	offenders & non-offenders	75	75		random	Questionnaire	Significance
	Alshethry 1993	S.O.A in Riyadh	offenders	?	?			..	*3
	Aljomia 1984	..	offender	?	?			?	?
	Almaliki 1989	..	?	?	?	?		descriptive	*3
	Althqial 1996	S.O.A in Riyadh	offenders	?	?			..	*3
	Alsahabin-al 1996	K.S.A	?	?	?	?		comparative and descriptive	*3
	Alotabia 1991	S.O.A in Aldamma m	..	14	?			descriptive multi-methods	?
	Almoteria 1994	S.O.A & school in Jaddah	offenders and non-offenders	100	100			descriptive	*3
	Alsadhan 1995	S.D.A. in Riyadh	offenders	97			random	Questionnaire	*3
	Alqufari 1999	Bradia	offender & non-offender	120				Questionnaire	*3
3. Studies that focus on solutions	Alabedeen 1987	S.O.A in Riyadh	offenders	100				..	*3
	Alsaina 1993	Prisons in Riyadh	..	..				criterion- in psychology	*3
	Alhajalan 1993	S.O.A & Schools in Riyadh	offenders & non offenders	100	100/100			Questionnaire	*3
4. Some studies undertaken on evaluation in different forms	Alwatied 1983	S.O.As in Riyadh and Al-qasaim	offenders	58/62				comparison	*3
	Alhanike 1989	?	?	?	?	?		descriptive	*3
	Alroshid 1993	S.D.A. in Alqasaim	offenders	70				evaluative study	

\*for full references see bibliography at end of thesis

.. Same as above

\*1 Experimental (exper) & control(cont) group

\*2 Kind of sample Random

\*3 Outcome (significant)

? not known

\*\* Jenssens criterion in psychology used by the researcher (there is not enough information found)



**Firstly**, some researchers have examined the causes of delinquency problems in general, by using various methods. The studies revealed many causes of problems (e.g. poor leisure facilities, impact of delinquent peer groups, poor family socialization and the impact of TV and so on). Examples of these studies include the following:

Al-Hijan (1983) studied the phenomenon of delinquency in Saudi Arabia (study of some psychological variables). This research was conducted on a sample comprised of 100 young people, who were divided into an experimental and control group. The experimental group was randomly drawn from the Social Observation Agency (young offenders) in Riyadh, whereas the control group was drawn from schools (non young offenders). The study revealed the impact of various kinds of psychological variables, despite its depending on one criterion which is called Jensen's criterion in psychology. Examples of the variables found to lead to youth delinquency include: poor values, aggression, alienation, isolation and poor self-esteem. The researcher concluded that young offenders carried some anti-social values (i.e. values different from those of mainstream society) so they were living in alienation. Aggressive behaviour was a characteristic of most of them. They had poor relationships with others which led to their becoming isolated, and they lacked confidence. Eventually, all these variables led clients into delinquency.

Other studies highlighted the role of sociological factors in creating the problem of delinquency. For example, in 1986 the Ministry of Interior (equivalent to the Home Office) carried out an experimental study of the phenomenon of delinquency and its boundaries in Saudi Arabia. The study was conducted on a huge number of 1,243 clients drawn randomly from Social Observation Agencies (offenders) and schools (non offenders) in Saudi Arabia. The sample was divided into experimental and control



groups. The researchers described in depth the characteristics of the delinquency phenomenon and its extent in Saudi Arabian society. Numerous causes of the problem were revealed, such as family problems, illiteracy of one or both parents, the role of delinquent peer groups and living conditions. This study could be criticized because it omitted the views of other parties dealing with problems and depended only on the information collected from clients, by utilizing a questionnaire as the only data collection method.

Al-Mautlaque (1989) conducted a field study focusing on juvenile diversion in Alqasaim. The sample of 48 clients was drawn from Social Observation Agency in Bradah. The study revealed many of causes leading to the problem, such as the role of delinquent peer groups and poor leisure facilities. This study could be criticized because of its reliance on one data collection method (structured schedule interview); other important data collection methods were not considered. For example, documentary material might have helped the researcher to discover other causes which might be hidden by clients or might not have been covered by the schedule though in fact they were revealed later in the same year by other researchers. Also, the researcher omitted the views of families and others parties involved in the problem, whose views would be very important in order to suggest a realistic practice model to cope with the problem.

In the same year, Almojmah (1989) conducted a comparative study of delinquency in Saudi Arabia and Egypt. This study revealed a similarity in the causes of problems in Egypt and Saudi Arabia, despite their geographical differences. The findings were generalized despite the small sample which comprised only 40 clients drawn from two social observation agencies in Saudi Arabia and one agency in Egypt. The researcher highlighted the causes of problem in general, without distinguishing the



causes of problem in each society. This calls into question the validity of the recommendations made by the researcher. The researcher also failed to draw a model or practicable programme to cope with the causes of problems.

Alshimrie (1989) carried out a descriptive study at the Social Observation Agency in Riyadh. He discovered other causes of problems which had not been considered in previous studies, such as the impact of drug use and the sort of accommodation in which clients were living, which were also strongly correlated with offending. However, despite the depth of this study, only one data collection method (questionnaire) was utilized in this study. The views of social workers, families and activity supervisors were not taken into account. Also, this study could have been more influential if the views of practitioners had been borne in mind, particularly in relation to re-offending, because half of the sample had contact with delinquent peers (friends) who used to be in Social Observation Agencies. This raises a question mark as to the effectiveness of rehabilitative programmes of Social Observation Agencies and their role with discharged clients.

Al-Sadhan (1996) outlined the causes of re-offending. His study was applied on a sample of 123 clients drawn from the Social Observation Agency in Riyadh. This study revealed that some causes of re-offending may not be different from the causes leading to the delinquent problem (e.g. peer group, drug, hardship,...etc.) noted in previous research studies. On the one hand the study shows the impact of residential area, poor leisure facilities either in clients' homes or in the areas where the client lives and the impact of delinquent brothers and relatives. On the other hand, the study revealed no relationship between re-offending and the impact of rehabilitative programmes. Also there was no significant relationship between re-offending and the

treatment of families. This study could be criticized because of its reliance on the views of a sample during a short period of time (one month); other potentially important views such as those of practitioners, families and the local community, were omitted. The researcher also did not highlight the role of after-care programmes and their impact on coping with re-offending. Moreover, the findings of the study might have been stronger if other data collection techniques had been considered, such as analysing clients' records to collect information about the sort of rehabilitative programmes in which clients were involved while they were serving their sentences, and other disposals following their release back to their natural families.

**Secondly**, some studies have examined some specific psychological and pathological elements and their contribution to the problem of delinquency. Examples include the following:

Al-Sadhan in 1995 examined the relationship between leisure time and delinquency, by using experimental and control groups each of 75 subjects. The study showed a significant relationship between delinquency and misuse of free time. Both young offenders and non offenders had at least 3 hours free time on weekdays and six hours or more at weekends. Non offenders used their free time constructively, whereas offenders misused their leisure time. It was clear, therefore, that this element contributed along with other elements in creating the problem of delinquency, confirming the findings of another study conducted previously by Al-Shethry (1993) which highlighted the impact of free time on young people's behaviour in the light of poor leisure facilities, either at home or in the local areas, combined with lack of family control.



Despite the importance of this study, the findings were derived from the views of the sample alone and other potentially important views, e.g. those of families, practitioners and professionals in the field of delinquency, policy makers and the local community (in private or public sectors) were omitted. It appeared that there was a lack of accessible facilities available in society to absorb client energies and engage their time with a significant activities. However, many clients spent their free time in the streets or with their friends in public places, away from their families' supervision. Similarly Al-Jomia (1984), highlighted the role of primary groups in criminal behaviour in his study which was carried out in Riyadh at a Social Observation Agency.

However, Al-Sadhan did not discuss the role of preventive and rehabilitative programmes conducted by social observation agencies toward the problem, particularly in following clients up in their natural families or the success of after-care programmes in reducing reconviction.

Al-Malike (1989) highlighted the relationship between divorce and juvenile delinquency. He concluded that divorce led to delinquency, particularly if accompanied by other subsidiary elements such as economic hardship and lack of religious restraint.

Another study conducted by Al-Thqial (1996) revealed other pathological factors that led to youth delinquency, such as mistreatment of the child (exceedingly cruel or indulgent treatment) and the impact of TV. Similarly, Al-Sahabina (1996), in a comparative study describing the relationship between juvenile delinquency and social maladjustment, found delinquency to be a result of combined elements (e.g. hardship, indulgence, mistreatment by families).

The relationship between the family's socialization and re-offending in the east region of Saudi Arabia was examined by Alotabia in 1991. The study was carried out

on a sample comprised of 14 young offenders drawn from the Social Observation Agency in Al Dammam. The relationship was examined by use of a questionnaire with clients and their families, in addition to analysing the clients' records and other materials within the agency. The study revealed a significant relationship between neglect and re-offending. Therefore the researcher concluded that discipline with good education and good parental example will help in preventing re-offending.

Al-Motera in 1994 carried out a descriptive study analysing the impact of Television and Video on juvenile delinquent behaviour. The study was applied on a sample of 200 young people at the Social Observation Agency (offenders) and schools (non offenders) in Jaddah. Al-Motera concluded that there is a strong impact of TV and video upon clients' behaviour which led them into the world of delinquency. About 82% of the sample spent much time watching TV and video.

In 1995, Al-Sadhan conducted a pilot study (Adolescents and Drugs ), examining the relationship between drugs and youth deviance in Saudi Arabia. The study was carried out on sample comprising of 97 drawn from Social Direction Agency in Riyadh. It showed that drugs were widespread amongst delinquent youth, alongside other factors noted and discussed previously(e.g. hardship, indulgence, peer group and lack of religious restraint ..etc.). Recently, a study carried was out by Alqufari (1999) studying the relationship between juvenile offending and crime in late life. The research study was carried out in a sample comprising 120 subjects drawn from Social Observation Agency (Inmates), Schools and Prison in Barada City. The study revealed that personal, social and economic characteristics have an effect on the deviation of young men, and that there is a relationship between offending in youth and crime in adulthood (Alqufari 1999).



**Thirdly**, other researchers have worked to identify some suitable solutions to the problem. They tried to suggest some solutions or examine other approaches to remedy the problem of delinquency . Examples of these studies are as follows :

Al-Abedeem (1987) proposed some possible solutions to the problems of delinquency in Riyadh by using a questionnaire with a sample comprised of 100 clients drawn from the Social Observation Agency in Riyadh and interviews with workers in the field of delinquency. The study showed the impact of four major key elements in creating the problem of delinquency: the absence of family supervision, family's mistreatment, impact of delinquent peers and the standard of living. Therefore, suggested solutions were directed towards improving the impact of these elements, such as enhancing the role of family and school and improving the standard of living of those families and client. However, no comprehensive solution was formulated, because other elements and dimensions were not born in mind. A comprehensive solution needs to consider the view of all parties involved in rehabilitation process of young offenders.

Al-Saina (1993) examined the religious approach as an effective treatment of crime in Saudi Arabia. It is been argued that the religious approach enhances self control and clarifies people's understanding of real life. Also, it sustains the concept of individual and collective responsibility.

Al-Hojalan, in 1993, examined the role of sport club programmes in preventing youth offending. The study was applied on a sample of 300 young people drawn from three groups: 100 young people (non offenders) who used to participate in the sport programmes; 100 non offenders who did not; and 100 young offenders who had committed offences or misdemeanours. The study revealed a significant relationship between participation in sport programmes and absence of delinquency. Participants in



the sports clubs saw various sport programmes as useful and enjoyable ways to spend their free time. whereas the young delinquent people did not recognize how to engage their free time or how to join these programmes.

Overall, these studies suggested possible solutions to cope with the problem. But they seemed to be patchy solutions, treating different elements separately. The researchers did not explain how these solutions would be implemented, or how they could be achieved in practice. So a coherent structure of preventive and rehabilitative programmes has to be developed to deal comprehensively with the whole implication of the problem. This raises questions as to the effectiveness (impact) of the current rehabilitative programmes, which will be investigated in this research study.

**Fourthly**, there are other studies that have undertaken evaluation in various forms. These have, however, concentrated mainly on the *role* of social work and its *implementation* in the field of delinquency, rather than **critiquing** or **evaluating** the characteristics of programmes and their *impact* upon clients' behaviour. For example, Al-Watied (1983) examined the practice of social work in the field of delinquency, by means of a survey and analysis of records. The study used a sample comprised of 62 young offenders at the Social Observation Agency in Riyadh, compared with 58 clients drawn from the Observation Agency in Al-Qasim. The researcher carried out interviews with staff and surveyed clients using a questionnaire. The study revealed a similarity in causes of delinquency problems, despite the differences between Riyadh (as an urban society) and Al-Qasim (as a semi-urban society). It was concluded that the practice of social work in the field of delinquency was poor. Social work intervention in field of delinquency was said not to be built on a scientific and professional basis. A recommendation was made to consider the practice of social work intervention skills



while dealing with clients, either within the agencies' premises or after their discharge, such as case study, individual and group treatment, social monitoring and subsequent care programmes.

Overall, the criticism which could be levelled at this study is its failure to provide the Social Observation Agencies with a model of a professional rehabilitative programme to be applied in practice. Therefore, the problem has continued, as later Al-Hanike (1989) pointed out in his research into the role of after-care in preventing re-offending. Similarly, Al-Jomia(1996), who examined the effectiveness of the preventive approach in preventing re-offending, found that there are still no obvious after-care programmes to follow up discharged clients in their families. Communication between clients and social workers was also missing and the cooperation between schools and agencies was not as effective as it should be. Another study was conducted in (1993) by Al-Roshid who examined the effectiveness of preventive programmes in Saudi Arabia. The study was applied in the preventive field at the Social Direction Agency in Al-Qasim, on a random sample comprised of 70 clients. The researcher utilized a survey strategy and questionnaire as the only data collection technique. He concluded that only 7% of sample were returned, and 67% of them were able to solve their problems within the agency, without returning to the social workers. But the study could be criticized because of its reliance on one sole view, that of clients, omitting the views of other parties involved in the preventive approach, such as social workers, families and other practitioners. Also, it is difficult to regard the small number of returned clients as a result of the influence of preventive programmes, because clients in the preventive approach may have faced difficulties in returning to the Social Direction Agency except on rare occasions following an exemption (permission) by the authority of the Social



Affairs Ministry, as will be mentioned later. However, the ability of clients to solve their problems without returning to the social worker may be an indication of the successful impact of preventive programmes.

Overall, these studies did not examine the effectiveness of rehabilitative programmes in terms of their impact on client behaviour and recidivism, except for Al-Roshid's study (1993) in the preventive field, despite its reliance on the sole view of clients. Therefore, no extensive study has been found in the field of delinquency (treatment) in Saudi Arabia considering the views of all parties involved in the rehabilitative programmes. These aspects will be considered in this research.

It is important to emphasise at this point that Saudi Arabia has made extensive efforts role both internationally and at regional level, in coping with delinquency problems, in recent years there has been effective cooperation between the Ministry of Social Affairs in Saudi Arabia and some international agencies viewed as experts in the field of delinquency. An example is the study that was carried out in 1981 involving participation between the Social Affairs Ministry in Saudi Arabia and The Social And Economic Association in Paris. Also, Saudi Arabia hosted a meeting for international experts in the field of delinquency drawn from the five continents of the world, in Riyadh in 1988. As a consequence, a project was established called the "*Riyadh basis for preventing young from deviation*", which recommended suitable solutions to cope successfully with juvenile problems which should be considered in Saudi Arabia.

On the regional level, Saudi Arabia has hosted many conferences which have resulted in further studies, articles, symposiums and forums in the field of delinquency. An example is the symposium which was held in Riyadh in 1986 organized by the Arabic Centre for Peace Studies and Training. The symposium discussed juveniles'



problem and their treatment in Islamic legislation. The symposium was well attended, with eleven deputations from Arab states and good attendance, also, from some official organizations around the world, such as the Islamic World League, United Nations and UNICEF. Participants made important recommendations which could be summarized as follows:

1. Preventive programmes should be considered to prevent juveniles from embarking on a path of delinquency and the *rehabilitative programmes* should be *evaluated* as well.
2. Participant states were encouraged to reconstitute juvenile law according to Islamic law and to draw from recent studies in the field of delinquency.
3. The role of schools (discipline and schooling) should be enhanced to positively effect pupil's behaviour.

(Alaman wa Alhaih, 1991, translated by researcher).

The above symposium was followed by an enormous numbers of articles focusing on analysing and explaining the juvenile care system. Also, the importance of improving the quality of the rehabilitative programmes in the field of delinquency has been considered. An example is the article written by Garsan Abdulateef (1986) concerning residential agencies in Riyadh. Another article written by Raethwan (1991) explained the juvenile residential care system in Syria. The author emphasized the importance of continued relationship between families and participants in rehabilitative programmes.

It seems that there is much interest on the part of the Saudi Arabian government to develop the rehabilitative programmes in the field of delinquency. This concern was reflected in an interview published in the journal, *Alaman wa Alhia*(1986:35) with Prince Fahad Ibn Sulttan, deputy of the Social Affairs Ministry in 1986. The prince highlighted the current concern for improving the welfare system in Saudi Arabia and also expressed the importance of allocating resources effectively.

Overall, despite enormous efforts that have been made in the field of delinquency in Saudi Arabia, they seem to concentrate on particular aspects rather than

discussing all the elements that affect the problem. Much has been done to define the causes of the problem and ways to cope with it, but the effectiveness of rehabilitative programmes needs more research, particularly after about forty years of experience in the field of delinquency in Saudi Arabia.



## **The Nature of Evaluation Studies in the UK**

The importance of evaluation in the West, particularly in the UK and USA, has been argued for many years. In the UK, study of the effectiveness of treatment (rehabilitation) intervention and penal policies, particularly in the field of delinquency, has been developed since the middle 1950s. Before that, 'research designs were generally fairly elementary and interest was focused more on other aspects of criminology' (Brody, 1976:14). In the USA, interest in evaluation in general and in the effectiveness of correctional treatment in a particular was first raised in 1931 when Dr. Richard Cabot, who is considered as a pioneer in this field, uttered these stirring words:

I appeal to you . . . measure, evaluate, estimate, appraise your results in some forms, in any terms that rest on anything beyond faith, assertion and the 'illustrative case'.  
(quoted in Sheldon, 1986:223)

Two main kinds of evaluative research studies can be identified in UK: those that evaluate the system in general and those conducted to evaluate the effectiveness of social intervention with offenders, rehabilitation and penal measures during the early and current years (see Table 2.2). Examples of each kind are presented here, to highlight the methods and data collection techniques and measures utilized for evaluating the effectiveness of rehabilitative and other intervention programmes, and to identify from the discussion the strengths and weaknesses to be borne in mind while conducting this research (see Chap.4).

There are some clear differences between the aim and evaluation of social work intervention, penal measures and correction; although it might be argued that these domains were similar in 1960s, but they have moved away from each other since the 1970s and 1980s. Thus, social work intervention with offenders to improve their personal situation and social functioning may have an indirect effect upon offending



behaviour, while penal rehabilitation aims to prevent reoffending more directly by educational and vocational training, individual and group counseling, supervision, medical treatment, etc., known in USA as 'correctional treatment' as pointed out by Palmer (1974:133). However, the concept of 'correction' in England is used rarely in the same way but mainly associated with punishment. Moreover, the influence of penal policies has to be taken into account when considering the effectiveness of rehabilitation of offenders. As the main aim of this research project (as expressed earlier) is to evaluate the effectiveness of the rehabilitative programme for young offenders in K.S.A, it is very useful for us as a developing country, to look at some of the broader political aspects of the Juvenile Justice System and penal policies that shaped the system in UK over the years, and the legislation and debates that influenced the treatment of offenders.

Unlike most studies carried out in Saudi Arabia, research studies in UK are generally based on more scientific methodology, and rooted in many perspectives and theories which mostly are reflected in practice in the real world of juvenile delinquency. A review of the literature showed various studies of evaluation in general and, in particular, effectiveness evaluation. These studies are many, varied and overlapping. Some researchers have conducted a review (or 'meta-analysis') of many of these studies and made a comparison among them, in addition to evaluating their methodological processes and their implications for the real world. Such is not the purpose of this study, though it is useful and important to illustrate some aspects of these research results in order to select from these initiatives to benefit from different perspectives and arguments about evaluation in general terms and effectiveness of treatment programmes in particular and other measures which have been discussed in this field. Reviews of such studies by various researchers are available. For example Bailey (1966) examined



about 100 reports of 'correctional outcome' studies carried out between 1940-1960. Brody (1976) reviewed 65 separate studies conducted in penology, as will be discussed later. Logan (1972), reviewed 100 evaluative studies, most of which had not appeared in Bailey's review and revealed a number of methodological process deficiencies. Martinson (1974) reviewed over 200 evaluative studies (written in English) on the basis of which he concluded that '*with few and isolated exceptions, the rehabilitative efforts that have been reported so far have had no appreciable effect on recidivism*' (Martinson, 1974:25). In fact this 'bald summary' conclusion by Martinson may have misled many readers in the first instance, as some people used it to support their suspicions regarding the futility of intervention in general. This prompted a serious debate about the effectiveness of rehabilitative programmes, correction and penal measures, in which some researchers concluded that 'some programmes worked for some offenders at some times...' (Mair, 1991:5). They called upon Martinson to recant, although Martinson had not meant that 'nothing works' in his short article published in 1974, from a report of 1,400 pages. Moreover, he presented some positive findings under some aspects of the fifteen sections included in his article. It was reviewed by Ted Palmer in his article 'Martinson Revisited' (Palmer, 1974), in which the writer focused 'not only upon the actual presence but also upon the significance of certain positive findings and relatively optimistic observations which were an integral part of Martinson's presentation' (Palmer, 1974:133). Further discussion of this debate will be presented in this Chapter and later in Chapter Four. Furthermore, in evaluating social work intervention in general, and with adult and juvenile offenders in particular, Brian Sheldon and Geraldine Macdonald were very optimistic when they analysed 95 studies of the effectiveness of social work published between 1979-1991; on the basis of their

findings, they concluded that 75% of results were positive (Sheldon & Macdonald, 1992/1993).

Therefore, because of the differences between various kinds of intervention (social work intervention, correctional treatment and penal measures), and the difference in the meaning of 'correction' between the UK and the USA, the researcher does not intend to compare US 'correctional' interventions directly with penal and social interventions in the UK. He in fact intends instead to present examples of research evidence about the effectiveness of interventions from different studies carried out in the West, (with most of the reviewed studies being written in English e.g. Brody, Mair and Martinson), and review the different methods and strategies employed in these initiatives, from which he has drawn and built his own methodology (see Chap. 4).



**Table 2. 2 Summary of literature review of selected research studies, articles and essays in UK.**

Category	Title of Study/Article	Author/s*	Sample	Major Methods
*1. <u>System Evaluation</u>	*Receiving juvenile justice *Juvenile justice in UK *Measuring the satisfaction of court with the probation services  * Young people and crime  *A critical review of the role of the probation and after-care service in the criminal courts in England and Wales *New Direction in criminal justice? Labour's Crime policy Examined (conference held at Hull University 1998	Parker, H. et al 1986 McCabe&Treitel1981 Chris May 1995  Graham,J & Bowling, B.1995  Adrian, L, James 1978  Edited by Bottomley et al (policy studies vol.19,3/4, 1998	random  "  "	In-depth interview Comparative study Measures of Satisfaction by using self-completion Questionnaire Self- report  Critical study  Collection of essays
*2. <u>Effectiveness Evaluation</u> 2.1 <b>Penal / Correctional measures</b>	*The effectiveness of sentencing - A review of the literature *What Works? questions and answers about prison reform *What works Nothings or every thing? Measuring the effectiveness of Sentence  *To Scare straight or education? The British experience of day visit to prison for young people *Correctional outcome: An evaluation of 100 reports *Evaluation research in crime and delinquency: A reappraisal *Does mediation Work in Practice	Brody,S. 1976  Martinson, R. 1974  Mair,G. 1991  Lloyd, C. 1996  Bailey, W. 1996  Logan,C. 1972  Smith,D. & Blagg, H. 1985	random     Three group	Comparison study  Analytic study  Analytic study  Comparison study by using observation and interview Analytic study  Analytic study  Semi-structured interview
2.2 <b>Social Work Intervention</b>	*The problems and promise of evaluating practice: A Groupwork example *Implication for practice of recent social work effectiveness research *Social work effectiveness research: implication for probation and juvenile justice services *Developing services for Young people in crisis	Caddick,B & Brown, A. 1982  Sheldon,B. & Macdonald,G.1992/3 Sheldon, B. 1994  Dennington,J.& Pitts,J.	random	Innovative approach  Article  Comparison  Descriptive and Evaluative

*\*for full references see the bibliography in the end of the thesis*

*\*1.Examples of system evaluation studies*

*\*2.Examples of effectiveness evaluative research studies*

## *Examples of System Evaluative Studies*

Some studies have concentrated on evaluating the process of the juvenile justice system in England, Wales, Scotland and Northern Ireland, in order to make comparisons between juvenile justice systems and processes in UK and draw significant conclusions to improve the quality of juvenile justice systems over the different parts of the United Kingdom. For example, in 1981, New Approaches To Juvenile Crime commissioned a study conducted by McCabe and Treitel. They carried out a comparative study of the system of juvenile justice in Scotland, Northern Ireland, Wales and England. The aim of the study was to recommend ways of improving methods of dealing with young offenders in the United Kingdom. The researchers concluded that there were clearly shortcomings in the currently existing juvenile court system in England and Wales and significant advantages of the children's hearing system established in Scotland. Therefore it was recommended that '...a similar system should be introduced in England and Wales for children aged 10 to 13, and that a "youth court" should be introduced for offenders aged 14 to 20...' (McCabe and Treitel 1981:i). Such a court was, eventually, introduced in October 1992, to replace the Juvenile Court established in 1908 (Home Office, 2000:48).

Before the above study, in 1978 Adrian L. James reviewed the role of probation and after-care services in the criminal court in England and Wales. The aim of the study as indicated by the researcher was to give '...a brief examination of the principles underlying English criminal law, as enforced daily in our courts,....in an attempt to provide some insight into the values and ideologies underpinning the legal system in which the probation service developed and now operate...' (James, 1978:2).



So the researcher studied the historical roots that led to the creation of the probation services in the criminal justice system in England and Wales and its role as ‘... the principal agency for the treatment in the community of offenders...’(P:1). He also undertook a critical review of different trends and ideologies which led to the introduction of different legislation during many years prior to 1976, which affected the role of probation services. For example, the positivist school, led to the growth of ‘scientific criminology’ and ideas for the treatment for convicted offenders, in contrast, welfare approaches clashed with the ideas of the punishment approach. Such ideologies have affected the criminal justice system in the UK since that time under the successive governments. Eventually, it was anticipated that the focus in future would be ‘...on fundamental issues about the nature of crime and societal response to it to which criminology has recently turned both its theoretical and empirical attention...’(James, 1978:86).

In 1986, Parker, et al. carried out a study, *Receiving Juvenile Justice*, which was commissioned by the Social Science Research Council. The study dealt with juveniles aged 12-17 and described the process of welfare justice in city and country-side. ‘...Evaluating the perception of adolescent of both sexes subject to both criminal and care proceedings was one of the key aims of this study’(Parker, et al. : 1986).

The research team were working independently, observing a sample comprised of 200 juvenile court sessions and 30 care sessions in the (urban court) city, in addition to a hundred adolescents who had been followed by researchers through most stages of the juvenile justice process, monitoring their passage independently and gathering and interpreting information about what was happening to them in the different courts’ premises. In relation to the care side of juvenile justice, the researchers pointed out that



the samples were drawn from adolescents who were included in the city care 'net' over a period of four months, and were willing to cooperate with them. In addition they showed that:

[With regard to criminal proceedings, they]... divided the range of disposals available to the court into three bands: level 1 disposals, 'low tariff' cases (e.g. binding over, conditional discharge and fines) are those which are unlikely to involve post-court contact between offenders and officials. Level 2 disposals, 'middle tariff' sentences are in practice, attendance centres and supervision of juveniles. Level 3, 'high tariff' cases, involve the offenders being 'sent away' on a care order, for borstal training or most often to detention centres.

(Parker, et al 1986:11)

The researchers noted that '...adolescents were able to give detailed descriptions of their behaviour and views to relative strangers' (Parker, et al 1986:12). However, in total, the research teams were involved in about 250 in-depth interviews as they also took into consideration the views of all people (stake-holders) involved in the juvenile process (clients, parents, social workers, solicitors, probation officers, educational official and police). The researchers also observed the magistrate and judges at many sittings.

Two intensive group work programmes were also involved in the final aspect of the project, one for boys while the other was for girls. These groups were voluntary, involving court-experienced youngsters suggested by social workers and facilitated by the research teams. The researchers met them once a week for 12 weeks on local leisure based activities and two long weekends away with each of these groups, the second weekend being a joint venture (Parker, et al., 1986).

The research teams pointed to the efforts spent in running these groups by saying:

an enormous amount of effort put into running these groups had little direct research spin-off. Although we conducted interviews with the girls' group (not included in our sample) and had endless conversation with nearly all the lads, the research pay-off was implicit rather explicit, in that these close encounters gave us considerable insight into these



youngsters' lives and helped us to check again whether the interview data was similar to the 'natural' information given by group members, for instance, when talking to each other. Perhaps, also, the summer group-work programme allowed us as a research team to 'tune in' more generally to the subject of our research. The hard data which was gained from this action research came in the form of video-taped cameos made by the youngsters themselves

(Parker et al, 1986:13).

However, more significant information could have been generated and reasonable conclusions could have been drawn if the research teams had used more extensive methods in terms of choosing the sample and in terms of using other data collection methods in addition to observation and interview, such as analysing the clients and courts' records and other materials connected with juveniles. Also, it is obvious from the project that the sample of clients was only drawn from those adolescents who wanted to cooperate with the researchers. Even in the final aspect of the project, which involved the running of the two intensive groups work programmes, one for boys and one for girls, both groups were voluntary and suggested by the social workers.

There are also two technical points: firstly, whether the sample was actually representative of the adolescent population? The second, relates to the reliability and credibility of those particular methods used by researchers, even if the one aim of this project was to evaluate the perceptions of adolescents of both sexes of both criminal and care proceedings.

Generally, in connection with the above points, Cheetham emphasises that:

...in many, and perhaps most, evaluative studies, a range of data collection techniques will be appropriate within an overall research strategy and will be used in such a way as to maximize the value of the information obtained and strengthen the conclusions arising from the research. Some approaches (such as observational methods) are clearly more useful for describing and documenting the interpersonal components of intervention, whereas others (such as the use of documentary material, interviews or 'constructed' questionnaires) can more usefully provide information about the receipt of services and their impact on clients.

(Cheetham et al, 1993:37).

In 1993 the Home Office Research and Planning Unit was commissioned by the Probation Service Division to conduct a pilot survey to develop a method of assessing the satisfaction of courts with the work of the probation service (May, 1995 : vii).

The study was carried out by May and used a sample drawn from lay magistrates (498), stipendiaries (28), justice clerks (97), Crown Courts' chief clerks (18) and judges(27) (May, 1995: 7). It was conducted by means of a postal self-completion questionnaire and the results were used to experiment with a scoring system using a number of key measures of satisfaction.

Generally, the study indicated some 'satisfaction by the court with work of probation services in their area'(May, 1995: 7).

Notwithstanding the study was conducted to measure the satisfaction of courts with the work of probation service, '...the opportunity was also taken to examine the initial impact of national standards. Questions were intended to elicit judgment on the performance of the aspect and as appropriate, to gauge levels of experience'(May, 1995: 3).

Overall, the study was criticized because of its use of a small sample of judges. To make reliable conclusions about Crown Courts, a much larger sample of judges would need to be available. So it was recommended that '...further survey of judges has to be conducted' (May, 1995: 17).

Another criticism could be levelled at this study because of its reliance on a single data collection method, although, other techniques such as observation and analysing the probation service's materials and records are very important and might have supported the findings of the study.



Graham & Bowling (1995) studied young people and crime, by using a survey comprised of a national sample of 1,721 young offenders aged 14 to 25 years, in addition to a 'booster sample of 808 young people from ethnic minority groups' from different countries and backgrounds (Graham & Bowling 1995:1). The study provided '...an estimate of the extent, frequency and nature of self reported offending in England and Wales and established why some young people start to commit offence and why some stop offending whilst others do not' (Graham & Bowling, 1995:1).

The authors concluded that, '...involvement in offending and drug use amongst young people is widespread. Every other male and every third female admitted to committing offences and the same numbers admitted using drugs at some time- but most offending is infrequent and minor and most drug use is confined to using cannabis'.

They also concluded that:

Young Asians are less likely to commit offences and /or use drugs than whites and Afro-Caribbeans. The peak age of self-reported offending is 21 for males and 16 for female, females aged 14 to 17 are nearly as likely as males to be involved in offending but as they get older, this offending drops off sharply in comparison with males... The rate of participation in property crime by males increased with age, whereas for females it declines; the seriousness and frequency of all offending by males and females declined with age. The strongest influences on starting to offend are low parental supervision, persistent truancy and associating with others involved in offending, all of which are strongly related to the quality of relationships with parents'.

(Graham & Bowling, 1995:1).

Although this study may seem not directly related to system evaluation, its conclusions appear to sustain the development approach advocated by Rutherford in 1986 and 1992, whereby, the main focus is to strengthen families, e.g., by parent training, family centres, and support groups and specific measures for single parents and step families. Also, the study focused on strengthening schools, by using various strategies to prevent truancy, and developing practical measures to improve family

school relationships (Graham & Bowling,1995:4).Some of these ideas were later contained in the Crime and Disorder Act 1998.

A criticism which could be levelled at this study is that it did not indicate how its proposals regarding families and schools could be achieved in terms of practice and legislation. Moreover, the study revealed that Asian young people were less likely to commit offences and /or drug use than Whites and Afro-Caribbeans, but the researchers did not clarify if it is because of the impact of their culture or other factors. Also, they did not highlight other elements that might affect the Asian clients' behaviour that led to crime.

However, in recent years the New Labour Government has announced new developments to overhaul criminal justice system in UK which resulted the introduction of the Crime and Disorder Act 1998. In this connection, a conference was held at Hull University in 1998 entitled "New Directions in Criminal Justice?-Labour's Crime Policy Examined" in which '... some key contemporary thinkers in criminal justice -along with some leading policy-makers and practioners- were invited to present their views and analyses of core features of the Labour government's crime policy...' (Bottomley and Johnstone, 1998:173).

All papers presented at the conference criticized and outlined some key features of the criminal justice system, particularly CDA 1998, and theories that underpin the system which affect its implementation, in the light of the main thrust of the criminal justice system pointed out by Bottomley and Johnstone, viz. 'doing justice, protecting the welfare of offenders, protecting the welfare of victime/empowering victims, reducing the scale of imprisonmnet, reducing criminalisation, preventing offending by children and young people, creating a safer society and swift justice' (Bottomley and



Johnstone,1998). These papers were published in a Special Issue of *Policy Studies* in 1998. Overall, the current debate affects criminal justice system in general and youth justice system in particular, is about 'law and order', in order to stand firm against crime but with different approaches. The new Labour Government linked crime with other social issues such as housing, unemployment and poverty and social exclusion. Therefore, 'responsibilities as well as rights' became the cornerstone of Tony Blair's new agenda' (Newburn:1998:201) as mentioned in Chapter One. He had announced the intention to be 'tough on crime' and 'tough on the causes of crime' which led to the introduction of new measures contained in the CDA 1998. The current crime policy announced by the new Labour Government seems to be '...tough on crime if not tougher than the Tories on crime' as argued by Downes (Downes, 1998:191). In particular, the Crime and Disorder Act 1998 has been influenced by the theories of communitariansim and populist punitiveness and managerialism, as argued by Newburn (1998). These theories are reflected and embodied in the new orders which have been in place since October 2000.

## *Examples of effectiveness evaluative research studies*

### *Selected Examples of Early Effectiveness Evaluative Research Studies*

Some other studies have concentrated more on evaluating the effectiveness of penal correctional measures and social work intervention outcomes.

#### *Penal and Correctional Measures:*

For example Brody (1976) studied the effectiveness of sentencing, through a review of the literature. He reviewed most of the research results of the studies conducted in the criminal justice field, in particular from the mid fifties (65 separate research reports). The study examined the various techniques that had been used by researchers, making comparisons particularly in terms of reconviction and experimental comparisons of treatment, in addition to discussing other 'assumptions and expectations underlying evaluative research in penology' (Brody, 1976: piii).

Whatever the success or failure achieved by these studies, the results were described and reported according to the broad types of sentencing, such as time in custody, variation between regimes (different institutional alternatives, therapeutic programmes in institutions and special experimental programmes), custody versus non-custodial sentences and variations in non-custodial measures (Brody, 1976).

These studies were subject to many criticisms of methodological deficiencies. Brody (1976) attributed the inconsistent results produced by the experimental designs to failure to control adequately for extraneous factors, using reconviction measures while adequate information about probationers was not available, or taking reconviction as the sole criterion for measuring the effectiveness of sentencing.



The results of reviewing these studies were not very different from most results achieved by other reviewers (e.g. Martinson 1974), which in general were pessimistic, despite some evidence of positive findings indicated by Martinson under some of the fifteen sections included in his article, which were reviewed more optimistically by Palmer in 1974. Other indicators of positive results, at least for particular types of offenders at a particular time, were pointed out by Gendreau and Ross (1979) and Mair (1991).

In 1984 some ideas such as mediation, reparation and conciliation initiatives were raised and discussed by Tony Marshall's Home Office Survey. In fact this trend attracted many politicians and professionals in juvenile justice who wished to evaluate the impact of mediation in preventing re-offending and sought to extend its influence in the criminal justice system (Smith et al., 1985: 135).

Smith et al. conducted an evaluative study of South Yorkshire's project based on two areas, Wombwell (near Barnsley) and Rotherham. The project started in November 1983 and lasted for three years. The aims and the objectives of the probation were expressed in March 1984 as:

- to offer wider service to courts by developing the role of the probation services in victim / offender mediation. However, there were three other more specific objectives as follows:
1. To explore the feasibility and value of mediation during the preparation of SERs;
  2. To inform courts about the possibilities for mediation in appropriate cases (or the results of mediation if already successfully concluded), and thus to encourage an extension of reparative actions in sentencing;
  3. To continue to act as mediator after adjudication, voluntarily if requested or under a court order, to encourage the satisfactory completion of reparation.
- (Smith et al., 1985: 136).

The research teams carried out semi-structured interviews with a sample comprising 24 offenders in addition to 21 victims contacted by probation officers with a view to mediation. The researchers also interviewed the project team, other probation officers and other criminal justice persons, who attended the regular project evaluation



seminars, at which a wide range of questions were discussed (Smith et al, 1985: 136). In general they concluded that 'there was a high level of agreement between victims' and offenders' views of mediation- that is, offenders found it helpful in the same cases or types of case as did victims, and cynicism and difference were similarly mutual' (Smith et al, 1985:137).

Also, on the basis of the researchers' findings, they concluded that :

...good results have been achieved by the team's present practice, which might not have resulted had they pursued their original interest in involving the community. [Moreover, researchers expressed that a] ... considerable success in achieving [the] first objective (of mediation is particularly likely to be feasible and seen as helpful and constructive by both parties when the offence is against a local private victim. The second objective, to affect sentencing, must be regarded as not yet achieved after the project's first year. its feasibility cannot really be judged until the end of the project, because magistrates were for so long unaware of its existence. [While]the third objective, to supervise reparation after sentence, seemed unlikely to be achieved...

(Smith et al, 1985:138).

Overall, the criticism which could be levelled at this research project, despite its significant aspect, is a question around the representativeness of the sample, particularly as the researchers state that 'our sample is thus a small one, but we have no reason to think that it is unrepresentative of the total population...' (Smith et al., 1985:136). Also, another decisive criticism is the extent to which the conclusion is consistent especially when the researchers indicated that ... 'our conclusions should, therefore, be treated as initial and tentative...' (Smith et al, 1985: 136).

### ***Social Work Intervention:***

Caddick & Brown (1982) conducted an evaluation study of an 'induction groups' programme. The programmes ran about 8-10 groups a year, with 6-10 clients being involved in each group. The programme was designed for 6 weeks, each session lasting about an hour and half. The clients were mixed in their ages, offences, and



whether new offenders or those whose had previous convictions. The researchers rejected the adoption of 'a thoroughly scientific approach to social work practices...', arguing that innovative approaches to probation practice require the implementation of carefully planned evaluation studies (Caddick & Brown, 1982:145).

Considerable discussion with research teams themselves on the one hand and between the researchers and participants on the other was held before an evaluation took place. There was a shared interest in evaluating the programme, in particular considering and assessing its effectiveness (Caddick & Brown, 1982:145-6). The objectives of the programmes and reasons for evaluation were defined, as well as the potential limits. Eventually the researchers and participants agreed that:

...the main aims of the induction group programme were to help clients to 'own' (i.e. acknowledge responsibility for) their offences and then identify what needed to be done (by them, with probation services help where necessary) to reduce the likelihood of re-offending. The primary concern of the evaluation study was to be with the extent to which these aims were being met.

(Caddick & Brown, 1982:146).

The researchers decided to utilize a pre-post questionnaire design as a data collection technique to collect the information before and after the group experience instead of using experimental and control groups, justifying that because of the difficulty of designing a control group. So they decided to carry out their study without using a control group, accepting that by doing so they 'were reducing the certainty of any conclusion [they] might draw about the programme's impact'(Caddick & Brown, 1982:146).

The study was applied on five groups, comprising a total of 36 clients (that were met). In general the researchers discovered that there was:

...an increase in the number of clients needing to develop a willingness to discuss the circumstances of their offences over those willing to acknowledge fault, and a further increase in the number needing to develop willingness to talk about the distinctive personal contribution. Similarly, the number of clients needing to acknowledge a personal



commitment to work is greater than the number needing to recognize that something has to be done . These findings provide interesting hints about the kind of process that may be involved in client change. [Also,] ...some clients begin the groups having reached points which the programme is designed to work toward ( Caddick & Brown,1982: 149).

The researchers provided two potentially valuable pieces of information as they pointed out:

First, it seems possible to identify areas- for example, acknowledgment of fault- which may not require as much attention as others. Second, it also seems possible to identify clients who, having reached these points, might prove helpful in encouraging other group members to move in the same direction.

(Caddick & Brown1982: 149).

They also reported that ‘five of the clients failed to show any positive shift over the period of the group meetings’ (Caddick & Brown,1982: 149).

In attempting to assess the effectiveness of the innovative group work programme, the researchers highlighted two points: ‘First, evaluation is an activity which requires a great deal of effort both in the planning and its operation, if the information collected is to be of any use. Secondly, the value in using evaluation to improve the quality of practice can be considerable’(Caddick & Brown,1982:149).

Overall, despite the fact that this research is a good example of the early research in social work intervention evaluation, in which the researchers tried to evaluate the effectiveness of the induction group programme, it could be criticized because of its reliance on one data collection technique (questionnaire), and for omitting the views of other parties involved in the programme such as social workers, practitioners and families, although their views could be very important to generate worthwhile data to enhance the findings. Also, another criticism could be levelled at this research project due to the fact that the observed changes were attributed to the impact of the programme itself and not to some extraneous factor. The question may be asked, how could the researchers be sure that changes were only because of the impact of programme? They



did not mention whether or not they controlled extraneous factors, or tried to prevent their impact.

Sheldon in 1994 in his paper, 'Social Work Effectiveness Research: Implication for Probation and Juvenile Justice Services', reviewed some of the early studies in which he summarized the main trends of the early evaluative research initiatives which could be drawn as follows:

1. Something had clearly been learned from the early research in that authors of later studies took greater pains to define the problems with which they were dealing and produced arguments as to why particular approaches were chosen. Logical connections were made between an understanding of what had gone wrong and why, and what might be done to put matters right...;
2. This research also shows a greater willingness among staff to pursue in due sequence, goals of modest difficulty and scope. To identify, for example, the telling deficits in the social and problems-solving skills which cause or maintain problems, and then try to remedy them... Yet effectiveness research suggests that, following assessment, staff need to be taught to focus on factors preventing change, and to work hard to influence them. Convergence, rather than divergence of thought is associated with positive results in this regard.
3. The next trend follows closely on the last. Few of the studies under consideration are long term, routine, open-ended attempts to change circumstances or behaviour, rather they are intensive and short term, usually taking the form of specially set-up projects to deal with particular problems;
4. Turning to the question of which methods of helping featured in the studies were correlated with positive outcomes, the message is clear, variants of behaviour therapy sweep the board,... the practice [of experiments] takes the form of well-explicated, well-designed procedures usually carried out in a stepwise manner and designed to achieve relatively specific goals. The influence of the behavioural movement is quite apparent and pervasive. (Sheldon, 1994 :222-225).

### *Selected Examples of Later Effectiveness Evaluative Research Studies*

Overall, in recent years there have been a lot of evaluative studies conducted in the field of delinquency in UK which focused on studying the effectiveness of penal measures and rehabilitative (treatment) of delinquents or examining various intervention outcomes to assess their impact upon clients' behaviour in terms of preventing recidivism or committing further crime or offences, by using precise measures emerging through long debate and argument by specialists in social sciences.

#### *Penal Correctional Measures:*

George Mair in 1991 wrote a paper, 'What works? Nothing or everything? Measuring the effectiveness of sentences'. The paper discussed the profound impact of the 'Nothing works' interpretations of Martinson's work by some researchers, upon penal policy and practice during the last 15 years, (Mair,1991:3). He illustrated the discussion of 'some of the problems surrounding the measurement of the effectiveness of penal disposal, [i.e. recidivism rate] and suggested a way forward which attempted to capture the complexities of the situation' (Mair, 1991:3).

George Mair criticized Martinson because of his misinterpretation of the research results by using phrases such as 'hard to interpret', 'no clear evidence', 'difficulty of interpretation', 'ambiguous result', 'suggestive', 'equivocal,' 'problem in interpretation' and so on. Furthermore, he criticized Martinson because of his reliance on the sole criterion of recidivism (see Chap.4 p.137). He also pointed out that opponents of Martinson's view that 'nothing works' had taken the very same studies which Martinson had used and carried out some re-analysis by which they showed that



Martinson was wrong (despite misreading his intention) and collected new examples of initiatives which claimed to demonstrate success (Mair, 1991).

The opponents called upon Martinson to 'recant' his view, but in fact this was based on their mistaken interpretation of Martinson's conclusion, which was not really his. This led to further debates and arguments, which motivated Martinson's followers and supporters to analyse about 50 studies of juvenile correctional treatment from which they concluded that correctional treatment has 'little positive impact on recidivism...' (Whitehead & Lab, 1989:276). However, further analysis of these studies, with the addition of some 35 other studies concerned with juvenile and adults corrections before and after 1980, led to the conclusion that appropriate correctional treatment does work in certain circumstances (Andrews et al., 1990:369).

Overall, George Mair proposed that to measure the effectiveness of a sentence, several measures of success should be used and interpreted in context. How this approach might be achieved in terms of practice is discussed in Chapter Four. Mair proposed two levels of criteria of effectiveness which might be devised. 'Primary measures' include reconviction during the period of day centre attendance, ...time to reconviction after sentence, the pattern of reconviction during the subsequent period of supervision, the final cost of the centre, sentencers' satisfaction with disposal and the view of offenders. 'Secondary measures' would include the specific objectives of the sentence, such as help with accommodation, employment, social skills, addiction, use of leisure time etc.' (Mair 1991:6). Although these measures are not free from problems, as Mair pointed out, it is better to use multi-measures to avoid the deficits of each measure, as noted in Chapter Four.

Charles Lloyd (1996) carried out a field study to evaluate the British experience of day visits to prison for young people. The study investigated three projects representing three different approaches:

...One was a confrontational scheme aimed at small groups of young offenders (aged between 15 & 25 years) from probation and social service : [HMP Garth]; another was a more educational project [HMP Risley] aimed at small groups of actual and suspected motor offenders; and the third was an educational programme delivered to large groups of children (between 100 and 250) aged between 15-17 years from School and Youth centres' [at HMP Maidstone] (Lloyd 1996:2).

Two main data collection techniques (observation and interview) were utilized in this research study. All the projects were observed in operation and discussions and interviews were conducted with 'samples of inmates, prison staff and formal semi-structural interviews with representative from agencies referring young people and a sample of the young people who attended the presentations' (Lloyd,1996:3) . From the findings of the study, it was concluded that the 'degree of confrontation employed therefore appeared totally used with the nature of the target group - the more confrontational approach being employed with known offenders and the purely educational project targeted at school children' (Lloyd,1996:2). So there was little evidence of integrating these approaches in preventing offending, but it seemed there was a '...considerable potential for developing day visit projects that aim to educate rather than 'scare straight' (Lloyd,1994:1)

Despite the importance of this study in comparing three different projects using different approaches, to assess their impact upon clients' behaviour, the study omitted to present explicitly the views of families and practitioners in the field, despite the importance of their views in connection with the impact of these projects on young children.



### ***Social Work Intervention:***

In 1991, Dennington and Pitts edited a book concerned with developing services for young people in crisis. It included contributions from many people, and many issues were discussed, such as policies related to young abuse, research practice, evaluating services and managing change and improving services for young people in crisis. The social workers discussed these issues in their meetings and young people discussed them with their social workers and social work students. Social workers, managers and foster parents attended the open forums and allowed researchers to overhear them and use their ideas (Dennington and Pitts, 1991).

Sheldon and Macdonald in their 1992 article, 'Implications for practice of recent social work effectiveness research', presented results from an analysis of 95 studies of the effectiveness of social work, reported in English published between 1979 and 1991, which have an evaluative focus. The studies 'feature social workers, either working alone or making a substantial contribution alongside other disciplines,' in areas such as families, child protection, mental disorder and medical social work, with various client groups from elderly, fostering, distressed couples and medical social work, with various clients group including offenders, the elderly, foster carers, middle-class of women with problems such as self-criticism. The writers examined these studies' reports against criteria such as sample size, outcome measures, attrition and statistical analysis, and in terms of methodological rigour of experimental and quasi-experimental pre-post design and client opinion studies.

Overall, the writers concluded that '...75% of studies analysis demonstrated clearly positive results testifying to the effectiveness of social work; a further 8%

showed mixed results with some evidence of worthwhile gains and 17% produced negative results...'(Sheldon and Macdonald, 1992/3:215).

Although the aims and criteria for evaluating the effectiveness of social work intervention are different from those used in evaluating penal measures and rehabilitative treatment of offenders, nevertheless, methodological lessons may be learned from them.



## THE NATURE OF EVALUATION RESEARCH

General interest in evaluation research in the UK has increased since the 1950s, while in the USA modern evaluation research has grown rapidly since the 1960s, as Robson (1993) pointed out, '...helped by the US government setting aside a proportion of the budget of many social programmes initiated at that time for evaluation' (Robson, 1993:171).

Evaluation research also is being used on a large scale in recent years, adopted by many specialist researchers in different disciplines such as criminology, psychology, education, sociology, marketing and social work (elderly care, community services care and working with young offenders,... and so on), to evaluate the outcome of social intervention. However, there are external and internal pressures for evaluative research in social work, as asserted by Cheetham et al. (1992), as shown in what follows.

External pressure arises because evaluative research in social work in general and in relation to its effectiveness, in particular, was '...viewed as a means of managerial control or even as a defensive response to ensure social work's continued existence' (Cheetham et al, 1992:5). Overall, the external pressure stems from two points:

- 1...The demand for social workers and their managers to identify the effectiveness of their work is now very great. The pressures for this comes from both within and outside their ranks. From outside social workers, there are the contemporary pressures to pursue value for money and to scrutinize particularly carefully the ends, means and cost of services in the public sector. There is continuing demand for resources to be better targeted,

- 2...The frequent attacks on social work, often uninformed but still influential, also demand exploration of alleged shortcomings and failures. Equally important, the accumulating evidence of social work's success, as yet not properly recognized, must be further established and properly disseminated ( Cheetham et al., 1992:3).

On the other hand, internal pressure for evaluation research is coming from the professionals and social workers themselves, for many reasons such as:



1. To deliver more effective help to those who desperately need it;
2. To increase their knowledge and skills;
3. To contribute to the total body of professional knowledge (Cheetham et al, 1992:5).

These factors are very important in enhancing the need for evaluation research in social domains. As Cheetham et al. (1992) noted that:

This combination of external and internal pressures produces a positive climate for research which identifies and evaluates the effectiveness of social work, but if this research is to be of real value and to be taken seriously, it must recognize, and so far as possible take account of, social work's complexities. There are understandable suspicions of research which appears to deal in simple inputs and outputs and to inhabit a world devoid of conflicting objectives, unintended outcomes, huge and complex suffering, grand goals but limited means of relief. Social workers' daily experience teaches them, for example, that it is perfectly possible and indeed usual for the different interest groups involved in the social work-clients, relatives, workers, managers and policy makers- to intend different outcomes and to differ in their views about the sensible means of achieving them.

(Cheetham et al, 1993:6)

## **Some Definitions of Evaluation**

Evaluation can be defined and used in a number of different ways. Is evaluation strategy the same as other basic research strategies or does it differ? In fact this question is answered by specialists in social science research, who have expressed the view that evaluation strategy is the same as other basic research strategies, especially in its design, data collection techniques and methods of analysis, even though it serves a distinct purpose. Robson (1993) claimed that evaluations '...are essentially indistinguishable from other research in terms of design, data collection techniques and methods of analysis'(Robson, 1993:174).

[Evaluation is]... a study which has a distinctive purpose; it is not a new or different research strategy. The purpose of an evaluation is to assess the effects and effectiveness of something, typically some innovation or intervention: policy, practice or service. This can be done using experimental, survey or case study research strategies or some appropriate hybrid or combined strategy (Robson,1993:170). [Also the evaluation is defined as]...an attempt to assess the worth or value of some innovation or intervention, some service or approach, [and it is] ...seeking to assist in the improvement of whatever is being evaluated (Robson 1993:171,175).



Everitt et al. (1992) also defined the fundamental task of evaluation as ‘...to place value on an activity’(Everitt et al., 1992:126).

Hall and Hall (1996) defined evaluation research as:

...a form of applied research in which the information has direct relevance to subsequent decision about improvements to, or the continuation of, a particular action programme. It involves a specification of the goals or intended purposes of a programme and collection of data relevant to such goals in a measurable form. It requires some kind of judgement as to whether and to what degree the goals of a programme are being achieved. It is intended for a variety of audiences, such as funding agencies, project directors, project staff, and clients of a programme, as well as scholars- and all of these may require different things from an evaluation study (Hall and Hall, 1996:46).

They also referred to Hessler’s (1992) view that evaluation research ‘...fits on a continuum between, at the one end, pure basic research, and at the other, social action’ which are ‘...inherently incompatible, evaluation research is closer to social action than it is to basic research’(Hall and Hall, 1996:45-46).

## Approaches to Evaluation

In fact there is no extensive theory for programme evaluation that has emerged yet, despite an attempt by Shadish et al (1991) in their book *Foundation of Program Evaluation: Theories of Practice*, in which they tried to establish a ground for developing a programme evaluation theory. They discussed three kinds of theories. The first kind of theory is that which 'brings truth to social problem solving'. Examples include Michael S. Scriven: 'The science of valuing' and Donald T. Campbell: 'Methodologist of the experimental society'. The second stage of theories are those theories that generate alternatives, emphasising use and pragmatism, e.g. Carol H. Weiss: 'Linking evaluation to policy research', Joseph S. Wholey: 'Evaluation for programme improvement' and Robert E. Stake: 'Responsive evaluation and qualitative methods'. Finally, there are theories which are trying to integrate the past, for example Lee J. Cronbach: 'Functional evaluation design for a world of political accommodation', and Peter H. Rossi: 'Comprehensive, tailored, theory-driven evaluation - A Smorgasbord of options'. Overall, the authors concluded with a suggestion and a summary and implications for evaluation theory and practice that include: theory of social programming, theory of use, theory of knowledge construction, theory of valuing, theory of evaluation practice (Shadish et al., 1991).

However, there are many kinds of evaluation, of which each serves a particular purpose. Moreover, there is overlapping between approaches to evaluation and models of evaluation. Therefore, five common approaches to evaluation debated and used by different specialists in various domains will be shown in what follows: summative, formative, pluralistic, illuminative and realistic evaluations. In addition, some examples



of models of evaluation, proposed by House(1978) and Robson(1993), will be presented.

### *Summative Evaluation*

‘Summative evaluation’ concentrates on assessing the effects and effectiveness of the programme (Robson 1993:179). So the main concern of summative evaluators as pointed out by Morris and Fitz-Gibbon is to document a ‘programme’s implementation’. They intend ‘...to set down a concrete description of the programme that could be used for its replication, to provide a basis for making conjectures about relationship between implementation and the program effects, and to collect accountability evidence demonstrating that the programme staff delivered the service they promised’ (Morris and Fitz-Gibbon, 1978:49).

In this respect, evaluators are expected to produce a summative report about the general effectiveness of the programme, and their audience are those who are related to the programme in one way or another, such as ‘...funding agency, government offices’, practitioners, clients,... or in the other words all stakeholders. Therefore, the reports are expected to ‘...describe the program, to produce a statement concerning achievement of the program’s announced goals, to note unanticipated outcomes, and possibly to make comparisons with an alternative program’(Morris and Fize-Gibbon,1978:9).

### *Formative Evaluation*

Formative evaluation is concerned with ‘development of the programme, innovation or whatever is the focus of evaluation’(Robson 1993:179). So the main concern of formative evaluators is ‘tracking changes in the program’s implementation, keeping a record of the program’s developmental history, and giving feedback to the program staff about bugs, flaws, and successes in the process of program

installation'(Morris and Fize-Gibbon,1978:49). Therefore, formative evaluators may be described as 'helpers or advisors' of the programme's planners and developers. Their task in this respect seems to be very broad, including to 'describe and monitor program activities, periodically test for progress in achievement or attitude change, look out for potential problems, and identify areas where the programme needs improvement'(Morris and Fize-Gibbon, 1978:9). So evaluators in this kind of evaluation are more involved in the implementation measurements and report what is going on to the '...programme planners and personnel who are familiar with the programme, rather than to distant funding people whose only source of knowledge about the programme is the report'(ibid 1978:11). They can report what happened in periodic written or oral reports. Overall, formative reports may take one or more of several forms such as:

1. Implementation reports to describe certain crucial events that occur during the delivery of the programme.
2. Progress reports to report the progress towards achieving the programme's goals during performance of the programme instead of waiting until the end of the programme.
3. Technical reports to highlight the problem that reflect a difference of opinion over the choice of procedures or materials for the programme.( (Morris and Fize-Gibbon, 1978:11-13).

### *Pluralistic Evaluation*

This kind of evaluation is advocated by some specialists who criticize the positivist strategy, particularly for depending entirely upon the experimental and quasi-experimental methods in evaluating the effectiveness of social intervention. Cheetham et al (1992) pointed out that pluralistic evaluation '...has been developed by those who



argue that it is false to force the social work world into the traditional scientific model of evaluation which thrive on assumptions of objectivity, rationality and experimentation'(Cheetham et al., 1992:33). So the main concern of pluralistic evaluation is to identify all parties involved in the evaluation process. Smith and Cantley (1985) employed the concept of stakeholders in their evaluation of a psychogeriatric day hospital: 'They named their approach to evaluation 'pluralistic' emphasising the plurality of perspectives in any evaluation involving a wide range of participants that then need to be taken into account'(Everitt and Hardiker, 1996:92).

They defined the central point of this kind of evaluation as follows:

...if we are to understand and evaluate the part played by the several different groups involved in the care of a client group then we must understand how they use different criteria of success in their own interests and how 'success' thus operates in the social context of its use'.

(Smith and Cantley,1985:12).

### *Illuminative Evaluation*

Illuminative evaluation has been developed by evaluators of educational programmes. The main task of this kind of evaluation is to '...illuminate, to shed light upon, what is going on in the practice. It focuses on the processes of practice and seeks to provide a 'descriptive and interpretation in the context' '(Buist,1984:quoted in Everitt and Hardiker 1996:88).

Moreover, the illuminative evaluation approach focuses not only upon the process but also takes account of the relationship between structural and interpersonal factors in practice. This approach, as argued by Everitt and Hardiker and referred to by Gordon(1991):

...recognises that practice comprises a set of actors who may have very different values and expectations. Furthermore, any practice involves negotiating these differences. This approach brings us to the work of evaluators who have placed emphasis on these actors, or 'stakeholders' as they have been termed.

(Gordon,1991: quoted in Everitt and Hardiker, 1996:89).

## *Realistic Evaluation Approach*

Realistic evaluation has been advocated and developed by Pawson and Tilley (1996). This strategy is rooted in realism philosophy as emphasised by the writers:

...we have no real choice in the terminological matter, since the roots of our perspective can be traced directly back to the influential *realist* tradition in the philosophy of science, as identified in the writing of Hesse (1974), Lakaton, (1970), Bhaskar (1975) and Harre (1972,1986)...

(Pawson and Tilley, 1996:55).

They argue that evaluation deals with real problems, illustrating what they mean by saying that burglaries are real, so prisons and rehabilitative programmes for rehabilitating prisoners and reducing burglaries are real as well. Secondly, they emphasise that evaluation should follow a 'realist' methodology. They criticized the early attempts in evaluation which depended only on a mechanical experimental format for producing mixed findings, and they advocate scientific realism that depends on explanation, and is not driven by methods and measurements only. This suggests a more extensive role for theory (Pawson and Tilley,1996:xii-xiii).

Thirdly, the writers claim that evaluation needs to be realistic:

...The whole point is that it is a form of applied research, not performed for the benefit of science as such, but pursued in order to inform the thinking of policy makers, practitioners, program participants and public. To be sure, there is little point to evaluation if it fails to extend the knowledge of such stakeholders, but the goal of being 'realistic' should be regarded as a decree forbidding evaluators from hiding those secret, scientific language in delivering their verdicts (Pawson and Tilley, 1996: xiii).

The format of realistic evaluation is 'mechanism + context = outcome', in which the mechanisms are fired by the context and produce the outcome. Hypotheses (what might work for whom in what circumstances) are tested by observation using multi-methods of data collection and analysis which will produce the programme specification (what works, for whom, in what circumstances).



Overall, the writers pointed out that:

...realist research design employs no one standard 'formula', other than the base strategy of producing a clear theory of program mechanisms, contexts and outcomes, and then using them to design the appropriate empirical measures and comparisons. The common thread running through the designs is to produce ever more detailed answers to the question of *why* a program works for *whom* and in *what* circumstances (Pawson and Tilley, 1996:xv-xvi).

It is possible to carry out realistic evaluation by using varied kind of strategies e.g. quantitative, and qualitative; timescales, contemporaneous or historical, viewpoint, cross-sectional or longitudinal; samples, large or small; goals, action oriented or audit-centred; etc. (Pawson and Tilley, 1996:85).

## **Examples of Evaluation Models**

There are many varied kinds of evaluation models, each of which has its characteristic strengths and deficiencies, which serve a particular aim of evaluation, as discussed by specialists in evaluations and social research. House (1978) in his paper 'Assumptions Underlying Evaluation Models' discussed eight types of evaluation models, comparing them with one another and stated that 'the basic theme is that all the evaluation models are based on variation in the assumptions of liberal ideology, or if one prefers, the conceptions of liberal democracy' (House 1978: 4). The eight models discussed are as follows:

### *1. Systems Analysis*

It has been assumed that this approach, used for looking at the effectiveness and efficiency of the programme, employs a few quantitative input and output measures, and uses test scores (Robson 1993:176). Data about different programmes are assumed to be gathered by utilizing survey and, recently, experimental design, and the outcome

measures are related to the programmes via correlation analysis. System analysis was developed by US Defense Secretary McNamara and has served as the major evaluation perspective in the Departments of Health, Education and Welfare since about 1965 (McLaughlin, 1975: quoted in House 1978:4).

## *2. Behavioural Objectives*

In this kind of evaluation model, the objectives of programmes have to be defined precisely in terms of specific client performances that can be reduced to specific client behaviour. The aim is to measure the extent to which these objectives of the programmes are achieved. Differences can be measured by tests ‘...either norm-referenced or criterion-referenced; Ralph Tyler was the originator of this approach’ (House 1978:4).

## *3. Decision Making*

This model is supported by Stufflebeam, who was considered by House 1978 as the major figure here. It is structured by the decisions to be made. Therefore, the information can be gathered by using questionnaire and interview survey, to be available to support a particular decision.

## *4. Goal Free*

This model, supported by Scriven, aims to reduce the bias of searching only for the programme developers’ prespecified intents by not informing the evaluator of them. So the main concern is looking for the outcomes from consumers and Union procedures (House 1978).



## *5. Art Criticism*

This is a kind of tradition of art and literary criticism in which the educational critic, by experience and training, aims to judge the important facts of educational programmes.

## *6. Accreditation Model*

The main concern of this model is to judge the extent to which the programme meets the agreed professional standards (Robson, 1993:176). This can be done by external professionals visiting the programme sites and assessing them by using external standards.

## *7. Adversary Model*

This kind of evaluation can be carried out by several evaluators to present the 'pros and cons' of the programme. They then determine whether the programme should be continued or not. House pointed out that this model takes the form of trial by jury.

## *8. Transaction*

This model concentrates on the programme process, so it uses various methods of investigation such as case study which is the major methodology (House, 1978:4-5).

Robson (1993) discussed some of the above models debated by House 1978 in addition to the following:

9. **Needs-based evaluation** examines the extent to which actual clients needs are being met. Sometime referred to as 'goals-free' evaluation mentioned above,

10. **Connoisseurship** considers the extent to which the programme (or whatever is the focus) meets the evaluator's own, expertise-derived, standards of excellent,

11. **Discrepancy** compares implementation, and outcome ideas, to actual achievement,

12. **Illuminative** focuses on qualitative methods, inductive analysis and naturalistic inquiry. (As mentioned early).

13. **Responsive evaluation** emphasizes responsiveness to all of the 'stakeholders' in evaluation.

(Robson, 1993:176)

## ***Summary :***

This chapter has presented a literature review, in three main sections. The first section was about previous research studies and other reviews of juvenile justice in Saudi Arabia, illustrating that an enormous number of research studies have been conducted and considerable efforts expended in the field of delinquency in Saudi Arabia during the past forty to fifty years. These research studies were classified into four categories.

Some researchers studied the causes of the problem of delinquency in general, or examined specific psychological and pathological elements and their contribution to the problem of delinquency, others tried to identify solutions to the problem of delinquency, and the fourth category of studies were concerned with evaluation in various forms. The latter concentrated on the role of social work and its implementation in the field of delinquency rather than critiquing or evaluating the characteristics of the rehabilitative programmes and their impact upon clients' behaviour. Moreover, the role of the government at national and international levels was illustrated, in terms of improving the work of Observation Agencies (that work in the field of delinquency), cooperating with international agencies viewed as experts in the field of delinquency (e.g. Social and Economic Association in Paris) and sending researchers to the advanced countries such as UK and USA to draw lessons from their experiences in this domain.

The review of the studies carried out in K.S.A revealed many methodological deficiencies, either in the design of the methodological framework, or in terms of investigating the problem, and other problems related to the collection and analysis of data in developing countries, including operational difficulties in the field, as pointed out by Bulmer and Warwick (1993). This confirms the importance of the present study



in highlighting the problems associated with the choice of particular methodologies for the evaluation of the effectiveness of penal measures in K.S.A.

Also, in addition to the above considerations, evaluative studies in K.S.A. are rare and the effectiveness of the rehabilitative treatment programme has not been investigated yet, although there is a concern on the part of the government to develop the effectiveness of the rehabilitative programme in K.S.A. in recent years. Therefore, there is a long-standing need for such studies, despite the difficulties of carrying out an evaluative study of the effectiveness in K.S.A. as a developing country for many reasons, such as lack of availability of routine data or follow-up reconviction data.

The second section of this chapter was about some Western evaluative studies, including examples of studies carried out in the UK and USA. Unlike most studies conducted in Saudi Arabia, they were based on more scientific methods and rooted in many perspectives and theories, although some methodological deficiencies were also discovered and discussed by some researchers such as Logan (1972), Brody (1976) and Mair (1991). Two main kinds of evaluation studies were identified, those evaluating the system in general and those evaluating the effectiveness of penal and correction measures, rehabilitative treatment programmes and social work interventions. In the latter case, there were differences in the aim and criteria for evaluating the effectiveness of social work interventions, compared with those used in evaluating penal measures and rehabilitative treatment programmes, but methodological lessons may be learned from them for this research project. Particularly, there is a degree of similarity in the research methods and approaches utilized in the social sciences.

Many methodological debates and issues have been highlighted and discussed in this chapter. In Chapter four (below) these and other issues will be discussed concerned



with the criteria of measuring the effectiveness of the rehabilitative treatment programmes, penal and correction measures and social work intervention with adult and young offenders, which resulted in adopting a pluralistic evaluation strategy as argued by Smith and Cantley (1985) and triangulation of data collections methods (see Chap.4). For example of these methodological debates, see Brody (1972) who in his review of 'The Effectiveness of Sentencing' reviewed the results of 65 separate research studies into correctional changes amongst persons already sentenced. His results were derived mainly from two levels of data, one derived simply from examination of reconviction statistics, and the other obtained under controlled and experimental conditions. Logan (1972) proposed an experimental and quasi-experimental design in which relevant criteria should include:- adequate definition of the programme or set of techniques whose effectiveness is being tested, random allocation of subjects to 'treatment and control groups', before and after measurements, clear definitions of success and failure etc. Moreover, other criteria for evaluating effectiveness have been discussed by other researchers and scholars such as Cheetham et al (1996), who discussed service-based and client-based measurements, and Mair (1991) who proposed primary and secondary measures, and the need for specific objectives to be defined clearly to allow evaluation to be carried out efficiently. Also reconviction rates have been used as a criterion for measuring the effectiveness of sentencing, which is relevant to the aim rehabilitation, as pointed out by Clarke and Sinclair (1973), despite many strong criticisms against their use e.g. the problems of undetected offences, period of follow-up, lack of sensitivity to seriousness, kind of offences and patterns of reconviction. These considerations have to be kept in mind when using reconviction rates as a criterion of the effectiveness of sentences or rehabilitative treatment programme, and the data has to be 'interpreted with great caution' as pointed out by Brody (1976:10).



In this Chapter the various methods and data collection techniques and strategies for studying effectiveness utilized in these studies have been discussed and linked with the definitions of evaluation strategies and the main approaches (viz. summative, formative, pluralistic, realistic etc.). Various models of evaluation and their strengths and weaknesses were also discussed. These themes will be further discussed and linked with the main strategies and research design in Chapter four, which explains the basis for the choice of research approach and data collection techniques and strategies employed in this present study (see Chap.4). Before turning to the empirical methodology, however, it is necessary in the next chapter to delineate the context of this study, by describing the arrangements for dealing with young offenders and juveniles “at risk” in Saudi Arabia.

## **CHAPTER THREE: ORGANIZATION AND ADMINISTRATION OF THE SOCIAL AGENCIES IN SAUDI ARABA**

### **Organization and Administration of Social Observation Agencies (S.O.As)in Saudi Arabia**

- i. Aims of Social Observation Agencies in Saudi Arabia*
- ii. Admission Process*
- iii. Investigation Process*
- iv. Rehabilitative Programmes*
- v. Staffing*
- vi. Girls' Care Agencies(centres)*

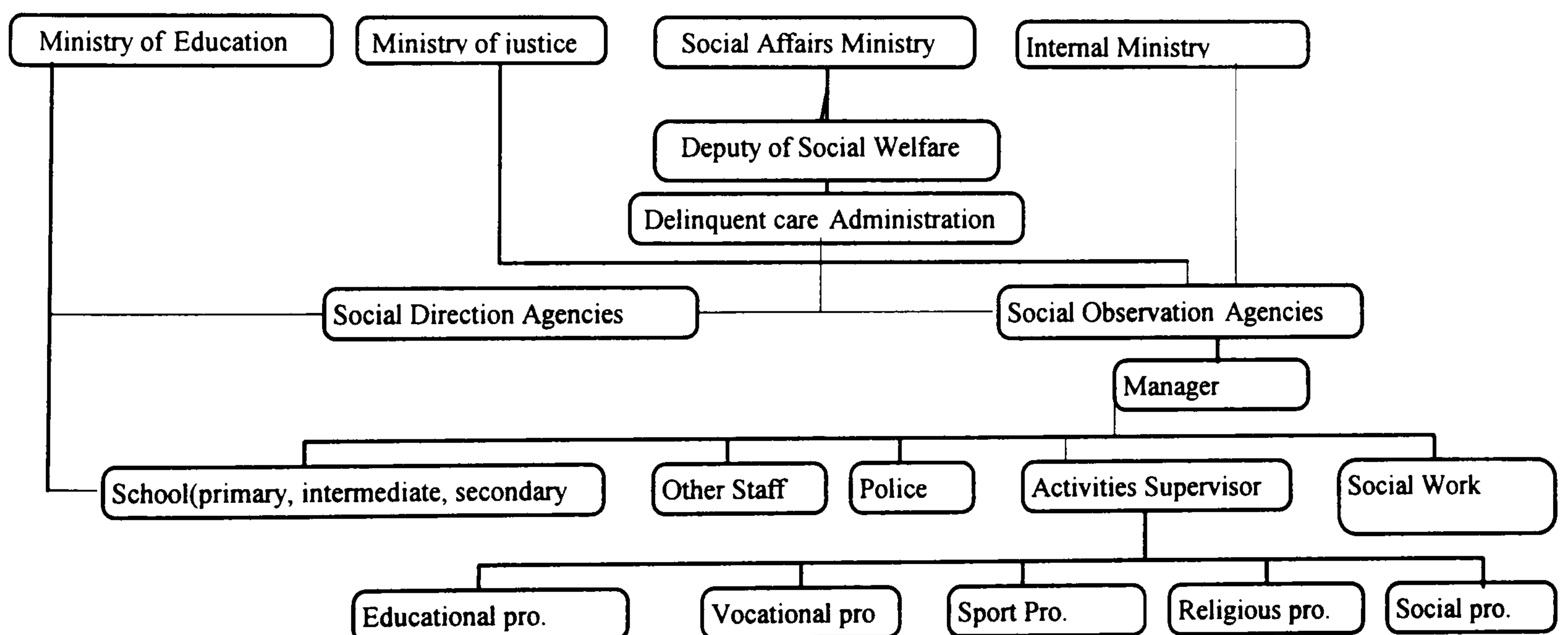
### **Organization and Administration of Social Direction Agencies (S.D.As)in Saudi Arabia**

- i. Aim of Social Direction Agencies*
- ii. Admission and Accommodation Process*
- iii. Description of Welfare Programmes*
- iv. Staffing*



## Organization and Administration of Social Observation Agencies(S.O.As) in Saudi Arabia

There has been considerable development in the field of delinquency in the kingdom of Saudi Arabia with the aim of producing an adequate juvenile justice system to care for young offenders in both Treatment and Prevention fields. The intention was that the system should be strongly rooted in Saudi Arabian culture and while also drawing on developments in human sciences and field experiences. Thus, work in these agencies has improved over the recent years because of the results of research studies and the attention paid to this area by the government, and these agencies have been supported by qualified professional workers to conduct adequate work. Nevertheless, there is still a lot of work to be done in this field, particularly issues regarding the evaluation of the rehabilitative programmes and their impact upon client behaviour, as we move into twenty first century. The overall framework of the Social Agencies(centres) working in the field of treatment and prevention( S.O.As and S.D.As) is shown in *figure3.1 below*:



*Figure 3. 1: The Framework of Social Observation Centres and Social Direction Centres in K.S.A*

### ***i. Aims of Social Observation Agencies in Saudi Arabia***

As has been illustrated previously, there are seven Social Observation Agencies which are working in the field of treatment and two others under construction, located in different parts of Saudi Arabia as shown in Table 3.1 below. Their aims are defined precisely by the Ministerial Act No:1354 in 1395/ 1974 Article 1, which states that ‘the Social Observation Agency (S.O.A) is such another social agency working under supervision of the Public Social Care Administration’ recently renamed the Social Care Department, at the Labour and Social Affairs Ministry in Saudi Arabia. The aims of such agencies are to care for young people aged between 7-18 years old in two categories:

1. Those who are detained by the security authorization or other judicial bodies for investigation.
2. Those who are recommended by juvenile judge to be detained for a specific sentence (Juvenile Constitution & Bills, 1404/1983: 73).

Overall, the Social Observation Agency aims to search for the causes of young offenders’ problems, in addition to preparing suitable reports and suggested solutions, to help the juvenile judge to understand the implications of the youth’s problem and impose a suitable sentence.

N	Name of the Agency(centre)	District / city	construction date
1	Riyadh Social Observation Agency	Riyadh	1392/1972
2	Aldammam Social Observation Agency	Alshrigia	1398/1978
3	Jaddah Social Observation Agency	Makkah	1399/1979
4	Bradah Social Observation Agency	Alkhasiam	1400/1980
5	Abhai Social Observation Agency	Asear	1406/1986
6	Tboak Social Observation Agency	Tabok	1406/1986
7	Almadi nah Social Observation Agency	Almadinah	1411/1991
8	alquriat Social Observation Agency	Aljoaf	under construction
9	Najiran Social Observation Agency	Najiran	under construction

*Table 3.1 Distribution of observation agencies in K.S.A.  
Construction & development of social services & labourism in K.S.A.1998/1419*



## *ii. Admission Process*

The admission procedures within the Social Observation Agencies are defined by Ministerial Act in 1395/ 1974 Article 2. These procedures should take place before investigation and trial and include the following:

1.The child should be received from the police officer or other official authorities that brought him to the agency. An official report also must be issued as soon as client enters the agency and given to the person who brought him. A photocopy should be kept in his file within the agency.

2.The agency should check the age of the child using his birth certificate , official document or medical report, as well as his name.

3. Essential information about the client should be recorded on a form designed for that purpose.

4.The client has to be registered in the special registration within the agency.

5.The client's possessions have to be kept in the agency and the client is given a receipt for them. He has the right to claim them back when he is discharged or they may be given to his parents or guardian if he wishes.

6.The child should be given a medical examination to make sure that he does not have a communicable disease.

7.The client should be transferred immediately to the social worker within the agency, so that his situation can be investigated.

### ***iii. Investigation Process***

The investigation processes (stages) were discussed in Chapter One. The investigation should be held within the agency for the sake of cases confidentiality. Ministerial Act No:1354 in 3/8/1395- 1974 in Articles 3,4,5, 6 and 7 defines precisely the main points of the arrangements which have to be considered while the investigation takes place, as following:

#### **Article 3 :**

‘The investigation should take place within the agency’. Therefore the agency has the responsibility for organising the place properly.

#### **Article 4:**

‘Under all circumstances the investigation must be conducted within the agency by the investigator, in secure and comfortable atmosphere’. This is to prevent terrifying young clients and to enable the investigator to establish the facts of the case. Also, this is to protect the child from being affected by the unpleasant experience of being in the agency.

#### **Article 5:**

‘The Judge should be provided with a detailed social report (assessment) about the young offender’s situation, illustrating social, economic and pathological circumstances’ which might have caused the problem. This will help the juvenile judge impose a suitable sentence in order to determine a rehabilitative plan.



## Article 6:

‘The client must be released if he is decided not to be guilty’. However, when the client is convicted (or found guilty) he must be detained for rehabilitation within the agency for the term decided by the juvenile judge. The sentences vary depending on the seriousness of the behaviour and the view of judge and social worker in recognizing all dimensions of the problem. There are no sentencing criteria or fixed terms. The client can be released immediately when he completes the detention sentence imposed or when his behaviour is reformed. Otherwise, the client must be transferred to the public jail by the age of twenty.

## Article 7:

‘In the case of a corporal punishment sentence, it has to be conducted under supervision of special committee’ which consists of representatives of the court, agency (centre), investigator and police. Moreover, a report has to be signed by the members of committee and the agency’s manager (Ministerial Act No:1354,1395/1984).

### *iv. Rehabilitative programmes*

The origins and definition of the concept of rehabilitation in the Kingdom of Saudi Arabia are explained below (see pp.183-186). In terms of the content of rehabilitative programmes, there are various kinds of programmes which are conducted within the Social Observation Agencies, in order to help clients to adjust within the agency’s atmosphere, and to fulfil the treatment plan.

Within the programmes, the client has the opportunity to pursue his education and participate fully in a range of activities, which aim to impact upon and alter his

offending behaviour, thereby helping him to be an active member of Saudi society participating fully in the process of development.

These programmes in general terms are outlined by Ministerial Act No:1354 /1395 /1974 in Chapter Four as follows:

### *1.Educational Programme*

Education is seen as an essential matter, and it is an important right for clients to pursue their education. The agency is responsible for making education available for them, in conjunction with the educational authorities at Education Ministry and other bodies responsible for that. General Education (Primary, Intermediate and Secondary Schools) is available within the Observation Agencies. These schools and the educational process are monitored by the Ministry of Education.

In addition to fulfilling the right of young offenders to education at the different levels, the education programme is also intended and believed to influence offending behaviour. The impact of the education programme on client offending behaviour may be achieved in various ways. For example, clients can be taught how to be good members of society, how to improve their educational skills, and how to manage their time constructively (setting aside time for study, homework, other activities etc.). Also, the education programme can produce an enormous impact upon the clients' behaviour by providing them with good examples of behaviour and advice on how to choose their friends and companions.

Although these detailed objectives are not included in the Ministerial Act, which gives only the broad themes of the education programme, they were expressed by staff and the clients themselves in the interviews; and observed by the researcher through the



curriculum and many notices displayed on the internal boards within the schools attached to the agencies (see educational achievement pp.250-53).

## *2. Cultural Programme*

Raising the cultural awareness of clients is regarded as an important aim to be achieved. Therefore the Observation Agency aims to work to raise the public awareness of clients on many issues, including social, health and cultural, and educating them in the right habits by using various means such as using the library, arranging forums and competitions (Cassette quiz), video programmes, distributing leaflets and conducting guidance lectures. Also, the programme aims to enhance social values. For example, it aims to get young people to recognize their rights and obligations toward parents, and the whole society, and warn them away from the dangerous of drugs and the impact of poor peer relationships and gangs, in order to reduce the risk of further offending behaviour.

## *3. Vocational Programme*

Side by side with the general educational programme, Observation Agencies are intended to provide inmates with vocational skills to help them to develop hobbies and spend their free time effectively. Many kinds of vocational skills can be made available within the agencies, such as computer skills, electronics, car mechanics and carpentry.

This programme seems to have an enormous impact upon the offending behaviour of clients (see vocational success criterion pp.244-50), particularly, when the programme provides clients with some skills required by the labour market. Therefore, it has been demonstrated that the impact of the rehabilitative programme upon client behaviour was beneficial, particularly when the practitioners explained that some

released clients had started to set up their own businesses, having benefited from their experiences gained from vocational programmes with S.O.As. Also, some clients still keep in touch with the social workers and activities supervisors, and do some voluntary work for the agency in Riyadh.

#### *4. Sport Programmes*

There are various kinds of sports programmes and other training activities available for clients, such as football, basketball and volleyball etc. The agencies aim to achieve their educational and rehabilitative goals by enrolling them in these programmes and activities, which may help to divert their energy into desirable physical activities instead of delinquency.

Overall, the sport programme is favourable to clients because of their ages. Also practitioners may take this opportunity to observe clients in different situations, to correct bad behaviour, and plant the values of cooperation, collective responsibility and honesty.

#### *5. Religious Programme*

Religion is an essential part of people's life in Kingdom of Saudi Arabia, so the juvenile justice system is influenced by Islamic law. It draws from social science literature that is coincident with Islamic law. The religious programme takes its place among the other programmes and activities held by the Social Observation Agencies. There are various religious duties that have to be performed in addition to some Islamic lectures to raise the religious awareness among young offenders as a part of the rehabilitative programme. One aim of the rehabilitative religious programme is to enhance the self-esteem of clients and remind them of their individual accountability to God for their bad behaviour and wrong-doing and his reward for good-doing, to alert



their conscience. In fact, it seems that the religious programme imbues the rehabilitative programme as a whole. The rehabilitative programme starts with morning prayers and there are five religious duties during the day and night. The impact of the rehabilitative religious programme on young offending behaviour is notable. Some young offenders regret their bad behaviour and some start to perform voluntary religious duties, such as voluntary fasting, in expiation of their wrong-doing.

### *6. Health Care*

This activity aims to protect inmates from communicable diseases. It takes different forms. Firstly, clients have to be given a regular medical examination and their health condition is followed up. Secondly, inmates have to be vaccinated against communicable diseases. Thirdly, there is a clinic for those clients who need special care. Finally, the clinic works to raise the clients' awareness of medical problems. The impact of health care on offending behaviour may be indirect. The programme aims also to free clients from health problems that may affect their rehabilitation and prevent them from benefitting fully from the various rehabilitation efforts.

### *7. Psychological and Social Care Programme*

Social and Psychological assessments are considered in rehabilitating clients when they are admitted to the agency (see Chap.1, p. 18-22).

Practitioners aim to help clients to adjust to the agency's atmosphere in general in order to place them in different kinds of rehabilitative programme according to the treatment plan. Moreover, clients are allocated to groups "families" and programmes according to their ages, desires and the characteristics of their situation.

Social workers work with clients following their admission by using various means to affect their offending behaviour, and to fulfil their rehabilitative plan. Practitioners may rehabilitate clients by offering them group-work therapy, case-work, play therapy, individual and group counselling, and other social work treatment skills, and offer them necessary counselling and advice in order to have an impact upon their offending behaviour. Also, other activities and programme may be conducted to enhance values or to maximize the effect of the rehabilitative programme upon offending behaviour. For example, there is a talent programme that aims to encourage clients to discover their talents (e.g. crafts, writing, drawing, speaking, acting etc.), so they can develop their skills and constructive activities. Also, poetry evenings are encouraged. Clients may read or recite poetry that praises good and condemns bad behaviour, in order to enhance the self-esteem of clients by reinforcing pro-social values.

Also, other social events are encouraged, such as allowing visitors from schools, universities and vocational institutions and inviting guests from the community to carry out some social activities, such as social competitions and theatrical plays 'games' (e.g. treasure hunt and mock auctions), in order to involve clients in different roles to produce a positive impact on offending behaviour or sustain social values. Also, the family dimension and its role in enhancing the positive impact of the rehabilitative programme upon young offenders behaviour is considered as well. The aim is to link clients with their families as much as possible by allowing parents or guardians to visit them, while they serve their sentence within the agencies, in order to maintain the relationship between clients and their families, which is an important factor in reducing future offending behaviour.



## v. Staffing

The number of staff of the Social Observation Agencies and their duties, are defined precisely by Ministerial Act No: 1354 in 3/8/1395 / 1974, although there have been some changes over the past years, as will be highlighted later. The 1395 Act (1974) defined the number of staff as follows:

Staff / Occupation	Number of Staff
Manager	1
Secretary	1
Social worker	1 for each 10 clients
Monitors (Night monitor)	1 for each 5 clients
Teacher*	1*
Hobbies Trainer	1
Computer man	1
Sport supervisor (trainer)	1
Clerk	1
Store-keeper	1
Nurse	1
Cook	1 for each 50 client
Washer-man	1 for each 50 client
Ironing assistant	1
Cleaner	2
Chauffeur	2
Guardian	2
Farmer	1
Workmen	11
Constabler	as it agreed with constable

*Table 3.2 Occupations and Staff Number of S.O.A, derived from Juvenile Constitution & Bills 1404/1983*

*\*The situation has changed in recent years as schools were introduced within the Observation Agency.*

Overall the Social Observation Agencies in K.S.A. have served about 73602 young offenders since 1392/1972 until 1417/1997, as shown in Table 3.3 below.

Years	Number of Agencies	Number of young offenders served
1392/1972-1395/1975	1	584
1395/1975-1400/1980	4	2457
1400/1980-1405/1985	4	11029
1405/1985-1410/1990	6	14386
1410/1990-1415/1995	9*	29438
1415/1995-1417/1997**	9*	15708 **

*Table 3.3 Number of young offenders served by S.O.As (1392/1970-1417/1997).*

*Quoted from Social and Labour Services Evolution and Development in K.S.A.*

*\*Two Observation Agencies under construction*

#### ***vi. Girls' Care Agencies (centres):***

These agencies, established in 1399/1979, aim to care for delinquent girls who have committed a crime or misbehaviour. The procedure within these agencies is the same as in Social Observation Agencies, with a few exceptions, mainly regarding age. It is stipulated that 'the age of female has to be no more than thirty years, and girls aged less than fifteen years must be detained separately from adult females within the agency in a special section'(Girls' Care Agencies, Bulletin 1998/1419). Moreover they should be transferred from security authorities or judicial bodies. The staff within these agencies are all female and security is provided by policemen outside the agency. These agencies have been excluded from this study because with female clients, the study would need to be conducted by female assistant; otherwise lengthy arrangements would have to be made to obtain the consent of the family or guardian and clients, which may not be forthcoming in view of traditional social restriction on contact between the sexes.

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\*\* The number of clients may appear to have fallen in recent years, from the last row of Table 3.3, but in fact this is because of the use of a shorter interval during the three years from 1995-1997; while in the others rows the used interval is longer (each 5 years). Also there is no contradiction between this table and statistics contained in table 0.1 p4. The statistics presented in table 0.1 show the number of clients in single years (1972, 1978, 1983 and 1993) in which they received their sentences, while, table 3.3 presents the number of clients processed in the S.O.As between 1972-1997. Overall, despite the lack of criminal justice statistics in K.S.A, the average number of clients can be seen to have increased dramatically since 1972 see figure 3.1 p.377 in the appendix iii.



Overall there are three Girls' Care Agencies operating in Saudi Arabia in addition to another five agencies under construction as follows:

Agency Name	District /Region	Year of Establishment
Riyadh Girls' Care Agency	Riyadh	1399/1979
Al-hasia Girls' Care Agency	Alshargia	1403/1983
Makkah Girls' Care Agency	Makkah	1405/1985
Baradia Girls' Care agency	Alqssaim	under construction
Aldammam Girls' Care Agency	Alshargia	under construction
Abhia Girls' Care Agency	Asear	under construction
Albahia Girls' Care Agency	Albahia	under construction
Naijran Girls' Care Agency	Naijran	under construction

*Table 3.4 Girls' Care Agencies in K.S.A.. Social and Labour Services Evolution and Development in K.S.A 1419/1998*

## Organization and Administration of Social Direction Agencies(S.D.As) in Saudi Arabia

Social Direction Agencies (S.D.As) work in the preventive field as has been mentioned earlier. There are about five such agencies located in different parts of Saudi Arabia, as shown in Table 3.5 below. Generally these agencies are slightly different in their system, aims and the characteristics of their clients from Social Observation Agencies (S.O.As), which work in the treatment field. Social Direction Agencies are partly open (semi-detention centres) because of the characteristics of their clients. They are not offenders, but children who live in difficult family circumstances or those for whom their natural environment is not a suitable place to live. These agencies aim to contain those kind of young clients until their environments change and their circumstances become better. About 13231 young people in need or difficulties were served by these agencies during 37 years(from 1380/1960-1417/1997)as illustrated in Table 3.6 below.

N	Name of the Agency	District or City	Foundation year
1	Riyadh Social Direction Agency	Riyadh	1374/1954
2	Taif Social Direction Agency	Makkah	1382/1962
3	Dammam Social Direction Agency	Alsharqia	1392/1972
4	Boradiah Social Observation Agency	Alqssaim	1395/1975
5	Madaniah Social Direction Agency	Madaniah	1401/1381

*Table 3.5 Social Direction Agencies' distribution in K.S.A. Social and Labour Services Evolution and development in K.S.A 1419/1998-9.*

Years	Number of agencies	Number of clients served
1380/1960-1385/1965	2	1259
1385/1965-1390/1970	2	1181
1390/1970-1395/1975	3	1222
1395/1975-1400/1980	3	1735
1400/1980-1405/1985	5	2696
1405/1985-1410/1990	5	2487
1410/1990-1415/1995	5	1718
1415/1995-1417/1997	5	933

*Table 3.6 Number of young people(clients) served by Social Direction Agencies from 1380/1960-1417/1997. Social and Labour Services Evolution and Development in K.S.A 1419/1998-9.*



### ***i. Aim of Social Direction Agencies (S.D.As)***

In general, S.D.A(centre) aims to look after young clients aged 7-18, those who are living in unusual circumstances or situations, as follows:

1. Those who are beyond the control of their parent or guardian;
2. Those who are homeless because of family problems or circumstances,
3. Those who are found in circumstances which may lead them to delinquency world  
(Social Direction Agency, 1996).

The aims of S.D.As are defined by the policy document, and could be summarized as follows:

1.To enrol young clients in the various programmes and activities provided by these agencies, to keep them out of trouble to which they might be exposed by difficult situations and circumstances until their problems are solved and their natural environment is ready to accept them.

2.To clarify their aims and obligations to families and the wider society.

3.To work with families of clients outside the agency settings to prevent clients returning.

4.To employ qualified workers in the field of social work and relevant subjects to deliver services and conduct programmes effectively (policy document 1983/1404).

### ***ii. Admission and Accommodation Process***

The admission and accommodation process within the S.D.A is less complicated than it is in S.O.A because of the characteristic of clients. The service may be requested by the client's parent or guardian, or a client might be brought in by the police or other

security bodies, but under all circumstances the child has to be processed in the following ways, as mentioned previously in chapter one, and described here in more detail:

1. The parent, guardian or security authorities should order the services, i.e. request that young client be enrolled in different welfare programmes and activities conducted by the agency because of his difficult situation.

2. The age of the young client has to be checked. It should not be less than seven years or over eighteen years. The check may be made by using formal documents on child and his parent, such as the child's birth certificate or his father's identification.

3. The eligibility of the client has to be confirmed by social assessment before requesting permission from Social Affairs Ministry. This task is carried out by the social worker.

4. The health condition of client has to be checked before he can be accepted as inmate within the agency, to ensure that the young client is not carrying a communicable disease.

5. Permission for acceptance has to be obtained from the Social Affairs Ministry, if the case is brought by parent or guardians. However, the ministry tends not to accept a young client unless they are sure that his environment is not a suitable place to live in. Otherwise young client has to be detained if he is brought by the police or other security bodies.

6. Young clients can only be accepted within the S.D.As if they fulfil all the above conditions (Social Direction Agency:1996) .



When the clients have met all these conditions and permission given for them to be held within the agency, they should be accommodated and allocated in different families (groups) to be involved in the different programmes and activities conducted.

The agency may conduct whatever programmes and activities might be seen as important or needed for specific client because of their circumstances or situations, but in general these programmes are indicated in the following section.

### ***iii. Description of Welfare Programmes within S.D.As.***

There are various kind of programmes and activities conducted by S.D.A; these programmes and activities are slightly different from the programmes and activities which are carried out by S.O.A., because of difference in the clients of the two agencies. In general these programmes aim to prevent young people committing offences or misbehaviour because of their current circumstances. Also the agency is obliged to do everything possible to keep young clients in contact with their families, guardians and the outside society, by using various means such as allowing families to visit young clients or releasing clients for short periods of time to visit their family or telephone them. There is also a cooperative visits programme arranged by the agency with other agencies in the society to link clients with their society. Visits are made to Schools, Universities, Vocational Institutions and some Companies in the private sector or representation from such bodies visit the agency to conduct some cooperative and entertainment programmes (role play, theatrical work, games,... see entertainment activities below) within the agency.

These welfare programmes could be summarized as follows:

## 1. Educational Programmes

These programmes aim to provide young clients with an opportunity to continue their formal education as planned by the educational authority and Social Affairs Ministry. Therefore, general education(Primary & Intermediate Schools) is available within the S.D.As in recent years.

## 2. Cultural programmes

These programmes aim to raise the social awareness of clients by providing them with important information concerning their society. They are also intended to improve their talents by helping them to benefit from all the available resources such as library, classes, religious and entertainment activities and so on. discussions are held with social workers, for example, about the effects of peer groups, or the danger of embarking on drugs or offences, using all possible resources such as conducting awareness activities, to raise their awareness of delinquency issues and sustain the self confidence of young clients.

## 3.Sport Programmes

Clients are enrolled in different kinds of sport to engage their free time and to fulfil educational and social objectives through the contact between client and social workers and activity supervisors.

## 4. Entertainment Activities

These activities aim to amuse young clients and help them to engage their free time by providing them with a range of worthwhile games and activities. These activities may be conducted within the agency by clients themselves with social workers



and activity supervisors, or might be conducted by other visitors from Schools or Universities. There are also seasonal activities such as camping in Summer, which include various clients from different Social Direction Agencies in Saudi Arabia. These aim to build strong young people armed with different experiences.

## 5. Religious Care Activities

These activities aim to raise the awareness of young clients of religious principles and habituate them to performing their religious duties regularly. The whole timetable of these agencies is linked with the timetable of prayer, which is held five times a day. Also, through the religious activities, social workers and religious guidance staff try to enhance the self control of client against wrong doing and build resistance to misbehaviour or committing offences by educating clients about their responsibilities and obligations toward themselves and others, and reminding them of the accountability the consequences of committing such wrong behaviour.

## 6. Health Care Programme

This programme aims to ensure that young clients are healthy and to prevent any communicable diseases being spread among them. Therefore there is a clinic within most agencies. In cases where there is no clinic within the agency, then arrangements are made with the hospital to carry out a schedule of inspections and to arrange for a doctor or nurse to visit the agency in emergency.

## 7. Psychological and Social Programmes

These programmes aim to orientate young clients, and help them to become adjusted to the agency atmosphere and to other clients. Also these programmes try to link clients with their families and with society by arranging visits and receiving visitors

from school, institutions and universities to conduct participant programmes and activities (Policy Document: 1404/1983).

#### *iv. Staffing*

The number of professional workers and other staff within the S.D.As was defined by the 1404/1984 Ministerial Act. However the number of employees may have changed over the recent years according to the need of the agencies, but the number of social workers does not reach the standard specified by the Act, with a Social Worker for each 10 young clients (1 social worker : 10 clients).

Officially, the number of staff and professional workers for each agency should be as shown in the following Table:

Professional Workers & other Staff	Number of Workers & Staff
Manager	1
Secretary	1
Social Worker	One for each 10 clients
Monitors	One for each 3 clients
Teacher	1*
Vocational and Hobbies Trainer	1
Sport Trainer	1
Clerk	1
Computer Man (typer)	1
Telephone Operator	1
Store keeper	1
Nurse	1
Cooker	1
Washer -worker	1
Ironing assistant	1
Cleaner	1
Chauffeur	1
Guardian	1
Farmer	1
Servant	1

*Table 3.7 The number of professional workers and other staff, taken from S.D.A:1996*

*\*In recent years schools have been introduced within the Social Direction Agencies*



# CHAPTER FOUR: RESEARCH DESIGN AND METHODOLOGICAL FRAMEWORK OF THE STUDY

## Evaluation in Social Science: Issues & Methods

### Research Design

- i. *Research Approaches*
- ii. *Methods of Inquiry*
  - Observation*
  - Documents and Records Analysis*
  - Interview Questionnaire*
  - Measures (questionnaire) development*
  - Observation checklist*
- iii. *The pilot study (Piloting of Instruments)*
  - Validity and Reliability*
- iv. *Obtaining the Permission for Undertaking the Study*
- vi. *Designing the Samples*
- vii. *Limitation of the Study*
- viii. *Data Analysis Techniques*
  - Quantitative research methods*
  - Qualitative research methods*

## Evaluation in Social Science: Issues and Methods

The concept of *effectiveness* was derived originally from the medical sphere (Cheetham et al, 1992). Its application in the field of social sciences is questionable, as some scholars have argued that the appropriateness of effectiveness in the social world is rather problematic. As a consequence, there has been much debate and argument seeking to shed light on the importance of studying the effectiveness of sentences and correctional treatment and other social intervention, and to prove the possibility of its implementation in the social world, despite controversial and pessimistic findings identified by many researchers in these domains. Therefore, many studies have been conducted in various domains such as psychology, the elderly, child protection, community services and juvenile justice. The researchers utilized varied strategies and data collection techniques. Great consideration has been given to identifying various measures of the effectiveness of penal and correction measures and rehabilitative treatment.

In general, specialists in the social research field argue that the different types of evaluations, research strategies and data collection methods to be utilized depend on the sort of information wanted ( e.g. Robson, 1996; Bell, 1993; Mason, 1996; Hakim,1989 and May, 1993).

Other specialists (e.g. Cheetham, Fuller, McIvor and Petch, 1992), have discussed the issues involved in evaluation in depth. They reviewed evaluative strategies and data collection techniques, arguing their various strengths and weaknesses. Also, they discussed their implementation in the social world, highlighting the different measures of outcomes, for instance, *service-based* and *client-based measures*.



Pawson and Tilley (1997) have also argued for a new approach called “realistic evaluation” (*Mechanism + contents = outcome*), reflecting the paradigm’s foundation in scientific realist philosophy, its commitment to the ideas that programmes deal with real problems, and its primary intention, which is to inform realistic developments in policy making that benefit programmes, participants and the public (Pawson & Tilley, 1997). However, the current evaluation practices have been criticized, particularly experimental evaluation which generates ‘inconsistent findings’ (Pawson & Tilley, 1997:30). It has also been argued that the traditional experimental design produces ‘...description of outcomes, rather than explanations of why programmes work or fail’ (Pawson & Tilley, 1997:30). David Smith (1987) also criticized the positivist approach and its characteristic procedures, ‘...particularly experimental methods [which seem] unlikely to prove generally feasible or useful’ (Smith, 1987:401), because this approach is inadequate in its epistemological ground. He also exposed the limitation of positivism in social work research in the light of discussion of some examples of Brian Sheldon’s contributions, particularly his advocacy of a scientific approach in which he concludes ‘...with an argument that research in future should be more concerned with process, and more open, participative and pragmatic in style’ (Smith, 1987:401).

Overall, it seems that the effectiveness of rehabilitative programmes, sentences or other social interventions in general may be studied by using various measurements, despite the criticism of the implementation of effectiveness research in the social sphere.

A huge number of evaluative studies have been carried out, whether in UK or USA or in the developing countries such as Egypt, in the field of penal and correction measures and social work interventions in general and the effectiveness of rehabilitative treatment of delinquents in particular. Some of these studies were reviewed earlier, in



Chapter Two. However, Mair in his paper, 'What works, nothing or everything? Measuring the effectiveness of sentences' (Mair,1991) criticizes the use of recidivism as a sole criterion for evaluating the effectiveness of sentence or treatment programmes. The question he posed is whether recidivism is the right criterion for measuring the effectiveness of sentences and correctional treatment. In fact, there is a strong argument against using recidivism (reconviction rate after release from sentence) as the sole criterion of the effectiveness of treatment or sentences as pointed out by Mair(1991). Several questions have to be kept in mind when using this criterion. For example:

What about those who offend but are not apprehended or convicted? What about those who are convicted but whose offence took place before the imposition of the order under investigation? Conversely, what about those who re-offend during the specified period but are not reconvicted until after that period has ended? (Mair, 1991:6).

This does not mean that this criterion should never be employed in measuring the effectiveness of sentences or treatment programmes, but reconviction statistics data must be interpreted with great caution as pointed out by Brody (1976). Moreover, other considerations have to be considered when this criterion is used; only by 'studying how a sentence or treatment programme has been put into practice, how well it is meeting its immediate objectives, how it functions in organisational terms can we begin to interpret the meaning of any outcome measures (such as the reconviction rate) which might be used'(Mair,1991:6).

Mair, therefore, argued that the effectiveness of treatment programmes or social interventions should be measured by using several measures of success; 'and to interpret them the sentence or treatment must be set in context'(Mair,1991:6). How this approach might work in practice has also been discussed by Mair, who gives an example of a community penalty such as a probation order with a day centre requirement which aims to deal with offenders at high risk of custody and reduce re-offending. Mair suggested



two sets of measures of the rehabilitative effectiveness. The first set, which he named '*Primary Measures*' contains seven sets of criteria, viz. reconviction during the sentence, reconviction after the sentence, kind of offence, pattern of reconviction, the financial cost of the centre, sentencer's satisfaction with disposal and the view of the offender (Mair,1991:6).

The *secondary measures* for evaluating the effectiveness of sentences suggested by Mair include the specific objectives of centres, such as 'help with accommodation, employment, social skill, addiction, use of leisure time, etc.'(Mair,1991:6-7). Thus, these measures could be used to identify outcomes in studies of the operation and organization of day centres. However the researcher concluded that 'an approach of this kind to measuring effectiveness is not wholly free of problems of its own; in the first place, agreement will be necessary about the official aims and the objectives of a penalty or treatment programme'(Mair,1991:7).

Overall Mair emphasized the importance of the clarity of objectives, to allow evaluation to be carried out efficiently.

On the other hand, Logan (1972) in his article, 'Evaluating Research in crime and delinquency: A reappraisal', pointed out the lack of reliable knowledge for evaluating the effectiveness of prevention and correctional programmes, citing in support of his argument such writers as Cressey (1958), Glaser and Res (1965), Schnur (1965). The aim of conducting such a study, as indicated by Logan, was '...to evaluate available research on the effectiveness of specific correctional or preventive practices in terms of certain specific methodological criteria'(Logan,1972:378). He proposed an experimental and quasi-experimental research design, in which the relevant criteria should include as a minimum the following seven (Logan,1972: 378):

1. 'There must be an adequate definition of the program or sets of techniques whose effectiveness is being tested'. So they should be well defined, with the definition being 'sufficiently operational', and with the different components specifically defined- which 'should not be the whole range of different treatments'(Logan.,1972:378).

2.'The technique must be capable of routinization'(Logan,1972:378). By this, Logan emphasised, he did not mean that it has to be purely mechanical activity, but '...that [it] can repeated in all its components at different times, with different subjects, by different administration of the technique' (Logan,1972 :379).

3.'There must be some division, preferably random, of a given population of offenders into treatment and control groups' (Logan,1972:379). Therefore, Logan emphasised the importance of selecting the two groups on the basis of some criteria on which they have to be matched and similar on the important variables.

4.'There must be some evidence that the treatment group is in fact receiving treatment as defined, but that the control group is not'(Logan,1972:379). This is partly related to the programme being well defined and routinizable as it stressed in the first and second of these criteria. However, it is important to ensure that the experimental group is receiving treatment.

5. 'There should be some "before and after measurement" of the behaviour that is sought to be changed' (Logan,1972:379). 'Before and after' measures for both experimental and control groups (if used) or in the experimental group before and after the intervention (pre-post design) must be considered, to allow comparison to take place.

6. 'There must be a definition of "success" and "failure" that is sufficiently operational to provide a valid, reliable measurement for determining the outcome of



treatment'(Logan,1972:379). The definition of success and failure should be built upon the notion of correction or prevention of criminal behaviour, not on 'social adjustment scales or objective personality tests whose validity and reliability have not been demonstrated'(Logan,1972:379).

7. 'There should be some follow up or delayed measurement in the community for both treatment and control groups... This is especially important in respect of criminal behaviour, which cannot be measured on the spot' (Logan,1972:379).

Logan then reviewed around 100 evaluative studies of the effectiveness of specific correctional or preventive programme of criminal and delinquent behaviour, to examine the extent to which these studies met each proposed criterion. He concluded that 'none of these studies of correctional or preventive effectiveness can be described as adequate. There is not one study that meets all of the criteria proposed...'(Logan,1972:380).

However, Homant in 1974 conducted a study of experimental and control groups at Wisconsin prison in USA. The sample, comprising of 92 subjects, was divided into experimental and control groups of 46 subjects each. The study was conducted at the height of Martinson's controversial findings in 1974; therefore the aim of the study was to show '...whether a therapy program could be shown to have positive effects on inmates' behaviour'(Homant,1986:51). In particular the researcher drew attention to the consensus of some other writers such as Gendreau and Ross (1979) and Lillyquist, (1980) which showed that '...some things work, some of the time for some offenders'(Homant, 1986:51).

The first report of Homant's study was written in December 1975, based on data gathered, and exactly ten years later in 1984, follow up data were gathered and checked '...with the assistance of the central office (Madison) staff of the Wisconsin division of corrections' (Homant, 1986:53). The researcher concluded in the original study, conducted in 1974, that there was '...a significant improvement in the institutional behaviour of the therapy subjects', in contrast, however, the results of the follow-up failed to show any significant differences between control and experimental subjects (Homant,1986:51).

Overall, the researcher concluded that '...neither the experimental treatment of inviting subject to therapy and making group therapy readily available, nor the amount of therapy actually engaged in, was found to have any effect on long-term, post-release adjustment' (Homant, 1986:56). He further concluded that there was support for the theoretical position that '...treatment programs need to be fairly specific in their goals, their methods and their target population' (Homant,1986:56).

However, other writers draw attention to the risk of using the empiricist model of evaluating the effectiveness in general and the effectiveness of social work, and to the clash that might occur between researchers and practitioners. For example Peter Raynor (1984), in a paper entitled 'Evaluation with one Eye Closed: The Empiricist Agenda in Social Work Research' presented at a conference in Swansea (1981), questioned '...whether the practitioners and researchers actually have different professional cultures and pre-occupations as suggested by the stereotypes..., [and whether the models of scientific procedure with the features of determinism, empiricism and focused on technical rather than normative issues] offered to us as a tools of evaluation are really



appropriate for the tasks we expected them to perform' (Raynor,1984:2-3). Therefore he concluded that:

...the empiricist approach to technical effectiveness is an insufficient guide. If we rely too heavily on it we run the risk of a native reductionism which may in the long run reduce the effectiveness and accountability of social workers, as well as lending itself to unwitting ideological bias through its failure to consider political and moral issues.

(Raynor,1984:9).

However, Raynor has been criticized by Sheldon (1984) for his views. Sheldon argued in favour of scientific methods, but he too has been subjected to criticism by Smith (1987) in his paper, 'The Limits of Positivism in Social Work Research'. Smith questioned the 'superiority of experimental research design' and its application in social work research, relying on some of Sheldon's contribution in this field. Sheldon was criticized for omitting in his writings the views of other philosophers about the assumptions of positivism, which are highly questionable, despite his knowledge, and for dismissing the implication of, for example:

...Raynor's quotation from the astronomer Hermann Bondi-that in the natural sciences 'facts' are rarely as 'hard' as is often assumed, and that theories have to be evaluated not in terms of truth or falsehood, so much as by the extent to which they are stimulating and productive of new ideas.[Sheldon however, had argued that there is] ...no problem about the status of the 'facts'such experiment might produce.

(Smith,1987:403).

James Robison in a paper, 'The Effectiveness of Correctional Programs' (Robison,1971), tried to answer five questions in respect of studying the effectiveness of correctional programmes in terms of recidivism [will the clients act differently if we lock them up, or if we keep them locked up longer or do something with them inside, or supervise them more closely afterward, or cut them loose officially 'aftercare, parole supervision'] (Robison,1971:69-78). He concluded that '*there is no evidence to support any program's claim of superior rehabilitative efficacy*'(Robison,1971:80). He therefore proposed that other criteria in addition to recidivism should be used.



However other research methods, such as longitudinal evaluation, have been adopted by some researchers, to evaluate the effectiveness of programme. An example is a study conducted by Denno and Celland in 1976 to evaluate the effectiveness of prevention programmes of South Philadelphia Youth Service Centre over a period of time from August 1976 and July 1979 (Denno & Celland, 1986:67). In this study, the researchers studied the effectiveness of prevention programmes by using self-report data in which samples of comparison and experimental subjects were drawn from two different groups of clients who received two kinds of programmes, slightly different in their target and contents from each other, despite their operation under one centre. The experimental Youth Service Center (YSC) (programme) 'aimed to reduce delinquency [and] ...emphasized structured treatment service for youth, obtained through active recruitment and referral', while the control group followed a General Recreation Programme (GRP) which '...offered a less structured program of services and activities for area youths [which]... seeks to provide recreational, social and cultural opportunities' (Denno & Celland,1986:62).

The researcher used a questionnaire (The Composite Impact Questionnaire) which consisted of 160 items as a data collection method, in addition to self-report measurements, during five time intervals, which related to the family, drinking, automobile theft, offender, fighting and weapons use and drugs (Denno & Celland, 1986: 66-67). Based on the data collected, the researcher concluded that:

...The program was successful in directing its efforts toward a relatively more seriously delinquent clients [on one hand but on the other] ...it appeared to be unsuccessful either in increasing the positive behaviors or reducing the negative behaviors of the target clients in separate analyses or in comparison with the control group. ( Denno & Celland,1986:59).



Clarke and Sinclair, in a paper (1973), 'Toward More Effective Treatment Evaluation', criticized the pessimistic findings of research in penology which they thought was due to a heavy reliance on the medical model (cause and effect) which they described as a 'medical myth' and because of the negative findings of previous research in the penal field. They emphasised the difference between the criminal and the ill, and expressed the importance and the need for finding other new measures and strategies of research 'adequate to deal with new ideas about delinquency and its treatment, which past research helped to generate' (Clarke and Sinclair, 1971:53).

Other researchers argued the importance of defining the aims and objectives of the treatment, and suggested some outcome measures such as reconviction which are 'directly relevant to the aim of treatment' and intermediate criteria such as 'absconding and treatment potential'. However, the authors argued that different types of research designs are needed to produce adequate information about programmes. For example, Rational research is useful 'in producing some kinds of understanding of the treatment situation but it does not, however, attempt to measure treatment outcome,' in contrast to prediction, matching and experiment methods which are suitable 'for measuring the outcome of treatment'. However it has been argued that 'these methods do not permit a close analysis of the treatment process' which could be achieved by using cross-institutional studies (Denno and Celland, 1973).

Evaluative studies in the field of delinquency in K.S.A (as was mentioned earlier, see Chapter Two), and other Arab countries are not satisfactory in terms of using

adequate and coherent scientific methods nor in identifying particular outcome measurements for studying the effectiveness of rehabilitative (treatment) programmes and their impact upon clients' behaviour. Egypt was the first Arab state to experience a strong scientific movement and revolution in the field of social science, but it has not produced adequate or reliable literature on the evaluation of effectiveness, except for some individual initiatives which give pointers for evaluating the impact of programmes upon the behaviour of clients. One such is that of Professor Ali Zadan in a paper (1991) 'Testing the effectiveness of work with delinquent with Islamic perspective: Field theory on casework'. This study relied on an Islamic perspective in explaining human behaviour, which the researcher discussed in the light of fundamental postulates about human life and the universe. He evaluated the impact of treatment programmes in the light of the achievement of programme objectives and the following measurements:

1. Professional Islamic relationship.
2. Education progress.
3. Discussing with client.
4. Advice and counselling.
5. Treatment with good example.
6. Reward for good behaviour.
7. Punishment for bad behaviour.
8. Impact on the environment.
9. Improving personal circumstances.
10. Preventing client from engaging in abnormal peer group.



11. Worship Treatment.

12. Repentance.

13. Treatment with Holy Quran.

14. Prayer and other measurements.(translation by researcher, from Zadan:1991).

Zadan utilized experimental methods (pre-post design), with varied data collection techniques (e.g. interviews with clients and families, observation of behaviour and analysing records 'self-report'). Overall he concluded that the programme had good results, in that clients ceased their bad behaviour of theft and made good progress in their education, and their families were pleased with them. But this attempt could not be generalized because it focused on individual cases in special circumstances and a lot of work and resources were needed to measure the practical effectiveness of the intervention.

The most common strategies and data collection techniques in social sciences research utilized by various researchers in evaluating the effectiveness of social intervention or correctional and rehabilitative programmes can be summarized as follows:

1. Scientific(experimental) design.

2. Cross-institutional design

3. The case study strategy

4. Longitudinal studies

5. User perspective

6. Pluralistic evaluation

## ***1. Scientific (experimental) design***

This strategy is derived from the medical model ('cause and effect') as '...more positivist methodologies derived from the scientific tradition, in particular the experimental and quasi-experimental design'(Cheetham et al, 1992:22).

Robson (1993), pointed out that experimentation is a research strategy involving: '...the assignment of subjects to different conditions; manipulation of one or more variables (called 'independent variables') by the experimenter; the measurement of the effects of this manipulation on one or more other variables (called 'dependent variables'); and the control of all other variables'(Robson, 1993:78). In addition, Everitt and Hardiker (1996), stated that '...causal relationship between inputs and outputs..., different interventions are applied to control and experimental groups so that differences in outcomes can be measured and compared, and these differences are then related in causal ways to differences in inputs...' (Everitt and Hardiker, 1996:46).

Suchman (1967), pointed out the main three conditions of using experimental strategy in evaluative research as follows: '... sampling equivalent experimental and control groups; isolation and control of the stimulus; and definition and measurement of criteria of effect'(Suchman, 1967:102).

There are some advantages and disadvantages of using such methods e.g. the experimental style '...does allow conclusion to be drawn about cause and effect,... but in education and social sciences generally large groups are needed if the many variations and ambiguities involved in human behaviour are to be controlled'(Bell, 1993:12).

Also, this design is subjected to other criticisms because '...of a basically 'positivist' understanding of the nature of social causation,[which might produce]



...inconsistent findings' (Pawson and Tilley, 1997:30), as well as ethical considerations and administration objections to randomization in which, practitioners considered that inputs to the programme are rarely stable through the experimental as well as professionals operating the services also become aware of different treatment which may produce a bias (Smith and Cantley, 1985). Moreover, it is difficult to control the external factors in social phenomena and difficult to attribute directly a particular change to a particular element not others Overall:

quantitative and statistic techniques are applied for measurement and for analysis. The aim is to draw conclusions that this input, this intervention, causes, or does not cause, this outcome. Input and outcome variables are measured and their relationship with each other analysed statistically (Everitt and Hardiker, 1996:47).

## ***2. Cross-institutional design***

This strategy might be seen as an alternative to the rigorous experimental design that seeks to '...compare outcomes for varying forms of intervention across a number of different sites, i.e. the cross institutional design' (Cheetham et al, 1992:26). It aims to '...attribute different outcomes to the effects of different models of intervention... [it] originally developed for penal research...' (Cheetham et al, 1992:26). Cross institutional design, has the advantage of comparing different outcomes for different sites of institutions which might '...yield interesting and useful findings and has generated hypotheses which might form the basis of the future research...' and enhance the 'generalizability' of results (Cheetham et al, 1992:27-28). Nevertheless, it also has limitations and disadvantages. This kind of strategy needs substantial amount of resources, detailed background and aggregate measures of the impact of intervention. '...The major drawback, however, in addition to its scale and complexity, is the amount of research energy that has to be expended before it is even apparent that the design can be applied...' (Cheetham et al, 1992:28).

### *3. The case study strategy*

Case study is a common strategy used by many researchers in different disciplines. 'In case study, the case is the situation, individual, group, organization or whatever it is that we interested in. Case study has been around for a long time and to some it will suggest the legal system, to others the medical one'(Robson, 1993:51).

There are advantages and disadvantages of this kind of strategy. The unique advantage of individual case study as stressed by Cheetham et al (1992) is '... that it throws light on how policy decisions are actually made and on the role various participants play'(Cheetham et al., 1992:28).

Unlike the previous strategies, the characteristic of case study is unique, in that variables are not abstract or tightly controlled. Factors and numbers are not crucial, although there is a certain emphasis, as Cheetham et al.(1992) pointed out, on descriptive and qualitative methods.

However the danger of using the case study strategy is:

...that it may become merely an extended anecdote without evaluative relevance. This is the risk run if the case is selected for study on a wholly opportunistic basis. To avoid this, a conceptual framework of some kind is necessary to provide a rationale for choosing the individual case (Cheetham et al., 1992:29).

Also, another disadvantage of using case study approaches might be the danger of generalizing from the individual case (Robson, 1993).



#### ***4. Longitudinal studies***

This method is based on the rational argument that 'social interventions are not usually of a form designed to produce instant result; only after 6,12 or 24 months can tentative conclusions be drawn' (Cheetham et al,1992:30). The '...dilemma for many attempts at evaluation is that adequate assessment of outcomes requires the passage of a reasonable period of time' (p.30). The time dimension is considered as a key element in the evaluative research process for researchers, although an extended length of time may be inappropriate, as a lot of changes might happen, particularly when the user perspective is the main focus of the research strategy (p.31).

However, a wide-ranging strategy to employ other research methods than case study might be adopted '...within a longitudinal design, the focus might upon the user perspective, or upon quasi-experimental component'(Cheetham et al, 1992:31). For example, Denno and Clelland, (1986) in their paper 'Longitudinal Evaluation of a Delinquency Prevention Program by Self-Report' mentioned earlier (see Chapter Two) reported that '... a partially successful attempt [was achieved] to evaluate a particular prevention program in light of a number of methodological and data weaknesses which are common in evaluation research' [self report and behaviour of a comparison sample and an experimental sample of selected clients in a prevention programme, that were analysed over a period of time] (Denno and Clelland,1986:59). Also the research of Homant (1986) 'Ten years After: A follow-up of therapy Effectiveness' for 92 inmates assigned to a group of therapy or control condition 1974 is another example (see Chapter Two).

## ***5. User perspective***

In recent years there has been an increased aspiration to ascertain the views of beneficiaries (user perspectives) and providers, when studying the effectiveness of programmes or social interventions. Cheetham et al (1992) draw attention to the examples cited by, ‘...Rees and Wallace (1982) and...Fisher (1983) [who] track the substantial development in studies focusing on the user perspective’(Cheetham et al.,1992:31).

The main concern of this kind of strategy is to study the satisfaction of clients, which is considered as ‘...major motivation of a user study...’(P.32). Moreover, Gutek (1978) argued that ‘one way of measuring public agency effectiveness is through the criterion of client satisfaction’(Gutek,1978:44).

Various methods have been employed by these researchers. In the early user perspective studies, concern was focused on the ‘...individual’s subjective experience and as such arises from a very different theoretical base to the scientific rationality that lies behind the experimental and quasi-experimental design’(p.32). But in recent years researchers argued that ‘... the most appropriate techniques are those at the softer end of the continuum, the exploratory interview, the semi-interview strategy that gives much of the initiative to the respondent’ (Cheetham et al., 1992: 32).

The emphasis here is obviously in favour of using the interview more than questionnaire, as argued by ‘...Sainsbury (1987) who does not advocate the use of questionnaire [because he saw] that the relationship between person and paper is even more problematic than between person and person’ (Cheetham et al., 1992:33). Overall, a wider range of techniques has recently been evident, including combinations of both quantitative and more qualitative strategies.



## ***6.Pluralistic evaluation.***

This kind of approach has already been discussed (see Chapter Two) which was advocated by Smith and Cantley (1985). However as Cheetham et al say:

Perhaps most importantly, traditional evaluation demands an assumption of consensus, of unity among all parties within an organization. Agreed criteria of success can then be defined and the extent to which these are attained can be measured. Pluralistic evaluation acknowledges that consensus is absent... (Cheetham et al, 1992:33-34).

So the main concern for pluralistic evaluation 'involves identifying the major parties involved in the initiative or process under scrutiny and comparing them with each other in terms of ideological and operational perspectives' (Cheetham et al,1992:34).

Smith and Cantley (1985) argued for the adoption of plurality perspectives in evaluation in the light of criticisms against experimental design(see p.148 above). They termed their model a 'pluralistic evaluation' which includes the following five points:

First, evaluative research must identify the major constituent groups and compare them with each other both in their ideological perspective and their operational strategies. Secondly, the approach directs evaluative researchers to collect data on these groups' interpretations and perceptions of 'success'. Thirdly, the study must document not only plurality of the notion of success but also the different groups' strategies as they strive to implement their own perspectives in their own interest. Fourthly, evaluative research must then assess the extent to which success or failure is achieved on each of the several criteria employed. Finally, pluralistic evaluation must embody the principles of methodological triangulation (Smith and Cantley, 1985).

However, this kind of evaluation model has its own disadvantages such as criticism of being heavily reliant upon qualitative data in which there is a problem in the implementation of policy recommendations that rest upon the interpretation of

qualitative results, and the issue of whether it is possible to use pluralistic methods with a 'conflict model' of policy analysis, particularly those who argue that a pluralistic model is by no mean universally adequate. Despite the disadvantages of pluralistic evaluation, it has its own advantages e.g. in providing complicated but realistic answers to the questions of whether a service is successful or not, and it gives an explanation why 'failure' in programme occurs, which may open the way for change and facilitate implementation of research results.

The overall conclusion is that a triangulation of techniques can and should be used to balance the strength and weakness of different techniques, if used on their own.

It seems from the foregoing review that there must be a strong link between the research objectives or questions, on the one hand, and the research strategies and data collection techniques, on the other hand. Therefore the main strategy used in this research study is the case study of two Social Observation Agencies in Riyadh and Jaddah K..S.A., by using triangulation methods(an interview questionnaire, observation and analysis of documents and records), adopting pluralistic evaluation and employing the concept of "stakeholder", as argued by Smith and Cantley (1985).



# Research Design

## *I. Research Approaches*

From the foregoing review of the various strategies and measurements utilized by some previous researchers, discussed by such as Mair (1991), Logan (1972), Homant (1974) and Denno and Celland (1986), it can be concluded that there is a large measure of agreement among the specialists in social research and evaluation on the desirability of utilizing multiple-strategies and data collection techniques, for example Cheetham et al (1992), Pawson and Tilley (1997) and Clarke and Sinclair (1973). Therefore, in this research it was decided to utilize a pluralistic evaluation strategy based on two case studies in Riyadh and Jaddah in which several different but complementary methods of data collection were employed.

Pluralistic evaluation means considering the views of all parties involved in the evaluation process, and those who are linked with the programme in one way or another, referred to as “stakeholders” by Smith and Cantley (1985). Cheetham et al. pointed out that pluralistic evaluation ‘acknowledges that consensus is absent...’, so its main aim is to gain recognition and commitment that all main parties are involved ‘under scrutiny and comparing them with each other in term of ideology and operational perspective...’(Cheetham et al.,1992:34) see Chap.2 and pp.152-53 above.

Also Everitt and Hardiker (1996) pointed to Smith and Cantley, who defined the main emphasis of pluralistic evaluation as a ‘...plurality of perspective in any evaluation involving a wide range of participants that then need to be taken into account’ (Everitt and Hardiker, 1996:92).

So this kind of strategy allows the researcher to understand and evaluate the views of all the parts played by several different groups involved in the programme and compare their views by using different criteria of success and failure (Everitt and Hardiker, 1996).

Also the case study is a common approach used by researchers in different disciplines, as mentioned earlier in this chapter. This strategy was employed in this research project because of its characteristic of giving the researcher a chance to study the problem in some depth within a limited time scale, especially as time, which is a very important element in evaluation studies, was not available in this project, as mentioned in the section on the limitations of this study. In regard to this point Bell (1993) pointed out that:

...the case-study approach is particularly appropriate for individual researchers because it gives an opportunity for one aspect of a problem to be studied in some depth within a limited time scale...

(Bell, 1993:8)

Cheetham et al. identified the unique advantage of the individual case study as mentioned earlier, which is to throw light on the roles various participants play and how policy decisions are actually made (Cheetham et al., 1992:28). Also, Bell stressed the great value of the case study which 'allows the researcher to concentrate on a specific instance or situation and to identify, or attempt to identify, the various interactive processes at work' (Bell, 1993:8). Overall, the characteristic of a case study approach is unique, in that variables are not tightly controlled, and factors and numbers are not crucial, although there is a certain emphasis, as Cheetham et al. pointed out, on descriptive and qualitative methods (Cheetham et al., 1992).

Therefore, two case studies of Social Observation Agencies (S.O.As) were undertaken in this research, namely, the Social Observation Agencies in Riyadh and



Jeddah, which work in the treatment field but in different regions. The treatment programme is targeted at young offenders who commit offences or misbehaviour for which an adult could be sent to prison. Moreover the aim of the treatment is linked with the aim of the agency, which is to rehabilitate the client to become an active member participating fully in the process of development of Saudi society.

The specific objectives of the treatment are mentioned broadly in the policy document of Social Observation Agencies, and can be summarized as follows:

1. To create a suitable environment for rehabilitating the clients.
2. To diagnose the causes of the problem and try to rehabilitate the client in various ways, such as social counselling, group therapy and individual work.
3. To provide the client with accommodation and various skills and vocational training.
4. To work with the family and the clients outside the agency premises (after-care programmes).

The effectiveness of the treatment programme can be measured based on the extent to which these treatment objectives are achieved, in addition to the following criteria:

1. Recidivism rate, measured by self-report.
2. Vocational success, measured by success in three vocational courses (agency records).
3. Educational achievement, measured by client progress at the end of the semester 1999-2000 (client records within agency).
4. Adjustment to agency life, measured by clients' views and agency records.

5. Personality and attitude changes, measured by the in-depth interviews of social workers and the clients' records.
6. Adjustment to the outside community, measured by clients' records and family view;
7. Satisfaction of clients, measured by in-depth interview.

These methods of measurements have been used by researchers in previous studies as mentioned earlier. For example Mair (1991) pointed to two kinds of measurements: primary measures and secondary measures, including specific objectives of centres. Clarke and Sinclair (1973) pointed to the use of recidivism (reconviction rate) as a criterion of measuring the effectiveness, when it is directly relevant to the aim of treatment, despite the criticisms by Mair (1991) against reconviction rates when used as the sole criterion (see above p.137), as well as Brody (1976) who criticised the use of reconviction measures as a sole criterion for measuring the effectiveness of sentencing, especially when adequate information about probationers is not available. He described reconviction rates as 'the crudest way to test the effectiveness of a sentencing measure. ...Such statistics appear in official publications such as the annual reports on the work of prison department. They must, however, be interpreted with caution' (Brody, 1976 p.10). Logan (1972) proposed an experimental and quasi-experimental research design in which seven relevant criteria should be involved. Cheetham et al, (1992) drew attention to service-based outcome measures such as the achievement of objectives and quality of care, though he noted that they have to be combined with other measures due to some obvious limitations, particularly the objection that 'the diversity, heterogeneity and sheer intractability of the kind of problems typically taken up by social work casts some doubt on the realism of over-arching service objectives' (Cheetham et al, 1992:66). Other measures advocated client-based outcomes, measured by user response, client



state, quality of life and cost-effect measurements. Also Gutek (1978) pointed out in his paper on 'Strategies for studying client satisfaction' the importance of using measures of client satisfaction as a way of assessing the general effectiveness of the agency.

## *ii. Methods of Inquiry*

The methods and strategies utilized in this research are linked directly with the information required in connection with the aims and objectives of research. Because of the adoption of pluralistic evaluation and a case study approach to evaluate the effectiveness of rehabilitative programmes upon clients' behaviour in the light of achievement of the treatment objectives and fulfillment of most measures of effectiveness mentioned above, the researcher decided to utilize triangulation of several methods: questionnaires, interviews, and observation in addition to the analysis of documents and records.

The purpose of this, as Cheetham et al. pointed out, is to 'provide a means of validating information derived from different sources and permits the weaknesses and strengths of different data collection methods to be balanced' (Cheetham et al., 1992:47). It also facilitated considering the views of different parties involved in the rehabilitative programme (i.e. all the stakeholders: managers, practitioners, clients and families or guardians). Social scientists have gradually realised the advantages of using multiple methods of data collection techniques which 'can enhance the generalizability of findings and reduce the likelihood of erroneous conclusions arising from reliance on a single data set' (Cheetham et al., 1992:47). By using a variety of research strategies, problems associated with one strategy to be compensated for by the strengths of another (Hall and Hall, 1996:44).

### *Observation*

The observation method was used because some aspects of the rehabilitative programme within S.O.As, for example, the interaction between clients and practitioners



(social workers & activity supervisors), could not be ascertained unless using this method. It also helped the researcher to identify the available facilities and the delivery of some programmes in different settings by using an observation checklist.(see Appendix II pp.363-364). In this regard Bell (1993:109) asserted that observation is a technique that can reveal the characteristic of groups or individual which would have been impossible to discover by other means.

Also Cheetham et al. pointed out:

the most direct method of determining the content and process of social work intervention is to observe what actually happens, particularly in the context of meetings and other contacts between social workers and their clients or service users. Observational methods will be of particular relevance when the interest lies in the nature of the interaction between individuals or in the styles of intervention adopted by social workers...

(Cheetham et al., 1992:44)

However, there are different forms of observation methods depending on the sort of information wanted, for example, simple and structured observation, participant and non-participant observation and direct and indirect observation.

Observation is sometimes unusual for it to be used as a primary method; especially in an exploratory phase of the study, but it is more commonly used as a supplementary technique as Robson pointed out:

Observation can also be used as *supportive* or *supplementary* technique to collect data that may complement or set in perspective data obtained by other means. Suppose that the main effort in a particular study is devoted to a series of interviews; observation might then be used to validate or corroborate the message obtain in the interviews. It is not unusual, however, for observation to be the *primary* method in a particular study, especially though not exclusively when the main intention is descriptive. Or it could be used in a multi-method case study where other methods, such as documentary analysis, supplement the observational data.

(Robson, 1993:192)

## *Document and Records Analysis*

Documentary analysis and other recorded sources techniques could be used as supplementary methods for producing information about the process and outcomes of programme interventions. Cheetham et al. (1992:44) asserted that existing documents and statistics can provide a useful resource of data about the process and outcomes of social work. This information might be available in different forms of primary and secondary resources as Bell (1993:68) pointed out that 'primary resources are those which came into existence in the period of under research [e.g. the minutes of manager's meetings], ...and secondary resources are interpretation of events of that period based on primary sources [such a history of the agencies]'. Also, the primary sources include inadvertent sources such as the records of legislative bodies, government departments and local authorities, working parties, personal files, bulletins, newspaper and so on... or what might be called 'available data', as named by Singleton et al. (1988). These can be classified under five main broad themes: public documents and official records, including census data, private documents, mass media, physical, non-verbal materials and social science data archives (Hall and Hall,1996:213).

Analysis of documentary sources and records technique was utilized in this research project for producing information concerning the rehabilitative programme's process, since some information could not be obtained other than by using primary and secondary sources. Information obtained in this way included the history and legislation of the agencies, records of the intervention, delivery of different rehabilitative programmes, recording changes occurred in the clients' behaviour and the number of clients referred to the agency in 1999, how many clients completed their recommended sentences in1999, how many of them had re-offended, how many clients had been



discharged before completing their recommended sentences, in 1999, and other aspects shown on the attached checklist (see Appendix II p.362) .

This kind of information gave an indication of the impact of the rehabilitative programme upon clients' behaviour and the scale of recidivism as one of seven measures of effectiveness utilized in this research study.

### *Interview Questionnaires*

One of the most common methods used as the main technique for obtaining information about the process and the outcomes of the social intervention is through the use of questionnaires and interviews. Social surveys using questionnaires are widely recognised as a standard method of collecting data (Hall and Hall, 1996:97). The questionnaire is a set of questions for respondents to complete. It might be completed by respondents themselves without the presence of the researcher (postal questionnaire), self completion in the presence of the researcher, or it might be in the form of an interview schedule carried out face to face with respondents or by telephone. The questions included in the questionnaire might be fixed-choice responses to reduce the amount of time required and encourage the respondent for more participation or might be open-ended questions to allow more detailed responses, but this form of questionnaire may discourage respondents and limit the participation of individuals. Cheetham et al. pointed out that 'an appropriate balance is therefore needed if the quality of data available through the questionnaire and the response rate are to be maximized, while keeping to a manageable level the amount of effort that will be required for subsequent analysis'(Cheetham et al., 1992:38).

Overall, the interview questionnaire method helped the researcher to obtain the views of the different parties involved in the evaluation process in large sample.

The questionnaires were administered by personal interview with all stakeholders involved in the rehabilitation process: Managers, Practitioners, 'Social Workers and Activity Supervisors', clients and families or guardians. The researcher decided to use this kind of data collection method, because it seemed to be more useful in providing precise information in connection with the impact of the rehabilitative programme upon clients' behaviour. Furthermore, this method was chosen because it would give the researcher scope to clarify the questions and to judge the extent to which the questions were treated seriously, since there was not enough time for the interview questionnaires to be piloted by samples' interviewees. This method also helped the researcher encourage respondents and observe their reaction.

Overall the data were derived mainly from the three sources indicated above.

### *Questionnaire development*

At the beginning of the discussion of the construction of the questionnaires and checklists, it is useful to point out that all questions and topics were selected and administered according to the aims and objectives of this study, on the one hand, and in accordance with the measures developed to measure the effectiveness of rehabilitative programmes (social intervention success). These were borrowed from the existing literature such as Bailey (1966), Logan (1972), Clarke and Sinclair (1973), Martinson (1974), Gutek (1978), Sheldon (1982), Homant (1986), Denno and Clelland (1986), Mair (1991) and Cheetham et al. (1993). Three kinds of questionnaires were designed:

1. Interview Questionnaire for Staff (Managers and Practitioners 'social workers and activity supervisors').

2. Interview Questionnaire for Clients.



### 3. Interview Questionnaire for Parents and Guardians.

Overall, five-point Likert Scale (agree/disagree, important/not important, effective/not effective, helpful/not helpful and useful/not useful) were used in all questionnaires, in addition to some open-ended questions to allow respondents, especially managers, practitioners and clients, to give their detailed views on some issues related to developing the effectiveness of the rehabilitative programmes. Each interview questionnaire is reported in the Appendix pp.327-340. The piloting of questionnaires is discussed in the following sections

#### *Observation Checklist*

As mentioned earlier, the personal observation technique was used by the researcher as a supplementary method in conjunction with other methods such as interview questionnaires and analysis of document and records. A Checklist was developed for obtaining information about some dimensions that seem adversely to influence the effectiveness of delivered programmes. These data were intended to supplement the data produced by other means, such as questionnaires, interviews and analysis of documents and records. This information could not be confirmed except by employing this approach. Six dimensions were observed in order to investigate their impact on the present rehabilitative programme. These were outlined as follows in the checklist: interaction between clients and practitioners, delivery of the rehabilitative programme, behaviour of clients during delivery of the programme, practitioners' skills in handling different situations, cooperation between the agency and parents and guardians, and finally cooperation between the agency and academic and private sector.

The researcher accepts that observation is not an easy technique. It requires a highly skilled person, with extensive background knowledge and understanding of the

processes being observed. It is wise to carry out structured observation when the aim is clearly to check and confirm some information given by other means or to produce worthwhile information from data not available in any form except by using this approach. Therefore, the information to be investigated was defined beforehand and seen as suitable to be obtained by using structured observation, despite the criticism that this method is subjective and biased (Bell, 1992 and Robson, 1993).

Overall, the researcher was aware of the danger that bias may creep into the observed data as a result of prejudices or misinterpretations, so he tried to be as objective as possible in the way of observing and recording data and in the way in which data were analysed and presented.

The checklist is attached in the Appendix II p.363 . The observations were recorded by using a judgemental scale, ranking 1-5 (1=poor, 2=unsatisfactory, 3=satisfactory, 4=good, 5=very good; and subjects that were not relevant were referred to as 'NR'), See footnote P.203. The researcher completed the checklist by ticking an appropriate box, that best reflected his view of the information as observed and judged, during participating in the programme, followed by brief descriptive notes of general observations and other issues that may not be relevant to the scale devised, immediately after the programme. See Chap.5, P.204-209.



### iii. The Pilot Study: (Piloting of Instruments)

All the data collection methods were evaluated and tested before they were applied in the final forms. The Interview Questionnaires were designed and piloted precisely in accordance with the criteria defined earlier as well as describing its content and the process of its conducting. All data gathering instruments were piloted to test how long it took recipients to complete them, to check that all questions and instruction were clear and to remove any item which did not yield usable data (Bell,1993: 84).

#### *Validity and Reliability*

Validity and reliability are concepts which are usually closely identified with 'scientific' research based on positivist approach which yielded data from the experiment or the survey as pointed out by Hall and Hall (1996). Whatever the difference between social and natural sciences, the view that social research can be scientific seems to be accepted by writers on the methodology of social research, but only by adopting methods of study appropriate to its subject matter as argued by Silverman (1993) 'sociology is thus scientific to the extent that it uses appropriate methods and is rigorous, critical and objective in its handling of data' (Silverman, 1993:quoted in Hall and Hall, 1996:209). In this sense Silverman argued that the reliability shown by quantitative methods textbooks needs to be expressed also in qualitative research. Also Hammersley (1991) accepted the difficulty of using such an approach in ethnographic studies but that did not mean that he abandoned the concept of truth or validity as criterion of research findings; rather, he proposed three ways of achieving that:

- 1.*Plausibility*: is a claim plausible- is it likely to be true given our existing knowledge?
2. *Credibility*: is a claim credible- is it likely that the ethnographer's judgement is accurate, given the nature of the phenomena, the circumstances of the research, the characteristics of the researcher and so on?
- 3.*Evidence*: if we are unsure about plausibility or credibility do we have the evidence to convince us of validity? (Hammersley, 1991quoted in Hall and Hall, 1996:209-10)

Also Suchman (1967), pointed out that despite a great deal having been written about the concepts of reliability and validity, they are still subject to frequent misunderstanding, especially in relation to evaluative research in general and the criteria of effectiveness in particular, due to the confusion occurring as a result of chance and random errors and variation of inconsistent measures.

There is no particular test for reliability or validity absolutely free from error, particularly in evaluative instruments. As Suchman pointed out, 'there is no absolute level which distinguishes a reliable from an unreliable one' (Suchman, 1967:119). Reliability indicates the probability of obtaining the same result upon repeated use of the same measuring instrument, whether this be an objective test or subjective judgement. That is, the issue is whether each informant understands the questions in the same way and whether answers can be coded without the possibility of uncertainty. In contrast, validity refers to:

the degree to which any measure or procedure succeeds in doing what it purports to do. From this definition it is obvious that until the objective of a program can be specified and some reliable criterion for measuring success or failure provided, it will not be possible to conduct a meaningful test of validity.

(Suchman,1967:120).

Both the internal validity of the instruments' measure and the external validity, which refers to the relationship between the test measure and some outside criterion, have to be considered. That can be achieved by some criteria such as face validity ( a measure that the evaluator himself has decided), consensual validity (use of expert judgment), correlation or criterion validity (one knows the instrument measures a specific construct) and predictive validity (the correlation of the present measures with something that takes place in the future (Suchman, 1967:120-1).



Overall, a relationship exists between reliability and validity. There is no validity without reliability despite the fact that reliability is not the same as validity.

In this study, to avoid the criticism of judging the reliability and validity by using measures of correlation and to avoid the error that might occur by using quantitative measures of the effectiveness of rehabilitative programme, effectiveness was measured by the extent to which the rehabilitative programme achieved its objectives and in the light of the seven criteria indicated earlier. These were achieved by using triangulation methods using evidence from different sources and different methods of investigation, as this is seen as an important way of fostering and enhancing credibility, as pointed out by Hall and Hall (1996:210).

So, the validity and reliability of the instruments, i.e. the extent to which the instruments test what was intended to be tested, and whether they would reach the same results in the same circumstances, were considered. In the preliminary analysis to see whether the wording and format of questions were clear, the interview questionnaires and observation checklist were piloted by specialists in Hull University, by the research supervisor Keith Bottomley and by a specialist in statistics at the Graduate Research Institute (GRI) R. Allan Reese; also by 8 of the researcher's colleagues (Ph.D. students at Bradford University). A further pilot was undertaken among 10 members of staff working in the Department of Social Work at the Social Science College in the researcher's University (Alamam University) in K.S.A. but because of time constraint, the instruments could not be piloted among the survey population, so the researcher decided to conduct all the interviews by himself to clarify any ambiguity that may face the interviewees.

Piloting was intended mainly to answer the following questions indicated by Bell(1993), in addition to the above considerations:

- 1.How long did the questions take you to complete?
- 2.Were the instructions clear?
- 3.Were any of the questions unclear or ambiguous? If so, will you say which and why?
- 4.Did you object to answering any of the questions?
- 5.In your opinion, has any major topic been omitted?
- 6.Was the layout of the questionnaire clear, attractive?
7. Please state if any comments?

(Bell,1993 : 85)

Some alterations were made in terms of changing and rewording some questions based on the pilot outcomes although there was a large agreement about the questionnaires' content, as follows.

### **1. Interview Questionnaire for Managers and Practitioners.**

The questionnaire originally contained 96 questions, before it was piloted among specialists in the Department of Social Work at Alamam university in K.S.A. There was an overall agreement among of 96% specialists in UK and K.S.A. on the questions contained in the Interview Questionnaire, except for some suggestions, such as that questions number 6 and 9 should be re-coded in a particular order, and questions 7 and 39 were added. In its final form, the questionnaire consisted of 55 questions which cover 95 subjects, and some open-ended questions, e.g. 1,39,44,45,46,47,50, 51,53 and 55.

### **2. The Interview Questionnaire for Clients (Inmates).**

Before the clients' interview questionnaire was piloted by specialists in the Department of Social Work in K.S.A., it contained 48 questions covering three main topics (basic information about clients, information about the rehabilitative programme



and information about the effectiveness of the rehabilitative programme and ideas for improvements).

There was an overall agreement among reviewers on 97 percent of the questionnaires' content, except it was suggested that some questions be re-ordered (e.g. 13 was re-ordered before question 19) and some questions such as 4 and 48 were added. Also, the terminology of private and public sector was suggested to be substituted with private and governmental institutions.

Overall, the final shape of the questionnaire consists of 25 questions which contain 82 subjects and some open-ended questions(1,10,25).

### **3. Family and Guardians' Interview Questionnaire.**

The interview questionnaire for family and guardians contained 46 questions before being piloted by specialists in the department of Social Work in K.S.A. There was overall agreement on 97% of the questionnaire's content, but it was suggested to integrate some questions e.g. 6 and 7, and to add one subject to question number 16, about the extent to which the rehabilitative programme is controlled by Islamic regulations.

After these alterations and further re-coding of questions and subjects, the final shape of the Interview Questionnaire consisted of 17 questions that contained 62 subjects, in addition to the open-ended questions(1,10,12,13,17). The questions covered three main topics: viz. the essential information about interviewees, information about the characteristics of the rehabilitative programme and information about the effectiveness of the rehabilitative programme and ideas for its improvement.

Overall, the 3 interview questionnaires contained 97 questions, covering 239 subjects. The questions were designed to cover all the four aspects that were to be investigated: viz. the essential information about recipients, information about the rehabilitative programme, opinions on its effectiveness and some suggestions for improving effectiveness, as shown in Table 4.1.

*Table 4.1 Result of pilot study and distribution of questions on the questionnaires' dimensions before and after the pilot study*

The main dimensions of questionnaires	Manager/ Practitioners		Clients		Parents and Guardians	
	number of questions before	after	number of questions before	after	number of questions before	after
Personal information	11(1-11)	12(1-12)	12(1-12)	12(1-12)	13(1-13)	13(1-13)
Rehabilitative Programme	27(12-38)	28(13-40)	17(13-29)	11(13-23) *27	16(14-29)	1(14) *16
The Effectiveness of the Rehabilitative Programme	29(39-67)	3(41-43) * 28	18(30-47)	1(24) *17	16(30-45)	2(15-16) *19
Development of the Effectiveness of the rehabilitative programme	29(68-96)	12(44-55) *23	1(48)	1(25)	1(46)	1(17)
Comment	*Number of Variables					
Total	96	55	48	25	46	17

#### **iv. Obtaining Permission to Undertake the Study**

A lengthy procedure was followed to obtain permission to conduct the study in two Social Observation Agencies in Saudi Arabia. The researcher first requested permission from his sponsor to allow him to go back to Saudi Arabia to carry out the fieldwork for nine months. The sponsor agreed, but for only three months, which was not enough time to carry out an evaluative study by using different methods of data collection. The researcher's supervisor wrote a further letter to the Saudi Cultural office in London, explaining that the researcher needed an extra six months for satisfactory completion of the thesis, but the sponsor rejected the researcher's request because of the



regulation that controls the scholarship procedures. Secondly, the researcher obtained permission for carrying out the fieldwork from the Labour and Social Affairs Ministry assisted by his college. The letter was directed to the Minister of Labour and Social Affairs, explaining the aim and objectives of the research study and the samples to be involved. A positive response was received within two weeks. The Minister gave the researcher permission to carry out the fieldwork and urged the directors of the Social Observation Agencies and the practitioners in Riyadh and Jaddah to cooperate and facilitate access to the information wanted.

By this time the researcher was ready to conduct the study, and all data collection methods had been piloted, so he visited the agencies and met the managers and the practitioners in both agencies who responded very positively. The interviews were set up immediately. The researcher discussed the aims and objectives of the study with them and an assurance of data confidentiality was given. Because of the time restriction, the researcher discussed with managers and practitioners in Riyadh and Jaddah the possibility of defining the clients' samples. The managers responded positively, subjects were drawn randomly from each group within the agencies and times for interviews were arranged. At the expiry of the three months (from July-September 1999) agreed by the sponsor, the work was still not completed and the sponsor formally rejected the researcher's request for an extension for another three months. Therefore he returned to the UK for about ten days and discussed the research progress and these developments with his supervisor. As a solution, he requested his annual entitlement of three months' holiday, and completed the field work within these months.

## v. Sample Selection:

There are several advantages of using sampling such as cheaper data, fewer people from whom to collect and analyse data, and saving time as a sample is quicker to analyse and process. A higher level of accuracy is possible as the sample size allows a check on the accuracy of the design and administration of the questionnaire and fewer case make it possible to collect and deal with more elaborate information from each(May, 1993:69).

Samples for this research were drawn from all parties involved in the rehabilitative process. Four samples were involved in this research study, to evaluate the effectiveness of the rehabilitative programmes within S.O.As., as follows (See Table 4.2)

- 1.Directors (Managers) of S.O.As in Riyadh and Jeddah).
- 2.Practitioners (Social Worker and Activity Supervisors).
- 3.Clients(Inmates).
- 4.Families and Guardians.

*Table 4.2 Sample Size*

Sample Size	S.O.A in Riyadh	S.O.A in Jeddah	Total
Directors	1	1	2
Practitioners	22	18	40
Clients	40	40	80
Families & Guardians	20	20	40
Total	83	79	162



### **1. All managers and practitioners “Social Workers and Activity Supervisors” (staff).**

A survey of all social workers and activity supervisors(38 subjects) was carried out, in addition to the two managers(2) of S.O.As. in Riyadh and Jeddah . The interviews were completed within about 6 months.

### **2. Random Sample drawn from clients**

Because of the constraint of time, only 80 clients were drawn randomly from the two agencies (40 clients from each centre). There were four main groups in each centre, so the samples were drawn randomly from all these groups (or families) within S.O.As. According to the formula  $N = \frac{\text{total population (800)}}{\text{number of cases(80)}}$ , ten clients were drawn randomly from each group. The interval was decided by the ratio of the sample population to the total population. The samples chosen were 40 clients from each agency (in total 80 clients from both centres), from those who had received their sentences, from a total population of 800 (400 each agency). In this instance the sampling ratio would be 1-10., so that the starting number was chosen between 1 and 10 at random, and selection continued thereafter at the interval determined by the sampling ratio, throughout the whole list of clients until the required sample size had been acquired in each centre. The average length of interview for each interviewee was an hour, and a further one and a half hours was needed to study the client's file, if possible. Therefore, a total of about 160 hours field work with clients was conducted during six months.

### **3. Opportunity sample from families or guardians of client in sample.**

This kind of opportunity sample was used because there was no other alternative open to the researcher (Bennett,1973). 40 parents and guardians were being investigated

in this project, spending on average 45-60 minutes for each interview. The sample was drawn from those clients' families or guardians who were willing to be involved in the research study. However, there was full cooperation from families and guardians in Jeddah, which did not happen in Riyadh. The lower level of cooperation from families and guardians in Riyadh affected the result of this research. Clearly, the study would have been more beneficial if good cooperation with families and guardians had taken place during the conduct of the field work in both sites.

The total hours spent on this aspect of the field work was 40 hours over a six-months period.

## **vi. Limitations of the Study**

As indicated in Chap. 1 it is important to describe the limitations as well as achievements of this study, so that lessons can be learned by future researchers, especially in developing countries. There were some good aspects in conducting this research study, such as the positive response of the Social Affairs Ministry and the degree of cooperation received from managers, Activity Supervisors and social workers in both centres in general and in the Social Observation Centre in Riyadh in particular. The observation revealed enthusiasm toward changes expressed by all stakeholders (directors, practitioners, clients and families and guardians). However, it is natural for any research project to face some obstacles which may limit the full achievement of its aim and objectives or prevent the researcher from getting all the information wanted. Some of these limitations might be predictable, while others are not. There were some limitations encountered by the researcher while he was conducting the field work, such as the following:



1. **Time restriction.** Such a large evaluative research study needs considerable time and resources in order to enable the researcher to achieve its ultimate objectives. In fact, the researcher was not given enough time to carry out the fieldwork (only three months) despite the researcher's request and the particular characteristic of the research. Therefore the researcher resorted to working through his annual holiday for another three months. Overall, such an evaluative study is time consuming, especially evaluating the effectiveness of a rehabilitative programme, which needs well defined and good planning and enough time for implementation. Time is an essential element in evaluation, which has to be considered. If the fieldwork had been allowed more time, the results would have been even more useful.

2. **Lack of Resources.** There was a lack of resources within the agencies which negatively affected the effectiveness of the rehabilitative programme. There was not enough room to observe the clients' behaviour, nor adequate facilities for conducting programmes, especially the rehabilitative vocational programme which has been given up in Riyadh because of concerns for safety and on-going construction work within the agency.

3. **Lack of cooperation.** especially from families and guardians in the city of Riyadh. The researcher exerted considerable efforts to try to convince families and guardians to take part in this research project, as their views are very important. Eventually, he managed to interviewed only 20 subjects during six months of data collection.

4. **There was no clear strategy for the rehabilitation programme.** The policy document describes precisely the foundation of Social Observation Agencies in K.S.A and the rights and obligations of all staff and clients involved. It also highlights in

general the programme and activities which might be conducted, but there is no clear strategy for the professional rehabilitative programme, planned yearly according to clients' needs. The ethnographic observation and the analysis of document and records revealed that there was only a routine rehabilitative programme for all clients scheduled during the academic year, and a supplementary summer programme. A professional rehabilitative programme which would encompass all aspects of rehabilitation, particularly social, psychological and vocational, and distinguish between individual cases, was lacking, because of many complicated factors mentioned later in the recommendations and suggested framework (see Chapters Eight and Nine).

**5. There was a lack of records and documentation.** It was clear during the observation period that there was a lack of documentation which prevented the researcher from getting some important information, particularly about how the rehabilitative programme was planned and delivered, how the change in client behaviour was recorded, and so on. This shortcoming can be attributed to the huge number of clients and the shortage of qualified social workers, in addition to the burden of other administrative obligations upon the shoulders of social workers.

**6. There was a lack of cooperation between families, guardians and the agencies in general** (see Chapter Eight). The observation and the records revealed that there was a lack of cooperation between families and the agencies, which to some extent affected the effectiveness of the rehabilitative programme. Also, the researcher was not able to evaluate particular efforts made by families and guardians in relation to these programmes.

**7. There was a shortage of qualified social workers and activity supervisors,** which prevented the researcher from spending enough time with them, discussing all the



issues related to the effectiveness of the rehabilitative programme, except during the interview time and the general meeting with some of them held once during the field work period.

**8. There was ambiguity in the aim of rehabilitative programme** for clients and families and guardians. The researcher observed that some clients, families and guardians were not aware of the aims of the rehabilitative programme, nor of the kinds of programme that clients were involved in.

**9. There was confusion and misunderstanding** regarding the roles of social workers and activity supervisors, although they are defined precisely by the policy document. Therefore the researcher found it difficult to distinguish between their duties in terms of studying the effectiveness of rehabilitative programme.

**10. It was not possible to conduct an experimental rehabilitative programme.** The researcher had considered, in conjunction with another researcher studying for his Ph.D. at Hull University, in the Department of Psychology, conducting an experimental rehabilitative programme, after seeing the quality of the current rehabilitative programme, but there were many constraints preventing this, such as time restriction and administrative issues.

**11. There was a lack of follow up statistical data,** particular about re-offending, due to the lack of records and documentation. The researcher was able to obtain some statistics on re-offending, but for one year, 1999, only.

Overall, the researcher did everything possible, with the help of managers and practitioners, to overcome these limitations, and eventually obtained most of the important information he wanted for the study.

## **vii. Data Analysis Techniques**

Data and information were derived, as indicated earlier in this chapter, from three main resources: questionnaire interviews, observation and documentary analysis. This information was analysed and represented quantitatively by using the software package of SPSS (Statistical Package for Social Sciences), as well as qualitatively.

### *Quantitative research methods*

In fact, thinking about how the data could be analysed and presented had shaped the design of the instruments. The researcher consulted the research supervisor and some experts in the GRI at Hull University and the Social Sciences College in Alamam University in Kingdom of Saudi Arabia. Robson (1993) pointed out the importance of such actions, saying, ‘...you should be thinking about how your data are to be analysed at the design of your project. This is important not only to ensure that what you collect is analysable, but also to simplify as much as possible the actual process of analysis’ (Robson,1993:311). Therefore all data collection methods were piloted as mentioned earlier, and some questions were reordered and others were added based on the recommendations of the experts.

There is a link between analytical approaches and particular research strategy (Robson, 1993:365). In connection with a survey or experiment, standardized instruments are used survey, which entail the use of various statistical techniques for data analysis and presentation. The aim is mainly to explain the situation in terms of cause and effect relationship, and to give objectivity to the results gathered, as expressed by Harding et al. , (1991).



The computer's contribution in social sciences is obvious in several ways, as pointed out by Klecka et al. (1975) who stated that computers could be used in social sciences '...in generating formal models of social system, for simulating the behaviour of nation or individual political actors for organizing and retrieving large bodies of textual material such as abstracts of journal articles, and for analyzing the contents of written work'.(Klecka et al, 1975:1).

SPSS is 'a comprehensive tool for managing, analyzing and displaying data'(SPSS Manual, 1984:iii). It has been designed also to carry out a wide range of statistical tests. Many were developed during the 1960s, and it is now one of the most widely used statistical packages.

Several statistical techniques of analysis were adopted in this research project, after considerable discussion with the research supervisor and experts in SPSS. These included Descriptive, Frequency, Percentage, Tabulation, Crosstabs and Chi square. These techniques were seen as the most suitable techniques for the types of data to be analysed.

**Frequency** 'Gives frequency distribution for all type of data (nominal, ordinal and interval)'. (Kinnear and Gray,1994:54),and the data can be presented in tables or various kinds of charts such as pi charts, bar charts and histograms.

**Crosstabs** 'generates contingency tables, which list cell frequencies for categorical data classified by at least two variables. The tables also show row or column frequencies and percentages. Various statistics computed from contingency tables, such as Chi- square, the phi coefficient and the contingency coefficient etc. ...are available in the option box in the crosstabs' (Kinner and Gray,1994:54).

However, other advanced statistical techniques such as Factor analysis and Regression were not used because of the sort of data gathered and the sort of questions included in the questionnaires and checklist. Also the researcher tried to simplify the analysis as much as possible to present clear data relevant to the aim and objectives of this evaluative study by using the recommended techniques.

### *Qualitative research methods*

Using qualitative methods in conjunction with the quantitative analysis in social sciences research may sometimes be indispensable, particularly with a case study, when some aspects of phenomena under investigation need detailed accounts of different participants. Such data are often gathered from interview and observation techniques. Robson (1993:371), thinks qualitative methods may be very useful in supplementing and illustrating the quantitative data obtained from an experiment or survey. Also by deriving information from different sources by using multi methods, qualitative methods are a useful way of testing one source of information against other sources.

Therefore, some data in this research study were analysed and presented qualitatively, particularly data gathered from document and records analysis or by using observation checklists and interview with some practitioners and meetings with clients to discuss some aspect of the rehabilitative programme delivery and its effect and development. For more details see the Observation checklist and interview agenda reported in the Appendix II p.364.



## **CHAPTER FIVE : DATA ANALYSIS AND PRESENTATION OF ETHNOGRAPHIC OBSERVATION AND DATA FROM DOCUMENTS AND RECORDS**

The Concept of Rehabilitation in K.S.A and Characteristics of the  
Rehabilitative Programmes in Social Observation Agencies in Riyadh and  
Jaddah

*Summer Rehabilitative Programme*  
*Public Participation*  
*Structured Observation Result*  
*Meeting with Clients*  
*Meeting with Practitioners*

Summary Comparison of Two Agencies

The contents of rehabilitation programmes at Social Observation Agencies in Riyadh and Jeddah, as highlighted in the policy document, were detailed in Chapter Three (pp.118-123). The previous chapter (Chapter Four), described the data collection methods used in conducting case studies of two S.O.As. (questionnaire with interviews, observation and documents and records analysis). The reliability and validity of all data collection methods had been tested by pilot studies and experts in both UK and K.S.A; permission for conducting the study was obtained and samples were selected, comprising 160 subjects from all people related to the rehabilitative programme: Directors, practitioners, clients and families and guardians. The fieldwork was carried out within a period of about six months from the end of July 1999 until the beginning of February 2000. The data obtained from the fieldwork will be presented in this chapter and the following chapters. The ethnographic observation and documents and records analysis revealed that there are not many differences between social observation agencies' rehabilitative programmes in Riyadh and Jeddah, either in terms of planning and implementing these programmes or in terms of their contents. Also, there is an important Summer rehabilitative programme organized each year by social workers and activities supervisors and followed up by the Ministry of Labour and Social Affairs. In this chapter, the concept of rehabilitation in K.S.A is discussed and the characteristics of the rehabilitative programmes in both agencies, as shown by records and ethnographic observation, are presented. The contents of Summer rehabilitative programmes, findings on public participation, the results from structured observation and meetings with clients and practitioners are reported, and a brief comparison is made between the two centres.



## **The Concept of rehabilitation in K.S.A and Characteristics of Rehabilitative Programmes in Social Observation Agencies in Riyadh and Jaddah.**

The concept of 'rehabilitation' in the K.S.A was not used until 1972/1392, when the Social Affairs Ministry established the first Social Observation Agency in Riyadh. Before that time there was no clear vision about how to deal with young offenders, despite a lot of changes that had taken place since the establishment of Social Affairs Ministry in 1960/1380, which took over the management of all social agencies working in the field of welfare. The name of Residential Centre was changed to Social Direction Agency applied to institutions working in both preventive and treatment fields until 1972 (see the discussion of the establishment of Social Agencies, Chap.1, p.15).

Certainly, the emergence of the Social Affairs Ministry and the employing of qualified social workers and the establishment of Social Science Colleges and Departments in the universities with the return of the first generation of postgraduate students sent to the advanced countries such as UK and USA, seemed to have a definite effect upon modernization of the juvenile justice system in K.S.A from the 1970s onward. These developments led to more advanced professional approaches being employed to dealing with young offenders. Thus, the strategy of rehabilitation and social reform in the juvenile justice system in K.S.A was directly adopted from and linked with the modern rehabilitative approaches, drawing mainly from the practical aspect of social sciences in USA and UK (Social and Labour Services Evolution Development in K.S.A, P:63).

Therefore, it can be established that since 1972, care for young offenders in K.S.A has taken a clear direction. The notion of rehabilitation (treatment) has been officially recognised with clear distinction made between prevention and rehabilitation.

Subsequent developments occurred quite rapidly in the juvenile justice system and disposals for the treatment and management of young offenders were obviously influenced by the strategy of rehabilitation. The aim of the S.O.A was defined as being to rehabilitate and thereby reduce the offending of clients by involving them in different aspects of the rehabilitative programmes. Also, young people should be processed in the juvenile justice system depending on their circumstances and the nature of their behaviour. In the treatment (rehabilitation) approach juvenile should be processed in three stages (security, judicial and social agency) see Chap.1 pp.18-23.

Regulations for arresting and detaining young offenders were also set up by the Internal Ministry Circular 1984 (see p.19 above). In addition, the Internal Ministry Circular 1980/1400 specified the general rules for carrying out the investigation and assessments, which defined the members of the investigation committee as including an agency investigator, social worker and psychiatrist. This development reflected the notion of rehabilitation by including social workers and psychiatrists in the investigation process.

The importance of trying to rehabilitate young offenders, separately from the adult justice system, had been enhanced by the establishment of the juvenile court, in Riyadh in 1975. However, despite its abolition in 1980 because of the small numbers of cases dealt with in that time, young offenders are still dealt with in courts separately by juvenile judges appointed by the adult court within the agency, except in cases involving



dangerous criminal behaviour, such as murder, in which they have to be dealt with by the high court (see judicial stage pp.20-21).

Overall, the concepts of 'rehabilitation' and 'treatment' are used almost alike in K.S.A, despite the slight difference that may be argued between them. Rehabilitation is seen as a concept of dealing with behaviour, and the associated treatment basically imitates the medical model, which is called in K.S.A the 'social work process' viz. study, diagnosis and treatment (see social agency stage pp.21-22). When the possible causes of the problem have been defined and different circumstances considered and diagnosed, a *rehabilitation plan* should be set up by the social worker, to be discussed with the judge. Meanwhile, the response of the young offenders to the treatment plan has to be assessed by the social worker, who follows up the case through the different stages of the treatment plan and writes regular assessment reports. Therefore, positive changes occurring in the young offender's behaviour and his good responses to the rehabilitation will lead inevitably to his early release after the judge consents.

Generally, all convicted clients have to be enrolled in various aspects of rehabilitative programmes within the Social Observation Agencies. There is one scheduled rehabilitative programme during each academic year, in addition to a summer rehabilitative programme. The rehabilitative programme is a routine programme starting at a specific point of time and finishing at a specific point of time for all clients. It therefore, seems that there are not alternative or specific rehabilitative programmes for individual cases.

In general, the rehabilitative programme of the S.O.As contains most aspects of rehabilitation highlighted in the policy document i.e. educational, vocational, social, sport, and religious programmes(see the description of Rehabilitative Programme



contents, above, p.118-123). However, it appears from the agencies' records that during the academic year, the rehabilitative programme concentrates heavily on educational aspects, because clients spend most of their time in the school attached to the agency. Also some attention is paid to the social and sport programmes, particular at the weekends. Less focus is given to vocational programmes, despite their importance, because of lack of facilities and professional people qualified to deliver such programmes.

Nevertheless, it was clear from the ethnographic observation and analysis of records that there is a concern for improving the quality of rehabilitative programmes within Social Observation Agencies in K.S.A. in general and Social Observation Agency in Riyadh in particular. There are several committees working at S.O.A in Riyadh, in all aspects of the rehabilitative programme, such as the Activities Committee, the Social Committee and the Sport Committee. These committees were responsible for setting simple plans containing detailed aspects of the rehabilitative programme as shown in the following table.

Weekdays	Saturday		Sunday		Monday		Tuesday		Wednesday		Thursday		Friday	
	p.m.	ev.	p.m.	ev.	p.m.	ev.	p.m.	ev.	p.m.	ev.	p.m.	ev.	p.m.	ev.
Alyarmok	Wo	sport	quiz	sport	vocatio nal	cultu ral	vidoe	cultur al	Men	telent	f	f	sport	f
Alquideceia	me		vocatio -nal.		video		sport			and	r	r	quiz	r
Nhawand	n		video		sport		quiz			creat ive	e	e	vocat ional	e
Balat Alshohadi	visit	progra mme	sport progr- am	progra mme	quiz	prog ram me	vocat ional	progr amme	Visit	prog ram me	e	e	video	e

Table 5.1 Groups allocated in all aspects of rehabilitative programme at S.O.A in Riyadh.

*Extracted from the agency records*

*Key Words: p.m. = afternoon ev= evening*

*\*Each group is named after a famous battle in the history*

*For more about the content of these programme and their potential impact on offending behaviour see description of the rehabilitative programmes Ch3 p.118-123*



Overall there is a member of the activity supervision staff in the Social Observation Agency in Riyadh in charge of monitoring the planning and delivering of the rehabilitative programme within the agency. This member was appointed by the Director of the Social Observation Agency in Riyadh, in an effort to improve the quality of the rehabilitative programme; the post is not included in the policy document. The following table summarises the rehabilitative programme during the first semester of 1999/2000/1420.

<i>Weeks</i>	<i>Kind of Rehabilitative Programme</i>
<i>First Week</i>	<i>Lecture*</i>
<i>Second Week</i>	<i>Talent Meeting</i>
<i>Third Week</i>	<i>Sport Festival</i>
<i>Fourth Week</i>	<i>Lecture</i>
<i>Fifth Week</i>	<i>Poetry Evening</i>
<i>Sixth Week</i>	<i>First month school Examination</i>
<i>Seventh Week</i>	<i>Theatrical Party</i>
<i>Eighth Week</i>	<i>Letter quiz(Competition)</i>
<i>Ninth Week</i>	<i>Lecture</i>
<i>Tenth Week</i>	<i>Sport Festival</i>
<i>Eleventh Week</i>	<i>Theatrical Party</i>
<i>Twelfth Week</i>	<i>Second month Examination</i>
<i>Thirteenth Week</i>	<i>Talent Gathering</i>
<i>Fourteenth Week</i>	<i>Preparation for Semester Exam</i>
<i>Fifteenth Week</i>	<i>Preparation for Semester Exam</i>

*Table 5.2 Summary of main Rehabilitative programmes during the first semester of 1999/2000/1420.*

*Extracted from Social Observation Agency records in Riyadh.*

*\*lectures are usually conducted by guests speakers or practitioners to direct clients and enhance social values in order to impact on offending behaviour*

Also there is an **open day programme** for the various groups (families), containing all clients whose behaviour has improved during the week. This programme is conducted within the agency by social workers and activity supervisors, with the aim of encouraging clients and sustaining their behavioural reform. This programme includes some sport and social activities, a competitive quiz and entertainment plays. This programme is a simple one and it is not a professional programme (containing



group therapy, individual therapy and case study, etc.) as it should be; but it concentrates on counselling, as can be seen from the following Table 5.3.

*Table 5.3 Summary of Open Day programme for Distinctive Families S.O.A in Riyadh. [extracted and translated from the agency records]*

Time	Programme	Executive	Comment
5.10 a.m.	Preparation for morning prayer		
5.30 a.m.	Morning prayer		
5.30-6.30 a.m.	The Holy Quran	Abu Hammam	
6.00 - 7.00 a.m.	Breakfast		
7.00 - 7.15 a.m.	Preparation for next activity		
7.15 -8.30 a.m.	Treasure Play		
8.30 -10.00 a.m.	Sport programme		
10.00 -10.15 a.m.	Family(group) Meeting		Leaflets Preparation
10.15-11.00 a.m.	Cultural 1		Tea break
11.00 -12.00 a.m.	Video		Sport Centre
12.00- 12.45 p.m.	Preparation for Mid day prayer		
12.45- 1.45 p.m.	Cassette Quiz	Sami	
1.45-3.15 p.m.	Lunch Time and Rest		
3.15-3.45 p.m.	Preparation for afternoon prayer		
3.45-4.00 p.m.	Family(group) Meeting 2		Book Reading
4.00-4.15 p.m.	Preparation for next activity		
4.15-5.30 p.m.	Sport programme		
5.30-6.00 p.m.	Preparation for Evening prayer		
6.00-6.30 p.m.	Cultural 2		Tea Break
6.30-7.00 p.m.	Auction Play	Abu Khald	
7.00- 7.30 p.m.	Preparation for Midnight prayer		
7.30-7.45 p.m.	Quick Family Meeting		
7.45-8.45 p.m.	Discussion on Drugs	Sami	
8.45-9.15 p.m.	Quick Competition 1		
9.15-10.15 p.m.	Evening Party Scene, Poems, Talent 15 Minutes each family *		
10.15-11.00 p.m.	Dinner time and preparation for return		

\*The above table includes most aspects involved in the rehabilitative programme (social, sport, cultural, religious, except vocational programme). Some contents of the social programme, such as Talent, aims to encourage clients to demonstrate their talents such as hand skills, drawing and writing skill, 'play acting' etc.,'. Also theatrical plays such as Treasure and Auction Plays aim to encourage clients to perform different roles in order to impact upon their offending behaviour and encourage behaviour reforms, by enhancing social values and rehabilitate them by reforming different roles (see discussion of rehabilitative programme contents above p. 118-123, mainly psychological and sociological pp.121-123).



## Summer Rehabilitative Programme:

As mentioned earlier, the Summer rehabilitative programme is well designed and planned. The Ministry requires the Social Observation Agencies to prepare and submit proposals for the summer rehabilitative programme. Therefore, the agencies have enough time to prepare detailed scheduled programmes that cover all aspects of rehabilitation e.g. activities, educational, social, religious, sport and vocational. The agencies also detail all the important items for the programme, classify clients into groups and appoint social workers and activities supervisors. Overall, the summer rehabilitative programme is distinctive in its aim. The programme used to be conducted in the camps outside the Agencies' premises, and only clients whose behaviour had reformed were included. However, in recent years, the programme has been conducted within the Social Observation Agencies, and all clients are involved. The Social Observation Agencies prepare a plan for the programme, monitored by the agency director and supervised by social workers and Activity Supervisors, as is shown in Table 5.4.

Days Families	Saturday	Sunday	Monday	Tuesday	Wednesday
Alyarmok	Sport centre	library	Break	Video	free activity & evaluation
Alquideceia	video	sport centre	library	Break	free activity & evaluation
Nahawand	break	video	sport centre	library	free activity & evaluation
Blat-Alshohdia	library	break	video	sport centre	free activity & evaluation

*Table 5.4 Summer Rehabilitative Programme in S.O.A in Riyadh in morning from 9.30 a.m. until 10.30 a.m. Source: from Social Observation Agency records in Riyadh, 1420/1999.*

The general form of the Summer Rehabilitative Programme at the Social Observation Agency in Riyadh is as shown in Table 5.5:

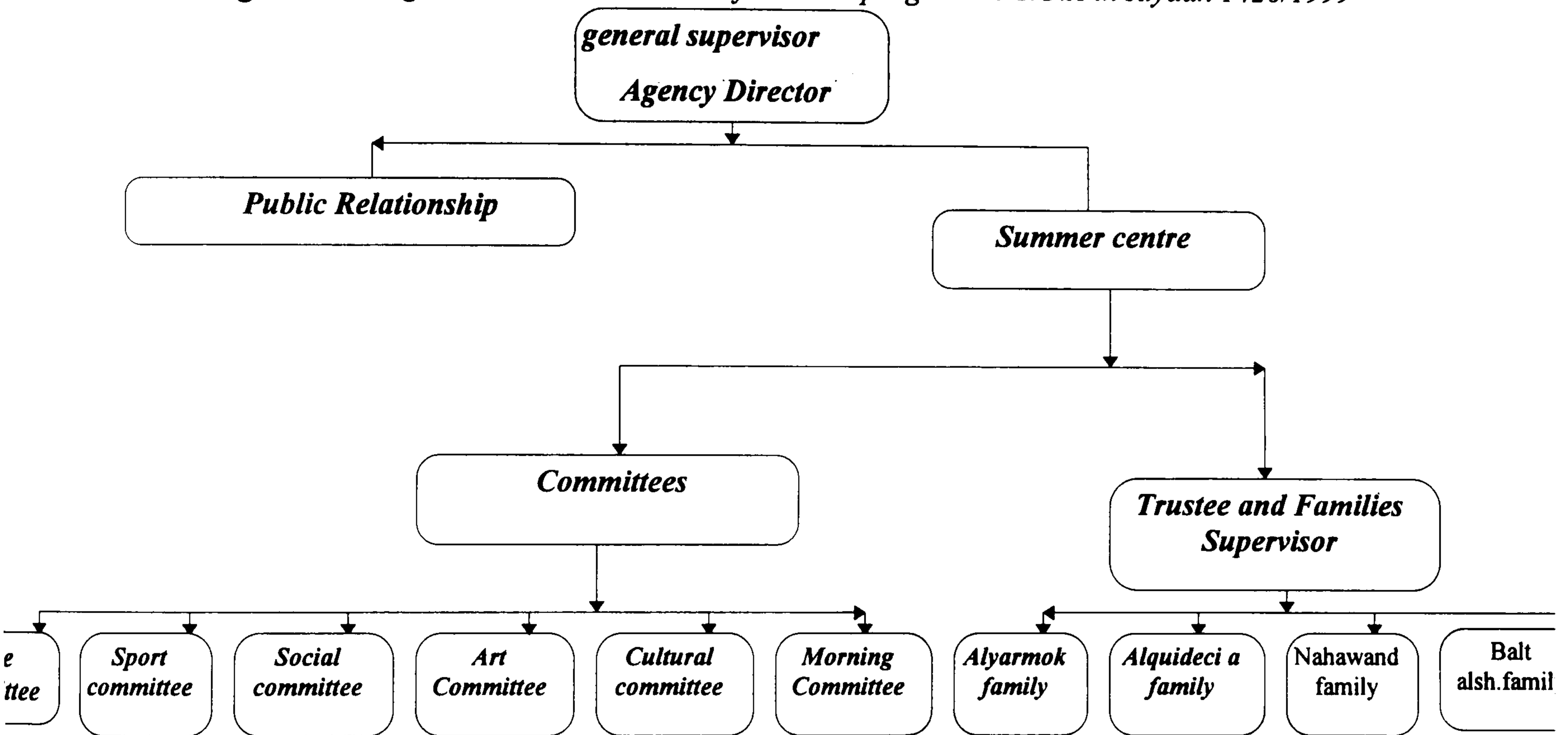




No activities or programmes are scheduled for Thursdays and Fridays which are the official weekend break in K.S.A.

It seems that the organizational framework of the Summer Rehabilitative Programme in Riyadh is well defined. (See Figure 5.1 below) The responsibilities are allocated and the work is delivered in an organized way. Also cooperation with the local community is evident; some volunteers were involved in conducting some of these rehabilitative programmes, such as the social programme 'theatre' (stage) and cultural programme.

Figure 5.1 Organizational Framework of Summer programme S.O.A in Riyadh 1420/1999



The Summer Rehabilitative Programme at the Social Observation Agency in Jaddah is planned and conducted in a similar way to those in Riyadh, but its content is slightly different as it appeared from the agency records. Moreover, there is a procedure and exchange of letters between the Ministry and the Agency about the characteristics of the Summer rehabilitative programme that is intended to be carried out and who will be in charge of monitoring and delivering the programme. In general, the programme covers the following aspects.

<i>N</i>	<i>Programme</i>	<i>Supervisors</i>
1	<i>Cultural Programme</i>	<i>Member of Staff</i>
2	<i>Social Programme</i>	” ”
3	<i>Sport Programme</i>	” ”
4	<i>Art Programme (as talent pro. Drawing,...)</i>	” ”
5	<i>Stage(Theatre) Programme</i>	” ”
6	<i>Public Service Programme</i>	” ”
7	<i>Agricultural Programme</i>	” ”
8	<i>Health Programme</i>	” ”

*Table 5.6 Aspects of Summer Rehabilitative Programme at S.O.A in Jaddah 1420/1999*  
*Source: Agency records, Social Observation Agency in Jaddah 1420/1999*

Programmes such as Cultural, Social, Sport , Art and Theatre are similar to those in the Social Observation Agency in Riyadh; but other programmes are different. Public Services (cleaning, tidying the place and checking wards) aims to involve clients in some voluntary activities within the agency to rehabilitate them through the work. It is the same for the Agricultural programme (gardening and learning some agricultural skills). The Health programme aims to raise the clients' awareness of many health issues such as the harm of drugs, and to give clients some experience in First Aid with the assistance of some voluntary expertise from the community from hospital and health associations such as the Saudi Red Crescent Association, King Saud Hospital and Alamal (Drug) Hospital).

Overall, clients were allocated into different groups (families), and an activity supervisor was appointed to monitor each group as in the following tables.

*Table 5.7 Families and supervisors during summer rehabilitative programme at S.O.A in Jaddah 1420/1999.*

<i>*Family Name (group)</i>	<i>Supervisor</i>
<i>Iben Bize Family</i>	<i>Member of Activities Supervisor Staff</i>
<i>Iben Tameia Family</i>	” ” ” ”
<i>Iben Alquim Family</i>	” ” ” ”
<i>Albokhary Family</i>	” ” ” ”
<i>Alshafia Family</i>	” ” ” ”
<i>Altearmathie Family</i>	” ” ” ”
<i>Iben Hanbal Family</i>	” ” ” ”
<i>Ibu Hanefia Family</i>	” ” ” ”
<i>Alfathel Family</i>	” ” ” ”

Source: The Agency Records 1999

\* Names of Scholars in History



The clients were involved in different aspects during the morning and evening of the Summer Rehabilitative Programme according to a timetable prepared in advance by practitioners and social workers and agreed by the Ministry. The following table shows clients' allocation to different aspects of the summer rehabilitative programme in the morning session in the S.O.A in Jaddah.

<i>Day</i>	<i>Programme</i>	<i>Time</i>	<i>Family</i>
<i>Saturday</i>	<i>Public Services*</i>	<i>10.00-12Am</i>	<i>Iben- Bize</i>
	<i>Health*</i>	<i>” ”</i>	<i>Iben- Tameia</i>
	<i>Cultural and Direction</i>	<i>” ”</i>	<i>Iben-Alquim, Altearmathie and Iben Hanbael</i>
	<i>Social</i>	<i>” ”</i>	<i>Albokhary &amp; Alshafia</i>
	<i>Sport</i>	<i>” ”</i>	<i>Abu Hanefia &amp; Alfathel</i>
	<i>Sunday</i>	<i>public Service*</i>	<i>” ”</i>
<i>health*</i>		<i>” ”</i>	<i>Iben Bize, Abu Haneefia &amp; Alfathel</i>
<i>Cultural &amp; Direction</i>		<i>” ”</i>	<i>Albokhary &amp; Alshafia</i>
<i>Social</i>		<i>” ”</i>	<i>Iben-Alquime, Altearmathie &amp; i ben-hanbel</i>
<i>Sport</i>		<i>” ”</i>	<i>Albokhary &amp; Alshafia</i>
<i>Monday</i>		<i>Public Service*</i>	<i>” ”</i>
	<i>Health*</i>	<i>” ”</i>	<i>Altearmathie</i>
	<i>Cultural &amp; Direction</i>	<i>” ”</i>	<i>Albokhary &amp; Alshafia</i>
	<i>Social</i>	<i>10.00-12Am</i>	<i>Abu Hanefia &amp; Alfathel</i>
	<i>Sport</i>	<i>” ”</i>	<i>iben-Hanbel, Iben-Tameia &amp; Iben-Bize</i>
	<i>Thursday</i>	<i>Public Service*</i>	<i>” ”</i>
<i>Health*</i>		<i>” ”</i>	<i>Iben-Alquim</i>
<i>Cultural &amp; Direction</i>		<i>” ”</i>	<i>Iben-Hanbel, IbenBize &amp; Iben-Tameia</i>
<i>Social</i>		<i>” ”</i>	<i>Albokhary &amp; Alshafia</i>
<i>Sport</i>		<i>” ”</i>	<i>Alfathel &amp; Abu-Hanefia</i>
<i>Wednesday</i>		<i>Public service</i>	<i>” ”</i>
	<i>Health*</i>	<i>” ”</i>	<i>Albokhary</i>
	<i>Cultural &amp; Direction</i>	<i>” ”</i>	<i>Alfathel &amp; Abuhanefia</i>
	<i>Social</i>	<i>” ”</i>	<i>Iben-Hanbel, iben Bize &amp; Iben tameia</i>
	<i>Sport</i>	<i>” ”</i>	<i>Altearmathia &amp; Iben-Alquim</i>

*Table 5.8 Summer Rehabilitative Programme at Social Observation Agency in Jaddah, Morning Programme*  
*Source: Agency Records S.O.A in Jaddah 1420/1999*

\* Programmes such as public services, agricultural skills and health were not contained in the summer rehabilitative programmes in Riyadh. These programmes mainly aim to provide clients with some skills in Art, agriculture and first aid, and to enhance social values such as collective responsibility, cooperation, punctuality, value of work and leadership in different situations in order to affect their offending behaviour.



The Summer Rehabilitative programme starts early in the morning because it commences with the morning prayer. Generally, the following table shows the framework of Summer rehabilitative programme in Jaddah.

<i>Time</i>	<i>Activity /Programme</i>	<i>Comment</i>
4.00-4.45 a.m.	<i>Preparing for morning prayer</i>	
4.45- 5.30 a.m.	<i>Breakfast time</i>	
5.30- 9.00a.m.	<i>Rest</i>	
9.00 -9.45 a.m.	<i>Preparing for morning programme</i>	
9.45-100 a.m.	<i>Morning Queue for Training</i>	
10.00- 12 a.m.	<i>Practicing morning programme (Cultural, health, sport, social &amp; public services)</i>	
12.00-12.45 a.m.	<i>Preparing for Midday prayer</i>	
12.45-1.30 p. m.	<i>Lunch time</i>	
1.30-3.15 p. m.	<i>Break &amp; Rest</i>	
3.15-4.00 p. m.	<i>Preparation for afternoon prayer</i>	
4.00-6.30 p. m.	<i>Practising evening programme</i>	
6.30-7.15 p. m.	<i>Preparing for evening prayer</i>	
7.15-8.00 p. m.	<i>Lectures and Religious Session</i>	<i>Except Sundays and Thursdays because of Parent Visiting</i>
8.00-8.45 p. m.	<i>Preparing for Midnight Prayer</i>	
8.45-9.30 p. m.	<i>Dinner Time</i>	
9.30- 12.00 p. m.	<i>Practicing varied Activity</i>	
12.00 p.m.-4.00 a.m	<i>Rest</i>	

*Table 5.9 Timetable of Public Summer Rehabilitative Programme, in Jaddah.*

*Source: S.O.A. records in Jaddah, Summer rehabilitative programme 1420/1999.*

However, the ethnographic observation and analysis of records revealed that although the Summer rehabilitative programme is well organized, it seems not to be a professional programme in terms of its content. There is an absence of professional intervention carried out by social workers and psychologists (i.e. practicing the skills and principles of social work and psychology such as case study, group therapy and individual therapy, etc.,) although the other hand the programme tries to impact offending behaviour by enhancing social values and teaching clients some skills. This is probably due to the huge number of clients involved in the Summer rehabilitative



programme and the lack of qualification of Activity Supervisors and lack of skilled Social Workers. In the Social Observation Agency in Jaddah, 94% (17 out of 18) of workers had no other qualifications or training and 67% had only secondary, intermediate and diploma qualifications.

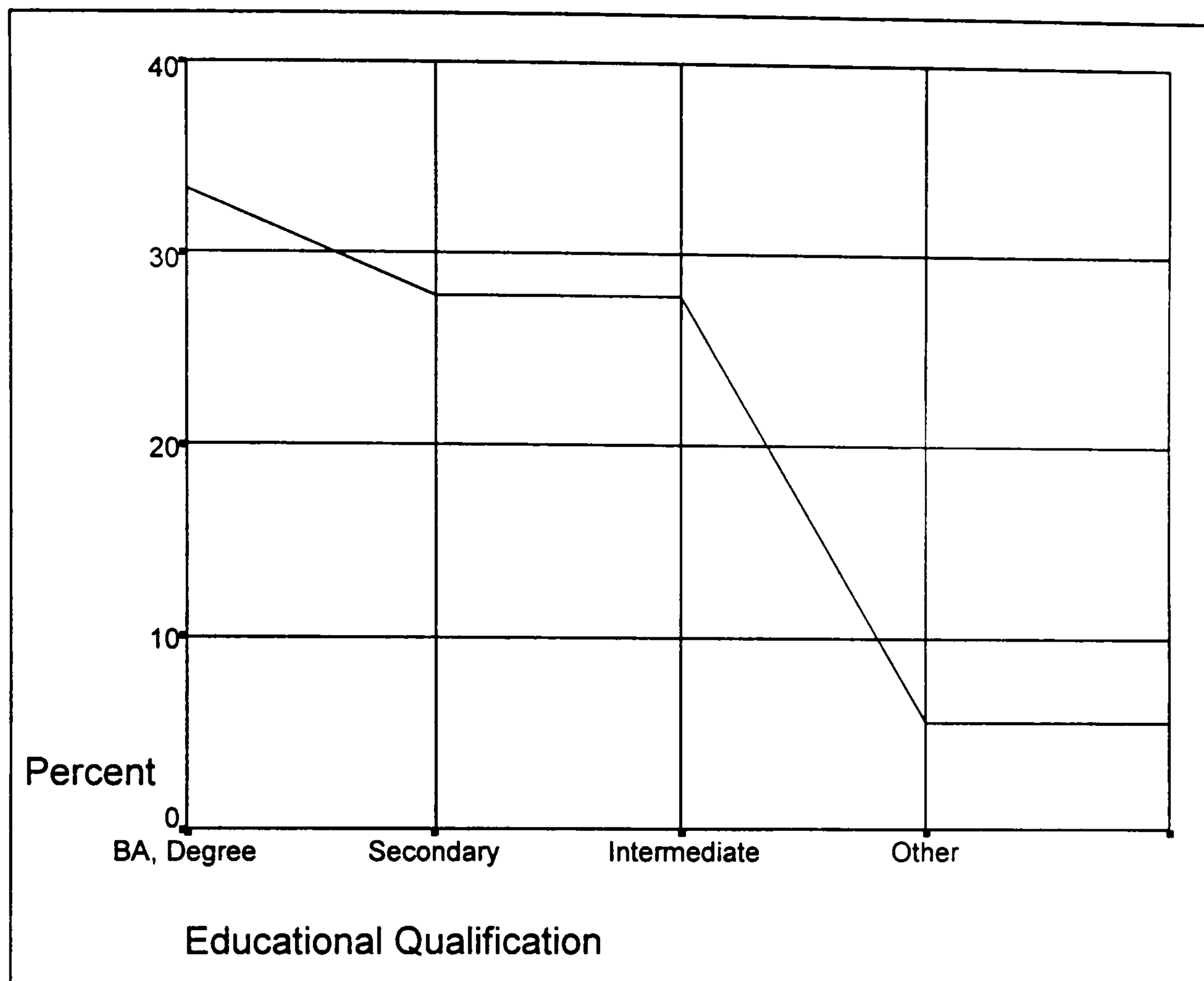


Figure 5.2 Educational Qualifications of Director and Practitioners, Social Observation Agency in Jaddah.

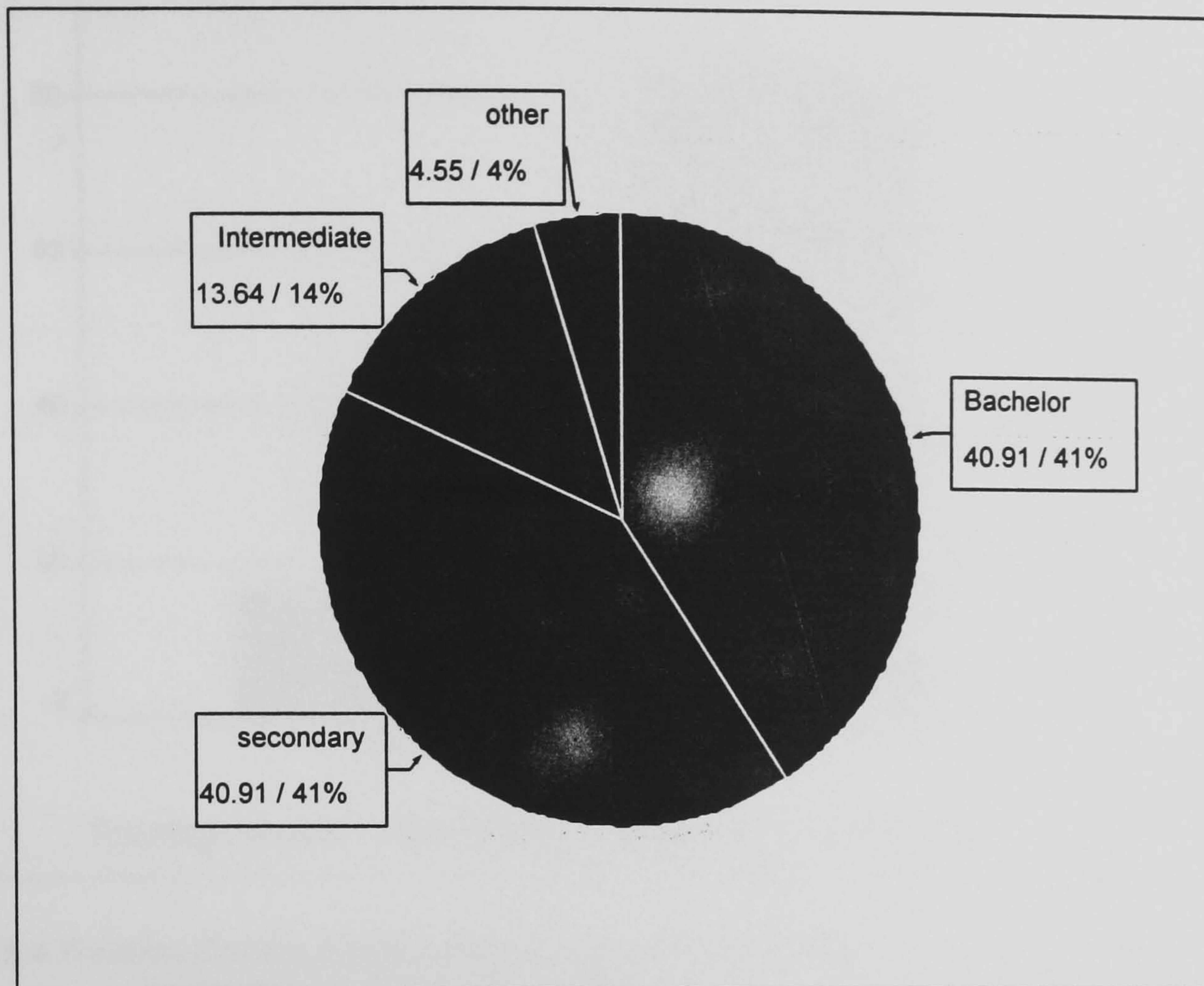
**Do you have other qualification?**

		Frequency	Percent
Valid	Yes	1	5.6
	No	17	94.4
	Total	18	100.0

Table 5.10 Other qualifications obtained by Director and practitioners at Social Observation Agency in Jaddah.

In contrast, among workers in Riyadh, 73% (16 of 22 subjects) had not obtained any other qualification and 86% had not had any training, while 41% had obtained BA degrees(See Figure 5.3 below).



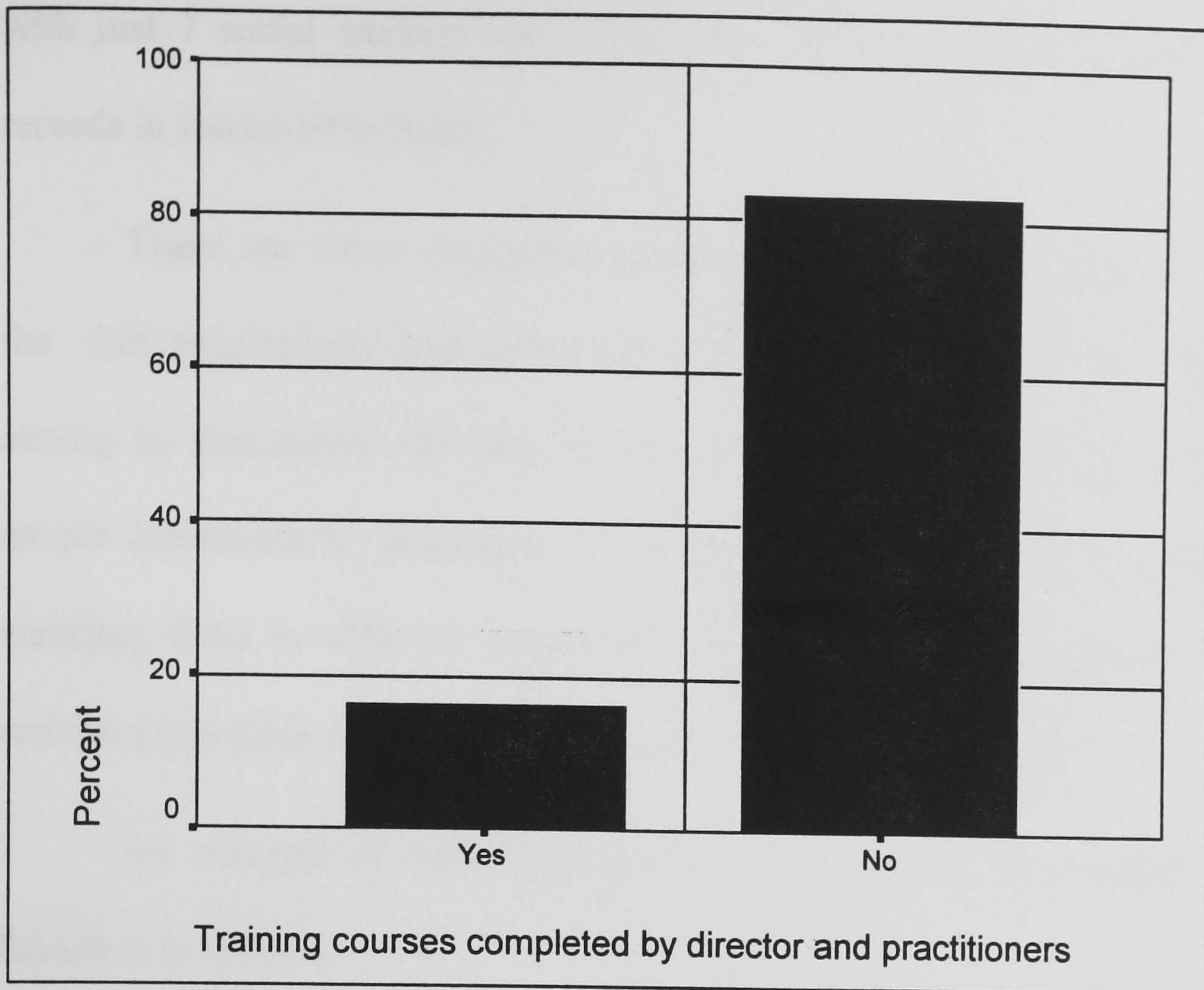


**Figure 5.3** *Qualifications Obtained by Director and Practitioners in Social Observation Agency In Riyadh.*

		Frequency	Percent
Valid	Yes	3	13.6
	No	19	86.4
Total		22	100.0

*Table 5.11 Training Courses attended by Director and Practitioners Social Observation Agency in Riyadh*





**Figure 5.4 Training Courses Obtained by Director and Practitioner  
Social Observation Agency in Riyadh**

It appears from the above bar-chart that a minority (14 per cent) of practitioners had completed a training course in the field of delinquency. Training courses were mainly in case study, diagnosis and treatment in social work.

Also, the huge number of clients as mentioned earlier made it impossible for social workers and activity supervisors in both agencies to work with individual clients' cases. According to the policy document of S.O.As., there should be one social worker for ten clients(1:10) (Policy Document,1984), but the research revealed that the ratio is more than five times that (i.e. more than1:50) . In the Social Observation Agency in Riyadh the number of clients processed during 1419/1999 was about 1975 (S.O.A's Records in Riyadh, 1999/2000); this number had to be dealt with by 8 social workers and 13 activity supervisors. In Jaddah the number of clients processed was about 2901,



with just 7 social workers and 10 Activity Supervisors (Social Observation Agency's records in Jaddah 1999/2000).

There are other programmes held by the agencies on special occasions, such as the Eid programmes celebrating the end of Rammadan and the Hajj (pilgrimage), aiming to link clients with their families and society. In general, the agency organizes a simple entertainment programme to celebrate Eid. The aim is to encourage clients by enrolling them in different aspects of the programme. The programme contains varied activities (see table 5.12 below) over a period of about two weeks.

An example of such a programme organized by both agency in Jaddah and Riyadh is as follows:

*Table 5.12 Example of Eid Programme*

Day	Programme	Programme Supervisor
Wednesday	Sport Championship between wards	Activity Supervisor
Thursday	Family Activity	Family Leader
Friday	Family Activity	Family Leader
Saturday	Poetry Evening	Activity Supervisor
Sunday	Family Activity	Family Leader
Monday	Talent Gathering	Activities supervisor
Tuesday	Sport Festival	Activity Supervisor
Wednesday	Investment Competition	Activity Supervisor
Thursday	Family Activity	Family Leader
Friday	Family Activity	Family Leader
Saturday	Sport Championship	Activity Supervisor
Sunday	Family Activity	Family Leaders
Monday	Family Activity	Family Leaders
Tuesday	Family Activity	Family Leaders
Wednesday	Sport Championship	Activity Supervisor
Thursday & Friday	Activity Party and Preparation for School	Activity Supervisor

*Source: Agencies' Records 1999*



## Public participation

Linking clients with their local community is considered by workers of S.O.As in Riyadh and Jaddah as an important part of their rehabilitation. Therefore, individual and religious and educational groups from schools or universities are allowed to visit the agencies to carry out some shared activities with clients. Nevertheless, there is a negative relationship between the agencies and the community, according to the research findings. 73% of interviewees (directors and practitioners) at the Social Observation Agency in Riyadh stated that there is not a good relationship between the agency and local community, while 58% of clients either agreed or strongly agreed that failure to integrate client into the community through visiting governmental or private firms or conducting voluntary works adversely affects the effectiveness of rehabilitative programmes within S.O.A. in Riyadh. In Jaddah, 50% of staff interviewees (directors and practitioners) agreed that good cooperation between the agency and community can contribute positively to the effectiveness of the rehabilitative programme.

The Social Observation Agency in Riyadh participated in various outside events, while the Social Observation Agency in Jaddah did not. For example, the S.O.A. in Riyadh in 1999 participated in an exhibition held by Prince Sultan agency in Riyadh. Also the agency participated in another exhibition organized by Alummamah Secondary School. A forum about drugs and delinquency was held within the Social Observation Agency in Riyadh, in which representatives from the Ministry of Interior, Health Ministry, universities and the researcher were invited to participate. Also, Riyadh Daily Newspaper investigated the problem of delinquency in four serial editions. It interviewed the Director of S.O.A. in Riyadh, clients, practitioners, specialists in the universities and policy makers. In general, the investigation concentrated on the causes

of problems and it concluded that there is a need for evaluation of the rehabilitative programmes (Alriyadh Newspaper No: 11455,56,57 and 58, 1999).

At the Social Observation Agency in Jaddah, some programmes such as health, theatre and religious programmes are delivered with the aid of volunteers. Participation came from the hospitals, private associations and Islamic office for Dawah. Such activities reflect the importance attached to cooperation between the Social Observation Agencies and local community.

The rehabilitative programme within the Social Observation Agencies is generally influenced by the religious programme. The five daily prayers have to be performed, as appeared from the agencies' records. In addition, some Islamic lectures and Islamic tape competitions are held in Jaddah. Also, the religious rehabilitative programme, as a part of the public rehabilitative programme in Social Observation Agencies, contains Quran and guidance sessions which are optional for clients. The sessions are held in the Mosque within the agency concerned, as agreed with practitioners. Overall, these programmes seemed to have an effective impact on offending behaviour, by enhancing self-esteem and social values of client.

### Structured Observation results:

It is very important to assert here again that the observational approach was used in this research project as a supplementary method (see pp. 159-60, 164-165), while the main data collection technique was the questionnaire interviews, and the effectiveness of the rehabilitative programme was measured in terms of fulfillment of the seven



criteria and the achievement of the rehabilitative programme objectives (see pp.156-157).

However, in the light of available data obtained from interviews and analysis of documentary sources and records, plus general observation, the researcher decided to spend some time observing clients and practitioners (social workers and activity supervisors) during the programmes to examine the impact of some dimensions on the effectiveness of the rehabilitative programme. But, because of time restrictions, the researcher was not able to spend more time observing practitioners and clients in all programmes in different settings. Therefore, the researcher observed clients and practitioners and the facilities available in general, and selected samples of the rehabilitative programme for closer scrutiny.

Overall, the observation covered the followings topics:

1. Interaction between practitioners and clients.
2. Characteristics of conducting rehabilitative programme.
3. Clients' behaviour during their participation on the rehabilitative programme.
4. Practitioners' skills in handling different situations (i.e. social workers and activity supervisors).
5. Cooperation between Social Observation Agency and families and guardians.
6. Cooperation between social observation agency and private and government firms.

The researcher observed five different programmes in both Social Observation Agencies in Riyadh and Jaddah using a scale ranking (1-5)\*, on a subjective scale where 1=Poor, 2= Unsatisfactory, 3=Satisfactory, 4=Good, 5=Very good and NR when the scale is not relevant. The rationale underlining the methodology of how the structured



observation was carried out, and how the observation was recoded, analysed and presented were discussed in above (see Observation Checklist, pp.164-165).

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\* Dimensions (1,2 3,4)

- **1= Poor.** When the interaction among clients and their communication with practitioners did not exist, or when the individual client was not offered the acceptance or direction that were needed; and the professional intervention such as group therapy, individual counselling were absent. Also when the place was not prepared and the facilities for the programme were not available or when the attendance number and time specified for delivered programme were not considered.
- **2= Unsatisfactory.** When the communication between practitioners and clients and interaction among clients existed only for a small number while a large number were not accepted nor offered direction they needed. Also when the place was not prepared beforehand and the facilities required for delivering the programme were not available. The attendance number and time required for the programme is not enough and the number of practitioners did not meet the criterion of 1:10.
- **3=Satisfactory.** When the communication between clients and practitioners was increased and the interaction among them is notable during performing their roles. Also when the place was prepared beforehand and essential facilities were available, although the number of practitioners still did not meet the criterion.
- **4=Good.** When the place was well prepared beforehand and most of the required facilities were available, and the majority of clients were accepted, directed and interacted well with each other. Or when time was available for practitioners to communicate with most of their clients and the number of practitioners to the clients was about what is required.
- **5= Very Good.** When the place was well prepared beforehand and most required facilities were available, and individual clients were accepted, directed and interacted with each other, while the number of practitioners to the number of clients met the criterion of 1:10 and professional skills (group therapy, individual counselling,... etc.) were used.

\* (Dimensions 5 and 6)

- **1=Poor.** When there was no sign of cooperation, visits or attendance and support from families, guardians or private or academic workers to the rehabilitative programme was lacking.
- **2=Unsatisfactory.** When there was some sign of attendance from families, guardians and private and academic workers but no sign of participation on the programme.
- **3=Satisfactory.** When there was noticeable attendance and support for the programme by families, guardians or private and academic workers, that seemed to enhance the delivery of the programme.
- **4=Good.** When the great proportion of families, guardians and private and academic workers visited or participated in the programme or supported it with required facilities.
- **5=Very Good.** When the facilities were available, there was attendance of academic workers in terms of training, consultation, participating in delivering and evaluating programme or when the families and guardians visited the agency or communicated regularly with practitioners.
- **NR= Not Relevant.** When the scale was not applicable and the topic was subjected to general observation only.



The results of the observation were similar in both centres, so they are combined as shown in the following tables:

Indicators	NR	1 (poor)	2 (unsatisfactory)	3 (satisfactory)	4 (good)	5 (very good)
<i>First: interaction between clients &amp; practitioners</i>						
1. Acceptance				•		
2. Direction			•			
3. Communication				•		
4. Increased interaction between group members			•			
5. Ability in practicing social work skills			•			
<i>Second: Delivering rehabilitative pro.</i>						
<i>1. planning for delivering the pro.</i>						
Preparing place			•			
Number of attendance				•		
Time specified for pro.				•		
<i>2. During programme</i>						
Participation			•			
Interaction			•			
Direction				•		
<i>3. The programme Termination</i>						
Documentation			•			
public observation	•	Deprivation				
<i>Third: clients' behaviour during performing the programme</i>						
1. Cooperation				•		
2. Competition				•		
3. Impression					•	
4. Relations with practitioners					•	
<i>Fourth: practitioners' skills in treating different situations</i>						
1. Professional Dimension		•				
2. Punishment, deprivation	•					
<i>Fifth: Cooperation between the centres &amp; families and guardians</i>						
1. Visit		•				
2. Attendance pro. Delivery		•				
3. Participating in programme		•				
4. Communication with practitioners			•			
<i>Sixth: Cooperation in academic field</i>						
1. Attendance		•				
2. Support programme			•			
3. Academic concern (training course, research conducting, evaluation and research advice.			•			

Table 5.13 Observation result of Social Programme.



It appears from the observation checklist that the social programme was not well organized. The place was not convenient nor well prepared. Therefore the clients' cooperation and competition were very low, as shown in the above table. Moreover, activity supervisors in charge of monitoring the programme sometimes prevented clients from participating in the programme.

<i>Indicators</i>	<i>NR</i>	<i>1 (poor)</i>	<i>2 (unsatisfactory)</i>	<i>3 (satisfactory)</i>	<i>4 (good)</i>	<i>5 (very good)</i>
<i>First interaction between clients &amp; practitioners</i>						
<i>1. Acceptance</i>						•
<i>2. Direction</i>					•	
<i>3. Communication skills</i>						•
<i>4. Increase interaction between group members</i>						•
<i>5. Ability in practising social work skills</i>					•	
<i>Second: Delivering rehabilitative prog.</i>						
<i>1. Planning for delivering the prog.</i>						
<i>Preparing place</i>						•
<i>Number of attendance</i>					•	
<i>Time specified for prog.</i>						•
<i>2. During programme performance</i>						
<i>Participation</i>						•
<i>Interaction</i>					•	
<i>Direction</i>				•		
<i>3. The programme Termination</i>						
<i>1. Documentation</i>		•				
<i>2. public observation</i>	•		<i>attractive</i>			
<i>Third: Clients' behaviour during performing the programme</i>						
<i>1. Cooperation</i>						•
<i>2. Competition</i>						•
<i>3. Impression</i>					•	
<i>4. Relation with practitioners</i>					•	
<i>Fourth: Practitioners' skills in handling different situations</i>						
<i>1. Professional dimension</i>				•		
<i>2. Punishment, deprivation</i>	•					
<i>Fifth: Cooperation between the centres &amp; families and guardians</i>						
<i>1. Visit</i>		•		•	•	•
<i>2. Attending pro. Delivery</i>		•	•			
<i>3. Participating in programme</i>		•	•			
<i>4. Communication with practitioners</i>		•	•			
<i>Sixth: Cooperation in academic field</i>						
<i>1. Attendance</i>			•			
<i>2. Support programme</i>			•			
<i>3. Academic concern (training courses, research conducting, evaluation and research advice.</i>		•				

Table 5.14 Observation result of Sport programme



The Sports programme seemed to be attractive because of the clients' age. It was a well prepared programme and activity supervisors tried to increase the interaction between the group members. However, documentation was very poor and there was no sign of cooperation from families or guardians and academic workers.

Indicators	NR	1 (poor)	2 (unsatisfactory)	3 (satisfactory)	4 (good)	5 (very good)
<b>First: interaction between clients &amp; practitioners</b>						
1. Acceptance					•	
2. Direction					•	
3. Communication skills				•		
4. Increase interaction between group members				•		
5. Ability in practising social work skills				•		
<b>Second: Delivering rehabilitative prog.</b>						
1. Planning for delivering the prog.						
Preparing place					•	
Number of attendance					•	
Time specified for the prog.					•	
2. During programme						
Participation					•	
Interaction					•	
Direction				•		
3. The programme termination						
1. Documentation			•			
2. Public observation	•	lack of skills				
<b>Third: Clients' behaviour during performing the programme</b>						
1. Cooperation				•		
2. Competition				•		
3. Impression				•		
4. Relation with practitioners					•	
<b>Fourth: Practitioners' skills in treating different situation</b>						
1. Professional dimension				•		
2. Punishment, deprivation	•					
<b>Fifth: Cooperation between centres &amp; families and guardians</b>						
1. Visit		•				
2. Attending pro. Delivery		•				
3. Practicipating in programme		•				
4. Communication with practitioners					•	
<b>Sixth: Cooperation with academic field</b>						
1. Attendance			•			
2. Suport programme			•			
3. Academic concern (training courses, research conducting, evaluation and research advice.		•				

Table 5.15 Observation Result of Talent Programme



This Talent programme is a part of the social programme, aiming to encourage clients to use their talents (e.g. drawing, writing, speaking, play (act) and other skills), and raise competition among them, in order to affect their behaviour, by skilling them and enhancing their social values. In general, activity supervisors were enthusiastic to build a good relationship with clients, despite a lack of communication skills. Cooperation with families and academic and private sectors was absent, however, which affected the effectiveness of programme. However, the programme might be more effective in impacting upon offending behaviour, if there was better cooperation from different groups.

Indicator	NR	1 (poor)	2 (unsatisfactory)	3 (satisfactory)	4 (good)	5 (very good)
<b>First interaction between clients &amp; practitioners</b>						
1. Acceptance						•
2. Direction						•
3. Communication skills					•	
4. Increase interaction between group members				•		
5. Ability in practising social work skills					•	
<b>Second :Delivering rehabilitative prog.</b>						
<b>1. Planning for delivering the prog.</b>						
Preparing place						•
Number of attendance						•
Time specified for prog.					•	
<b>2. During programme</b>						
Participation					•	
Interaction				•		
Direction						•
<b>3. The programme Termination</b>						
1. Documentation			•			
2. Public Observation	•					
<b>Third: clients behaviours during performing the programme</b>						
1. Cooperation						•
2. Competition					•	
3. Impression					•	
4. Relation with practitioners				•		
<b>Fourth: Practitioners skills in treating different situation</b>						
1. Professional dimension				•		
2. Punishment, deprivation	•					
<b>fifth: Cooperation between the centres &amp; families and guardians</b>						
1. Visit		•		•		
2. Attending pro. Delivery		•				
3. Participating in programme		•				
4. Communication with practitioners			•			
<b>Sixth: Cooperation with academic field</b>						
1. Attendance			•			
2. Support programmes			•			
3. Academic concern (training courses, research conducting, evaluation and research advice.			•			

Table 5.16 Observation result of Religious programme



As shown in the table above, the Religious programme was very well organized. Speakers were invited from the community to deliver a <sup>talk(?)</sup> speech to advise clients and urge them to be more effective members in the community. Other activities were held to allow clients to participate in discussion, which left a good impression on clients.

Indicators	NR	1 (poor)	2 (unsatisfactory)	3 (satisfactory)	4 (good)	5 (very good)
<i>First: Interaction between clients &amp; practitioners</i>						
1. Acceptance						•
2. Direction						•
3. Communication					•	
4. Increase interaction between group member				•		
5. Ability in practising social work skills			•			
<i>Second: Delivering rehabilitative pro.</i>						
<i>1. Planning for delivering the pro.</i>						
Preparing place						•
Number of attendance						•
Time specified for pro.						•
<i>2. During programme</i>						
Participation					•	
Interaction						•
Direction				•		
<i>3. The programme Termination</i>						
1. Documentation			•			
2. public observation	•					
<i>Third: Clients behaviour during performing the programme</i>						
1. Cooperation					•	
2. Competition						•
3. Impression					•	
4. Relation with practitioners					•	
<i>Fourth: Practitioners skills in treating different situation</i>						
1. Professional dimension				•		
2. Punishment, deprivation	•					
<i>Fifth: Cooperation between the centres &amp; families and guardians</i>						
1. Visit		•				
2. Attending pro. Delivery		•				
3. Participating in programme		•				
4. Communication with practitioners				•		
<i>Sixth: Cooperation with academic filed</i>						
1. Attendance				•		
2. Support programme				•		
3. Academic concern (training courses, research conducting, evaluation and research advice.		•	•	•		•

Table 5.17 Observation Result of Cultural programme



Many issues were discussed in the Cultural programme in terms of the effectiveness of the rehabilitative programme and how the quality of programmes can be improved. The programme was well prepared and participation and interaction were good. These impressions were confirmed by an open meeting with some clients at the Social Observation Agency in Riyadh and another discussion meeting with practitioners, which are reported below.

Overall, as a result of ethnographic observation, lack of documentation and the primary analysis of questionnaires interviews with directors, practitioners and clients, the need for other meetings was highlighted. Therefore, the researcher, in the light of these facts, organized two meetings, one open meeting for clients and the other with practitioners.

### **Meeting with clients:**

The meeting was an open meeting of about three hours duration, held at the Social Observation Agency in Riyadh. About 25 clients were involved in this meeting selected from those whose behaviour had improved during the week's assessment. Discussion was concentrated on how much benefit they derived from the rehabilitative programme within the agency, how the effectiveness of the rehabilitative programme could be improved, and their expectation for the future. The discussion was frank; one activity supervisor was in charge of the clients, but left the meeting to allow the clients to speak freely. Therefore, the clients commented on the benefits they had gained from the rehabilitative programme in general, despite some obstacles that affect them. Some clients spoke about difficulties facing them in the educational programme and difficulty in the way they were treated by some teachers. Lengthy discussion was held to find out the reasons behind this. Moreover, clients were not willing to inform their social



workers or activity supervisors, because they feared that to do so would jeopardise their early release. In addition, clients were not aware of the role of social workers working in the agency.

Also, clients commented on the lack of vocational rehabilitative programmes (such as electronics, computer sciences and car mechanics,...etc.). This was of particular concern to those who were not interested in general education and wanted vocational careers. However, after long discussion with clients and the activity supervisor, it was discovered that vocational rehabilitative programmes used to be delivered by specialists within the agency, but because of the lack of facilities in the agency and concern over safety of sharp equipment, the programme was suspended temporarily, except for some courses which do not need complicated equipment. Some efforts had been made to establish vocational workshops within the agency through private firms, e.g. by Alrashid Fibreglass Factory. The factory suggested establishing workshops within the agency and guaranteeing future employment of those clients. Overall it seems from the observation and discussion with clients, supervisors and the director of the agency that there is an interest in benefiting from the private sector to improve the effectiveness of rehabilitative programmes in general and vocational rehabilitative programmes in particular. In addition, there is some reconstruction going on the Social Observation Agency in Riyadh which will provide space for more equipment and other facilities to sustain the effectiveness of rehabilitative programmes within the agency.

In relation to their future plans, some clients, especially those in the final year of secondary school, mentioned a desire to pursue university studies. Some clients commented that they did not think they would obtain high grades in examinations

because some teachers threatened them, while others were more optimistic because they felt that they were progressing in the educational programme and they had achieved high grades in some courses.

Moreover, some issues linked with training courses within the agency and how to improve the quality of rehabilitative programme were discussed in detail. Also, some clients wished to know more about subjects available in the universities, so they were given a brief account about the subjects available and were encouraged to achieve more in the educational programme. Finally, the meeting was finished and clients were thanked and involved in the sport programme.

### **Meeting with Practitioners**

This meeting aimed to cover some other aspects of the effectiveness of the rehabilitative programme. These topics were discussed with practitioners in more detail to hear from them their views and ideas, in the light of the lack of documentation and records. The meeting was well prepared (for the place, time and the agenda, see the Appendix p.343.). Practitioners were provided with copies of the agenda to prepare themselves for discussion. The meeting took place on time, attended by 12 social workers and activity supervisors at the Social Observation Agency in Riyadh; it lasted two hours. Discussion was concentrated on three main dimensions. The first was how to work to improve the effectiveness of the rehabilitative programme within Social Observation Agencies in Saudi Arabia in the light of our experiences and the resources and facilities currently available. Practitioners described how they planned by preparing a questionnaire and distributing it among activity supervisors and social workers. In the light of the outcome, a meeting would be set up, attended by practitioners and sometimes by the directors. However, there was no participation from clients, families



or other bodies from the community, private or government sectors. Practitioners confirmed that there was only one rehabilitative programme during the academic year for all clients, despite their needs or problems, plus the auxiliary Summer rehabilitative programme.

Moreover, practitioners highlighted some obstacles that faced them: security obstacles and obstacles related to the facilities available, particularly insufficient number of Social Workers and Activity Supervisors working in the agencies, compared with huge number of clients, as mentioned earlier in this chapter. Also, there is a lack of facilities which affects the effectiveness of rehabilitative programmes, particularly vocational and sport programmes. Another obstacle is that a huge number of clients enter the agency and are released without being charged or sentenced, which confuses the practitioners and affects the rehabilitative programme. Also, engaging social workers in the administration work is a big obstacle which prevents social workers from performing their role in a professional way (such as professional intervention, case study for each case, group therapy and individual therapy ...etc.).

A question was raised about the importance of documentation and its role in keeping information about the rehabilitative programme so it is available when needed. Practitioners admitted that there is poor documentation of the rehabilitative programme, because practitioners especially social workers are engaged on administrative work, which prevents them from documenting what has been delivered or achieved. Also, the huge number of clients is another factor that affects documentation of the rehabilitative programme within Social Observation Agency in K.S.A. Discussion also highlighted the importance of evaluation of the rehabilitative programmes, in terms of the extent to which the objectives of the programme are achieved, for improving the effectiveness of



the programme. Although they admitted the importance of evaluation in achieving such objectives, the practitioners revealed that they do not evaluate their work or what they achieve in the rehabilitative programme scientifically, by using a questionnaire or other tools, because they have not have enough time or experience in evaluation and their relationship with academic agencies is weak. They therefore rely on reaction from clients and their satisfaction in repeating the programme.

At the same time they do not trust clients' opinions, arguing that clients do not understand evaluation and just want to satisfy the practitioners, in the hope of early release. Also, practitioners thought that families and guardians are not able to realize the importance of evaluation and some of them do not believe in the value of Social Observation Agencies. In addition, they do not cooperate well with the agencies.

The second topic discussed was the effectiveness of rehabilitative programme within Social Observation Agencies in K.S.A. Practitioners highlighted the lack of facilities and resources in general and vocational facilities in particular, which impede the effectiveness of rehabilitative programmes, despite some reconstruction in the Social Observation Agency in Riyadh which will help the agency create places for more facilities to improve the effectiveness of the rehabilitative programme.

The third dimension was future prospects and plans . The researcher observed the practitioners enthusiasm for change, despite many obstacles. More than half (55%) of practitioners thought that many alterations need to be made to improve the effectiveness of the rehabilitative programme in the Social Observation Agencies in K.S.A. As a basic conclusion of the discussion meeting, practitioners suggested establishing an Activities Administration Unit within the Ministry to supervise the rehabilitative programmes and other activities delivered by Social Observation



Agencies. The Ministry would take on the administration of this Unit and some field supervisors would be appointed to supervise delivery of the rehabilitative programme by Social Workers and Activity Supervisors. Also, this unit would prepare yearly plans for rehabilitative programme, taking into account the needs of clients, follow up the delivery of the programme and evaluate its effectiveness by practitioners on the field, as is done with the Activities Administration at the Education Ministry.

The discussion also highlighted the relationship between this Unit and the Aftercare Administration in the Social Affairs Ministry. From practitioners' point of view, the role of the Aftercare Administration is now restricted to caring for special needs only. But they agreed that cooperation and coordination between the two Administrations is needed to improve the effectiveness of the rehabilitative programmes. In addition, practitioners discussed obstacles facing them when delivering aftercare programmes, especially the absence of families' and guardians' cooperation and their failure to perform their roles in helping practitioners to deliver more effective aftercare programmes. In this respect practitioners highlighted the importance of adapting aftercare programmes to be more acceptable and conform with the customs and culture of families. It was suggested that Social Community Centres be established in the residential areas. These centres could be administered jointly by private agencies and government. In general, the role of these centres would be to carry out some activities and programmes to engage the time of young people, so they would be less likely to spend their time in public places or on the streets away from their families' control. Also, through these centres, aftercare programmes could be delivered by introducing released clients to these centres to allow Social Workers follow the clients up in the community, instead of visiting them in their homes, which is difficult in some respects. However, practitioners discussed the importance of benefiting from the



available resources and experience such as studying the experience of Prince Sulman Social Centre in Riyadh and the resources available in the Public Presidency for Youth. Also, practitioners discussed the interruption caused by the huge number of clients who enter the agency and are released without being charged or sentenced and its bad influence upon the rehabilitative programme. Therefore practitioners suggest the importance of reopening the Youth Court, which was abolished in 1980/1400, to judge clients' cases immediately, without delay. In addition, practitioners highlighted that most judges appointed from the Ministry of Justice are not experts on juvenile matters and have a weak relationship with social workers. For instance, the judge may direct that the client be released, even though his family or environment is not prepared to accept him; so practitioners see the importance of social workers attending the judgment sessions to explain the situation and report it to the judge, for clients' benefit.

Alternative sentences such as fines, supervision orders and forfeiture orders were discussed and favored by the practitioners, especially in terms of improving the effectiveness of the juvenile system in K.S.A., but the question is how to achieve that in Saudi Society, given the intense consideration, complex system and institutions and time that would be needed.

Overall, the relationship between the Social Observation Agencies was discussed, in terms of cooperation and coordination for improving the effectiveness of the rehabilitative programme. Practitioners asserted that there is a poor relationship between Social Observation Agencies in K.S.A. and they do not benefit from each other or exchange experiences, except for some meetings between the directors of these agencies.



## Summary comparison of two agencies

A detailed comparison of the rehabilitative programmes and other aspects of the two agencies in Riyadh and Jaddah has been presented in the previous part of this chapter. However, a brief general comparison is presented in the following table:

Comparison	S.O.A in Riyadh	S.O.A in Jaddah
<i>Number of practitioners</i>	<i>21</i>	<i>17</i>
<i>Number of clients Progressing</i>	<i>1975</i>	<i>2901</i>
<i>Kind of Rehabilitative prog.</i>	<i>All aspects specified by policy document(educational, sport, vocational, social and religious) in addition to the summer rehabilitative programme</i>	<i>All aspects of rehabilitative programme mentioned on the policy document(educational, sport, vocational, social &amp;religious) in addition to the summer programme</i>
<i>Kind of participation in the community</i>	<i>Cooperation with private and public sectors, Prince Sultan Agency and Alammamah secondary School exhibitions. Forum about drug and delinquency(Internal Ministry, Health Ministry 'Alamal Hospital' and the universities.</i>	<i>Cooperation with some private and public sectors specially in delivering some rehabilitative programme such as health programme as a part of summer rehabilitative pro. Giving clients some courses in First Aid and cooperation with Abudalaziz Hospital and Islamic office for Dawah.</i>
<i>Available Resources</i>	<i>Lack of resources in general and vocational facilities in particular but it seems there is a lot of reconstruction within the agency to enlarge some places.</i>	<i>Lack of resources in general and vocational facilities in particular as well and there is no sign of reconstruction.</i>

*Table 5.18 Brief general comparison between social observation agencies in Riyadh & Jaddah.*

The number of clients processed in Jaddah last year was 2901. The number of clients sentenced and detained was 1301, while 1600 were released without charges. In Riyadh, the total number of clients are processed by the agency was 1975, of whom 1124 were sentenced for misbehaviour or crimes committed, but 851 clients were released without conviction. Both agencies serve a huge number of clients, although the number of clients in Riyadh was 926 less than in Jaddah, because Riyadh is surrounded by cities which have Social Observation Agencies in Alqasiam and Aldamam, 400



kilometres away; whereas the nearest Social Observation Agency to Jaddah is about 800 kilometres distant in Abhi. Generally, both agencies have a shortage of Social workers and activity supervisors. As mentioned earlier, provision in this respect is inconsistent with policy, whereby there should be one social worker for each 10 clients (1:10). The rehabilitative programmes in both agencies seem to be similar in the way they are planned, designed and delivered and in their contents, which are defined in the policy document. The exception is the Summer rehabilitative programme in Jaddah, which contained Public Services, Health and Agricultural programmes. Overall, there is a lack of resources and facilities in both agencies which adversely affects the effectiveness of the rehabilitative programmes, and prevents them from achieving their ultimate objectives. This is particularly so in the case of vocational rehabilitative programmes. Moreover, it appeared from the ethnographic observation, records and documentation and the views of practitioners that Vocational Rehabilitation needs extra attention, especially in the provision of other facilities and expertise required to deliver the work with more efficiency. There seems to be no sign of improvement at the Social Observation Agency in Jaddah, because of limited space and lack of practitioners, but in Riyadh, the situation appeared to be better, because a lot of reconstruction is going on and some initiatives from the private sector offer the prospect of establishing some vocational workshops in the agency. Practitioners are enthusiastic about these initiatives.



## CHAPTER SIX: SOCIAL OBSERVATION AGENCIES IN RIYADH AND JADDAH: MAIN RESEARCH FINDINGS.

### *Main characteristics of the study Samples*

- i. Clients in both Centres*
- ii. Directors and Practitioners in both Centres*
- iii. Families and Guardians*

### *The Planning and Delivery of the Rehabilitative Programme*

## **Main Characteristics of the Study Samples**

This chapter presents information from the data analysis and questionnaire interview findings for all samples involved in the research fieldwork. Data were analysed quantitatively and qualitatively (see methods of analysis, pp.179-181). However, the choice of appropriate statistical tests was subjected to many considerations, such as the nature of the population from which the sample was drawn, and the kind of measurement or scaling which was employed in the operational definitions of the variables involved. Decisions as to which test was appropriate for analysing collected data were influenced by the type of questions involved in the questionnaire interview, and the significance of using such tests. While different kinds of statistical methods might be used, it was very important to employ a test which measured significance in the data in relation to the aims and objectives of the research project and for it to be presented in simple and proper way. Nominal, ordinal and interval scale measurements are the most common ones used in the behavioural sciences, and data measured by these forms of scales should be analysed by non-parametric methods (Siegel, 1956). After discussing methods of analysis with the research supervisor and some experts in statistics at Hull University and the Social Science College in Almam University in K.S.A, the researcher decided to use SPSS (the Statistical Package for Social Sciences) to manipulate data. Data were analysed and presented mainly in terms of descriptive statistics, which are concerned with the interpretation and summary of frequency and percentage distributions of the different variables. Also these kinds of statistics were seen to be helpful in terms of drawing and making generalizations from a limited body of data such as a sample to the whole population from which the sample was drawn, and describing data produced in forms of

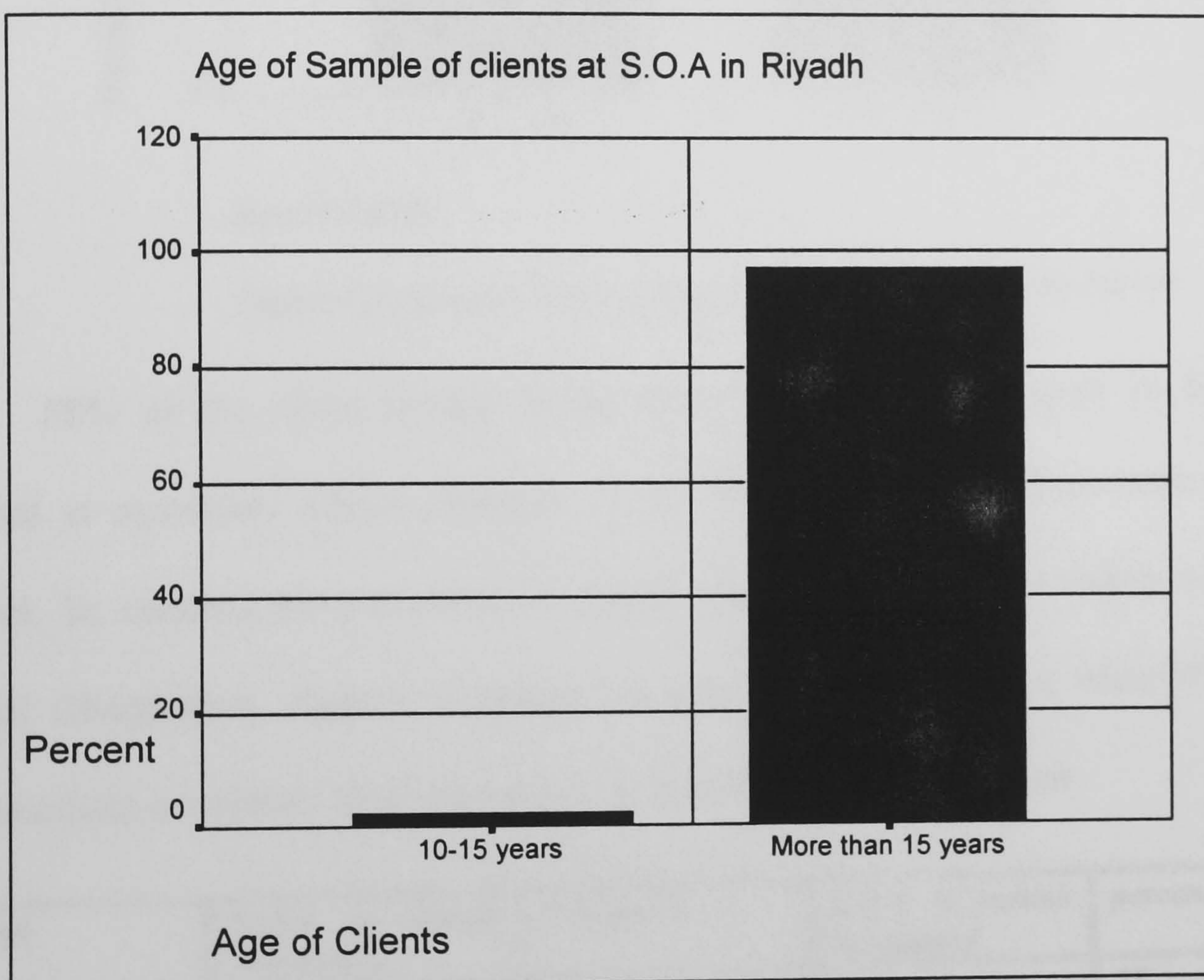


ordinal, nominal and interval scales by different samples. Moreover, on certain occasions tests of statistical significance were required, for which Chi Square was used. This kind of statistical test is a commonly used and useful inferential statistic in social research, which is used to determine whether a set of frequencies is significantly different from those expected under the null hypothesis. This was used for all cross-tabulations. However, Chi Square was found to be particularly valuable on two occasions: first in Chapter 6, to determine the significant correlation between the educational levels and the age of clients in both S.O.As, see Appendix tables 1.31, 1.32.1.33.1.34. 1.35 and secondly, as discussed in Chapter 7, to determine the correlation between progress achieved by clients in the rehabilitative programme and the effectiveness of the educational programme see Appendix tables 1.37,138, 1.39, 1.40. Overall, data are presented in this chapter and Chapter Seven in the form of tables and various graphics, followed by comments explaining their contents and interpreting the relationship between factors, comparing the view of different samples involved in this study. Section One in Chapter 6, presents the main characteristics of the study samples: i. Clients' samples in both centres, ii. Directors and practitioners in both centres and iii. the Families and Guardians Sample. Section Two presents the findings regarding the planning and delivery of the rehabilitative programme.



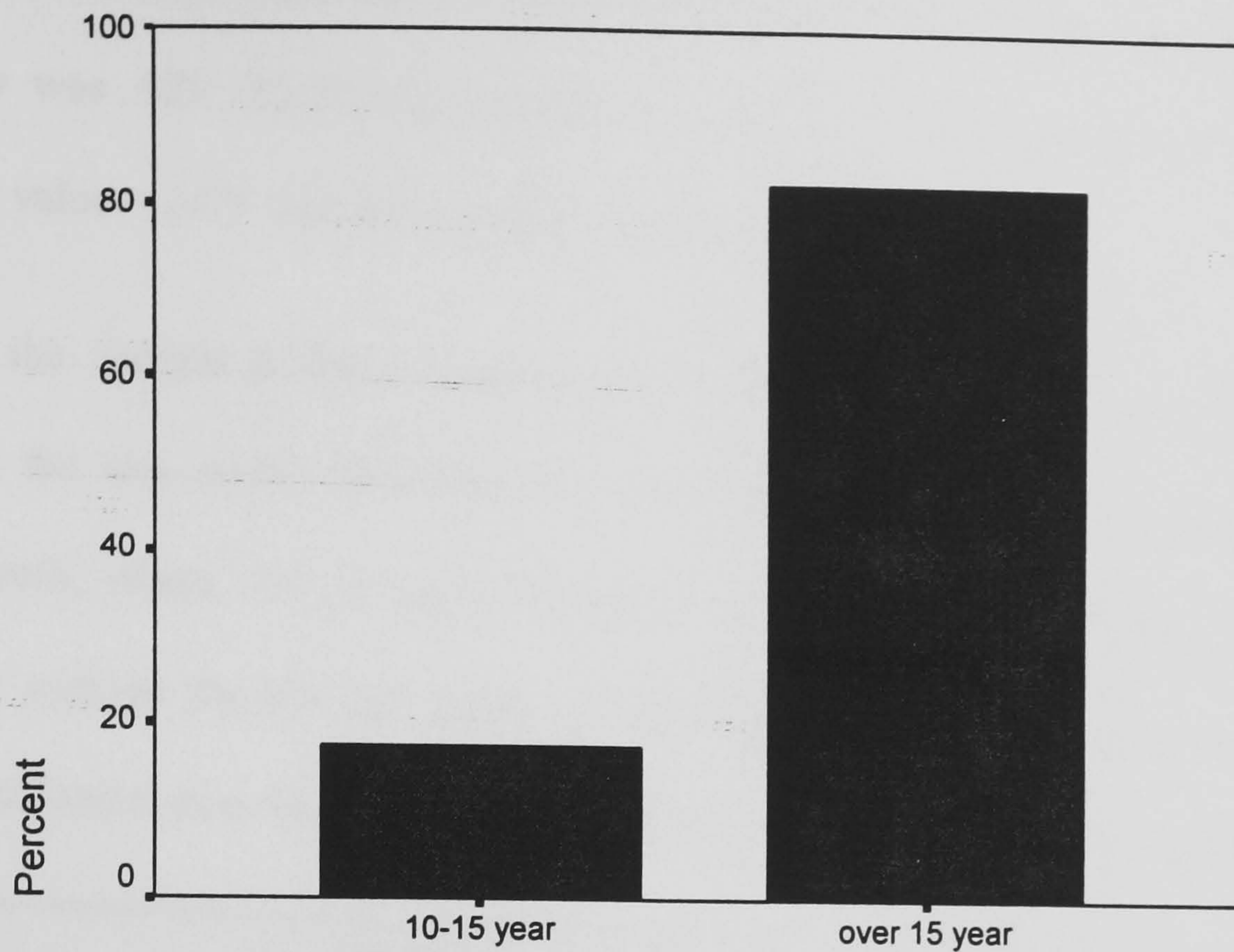
***i. Clients of Social Observation Agencies in Riyadh and Jaddah***

As explained in Chapter Four, 80 clients were drawn randomly from the whole population of about 800 inmates serving their sentences at the Social Observation Agencies in Riyadh and Jaddah. At the S.O.A in Riyadh of the sample of 40 clients (from a total of 400), 97 % were aged over 15 years (See figure 6.1 below). In the sample from S.O.A in Jaddah (40 out of 400),82 percent were aged over 15, as is shown in figure 6.2 below.



**Figure 6.1** *Ages of clients at Social Observation Agency in Riyadh*





age of clients

**Figure 6.2** *Ages of Clients at Social Observation Agency in Jeddah*

88% of the client sample at the Social Observation Agency in Riyadh had studied at secondary school whereas 12 % had only reached intermediate or primary school. In contrast, the percentage of clients who had studied at secondary school at the Social Observation Agency in Jeddah was only 25% of the sample, while 75% had only intermediate or primary level education, as shown in Table 6.1 below.

<i>School</i>	<i>S.O.A in Riyadh Frequency</i>	<i>Percent %</i>	<i>S.O.A in Jeddah Frequency</i>	<i>percent %</i>
<i>Secondary</i>	<i>35</i>	<i>88</i>	<i>10</i>	<i>25</i>
<i>Intermediate</i>	<i>4</i>	<i>10</i>	<i>18</i>	<i>45</i>
<i>Primary</i>	<i>1</i>	<i>2</i>	<i>12</i>	<i>30</i>
<i>Total</i>	<i>40</i>	<i>100</i>	<i>40</i>	<i>100</i>

*Table 6.1* Distribution of clients by Education levels at both Social Observation Agencies in Riyadh & Jeddah

Educational level was correlated with the age of clients in the Social Observation Agency in Jeddah. The correlation was significant at the 0.01 level, with  $df = 2$ . and (Chi square value test = 7.484). See the Appendix tables 1.33, 1.34 and 1.35.



At the Social Observation Agency in Riyadh the relationship was significant the probability was .929 (83.3% had expected count less than 5) with  $df=2$  (when Chi square test value =.147). See the Appendix tables 1.31 and 1.32.

Of the sample of clients at the Social Observation Agency in Riyadh, 80% were resident in the city itself, 45% from the south side of the city, which is less developed than the north, where 5% (2 out of 40 client) were resident. Only 20% of the sample came from outside the city. See Table 6.2 below. The correlation between educational level and residential area for clients was significant at .286. See Appendix Table 1.36.

Area	Frequency	Percent
East of Riyadh	12	30
North of Riyadh	2	5
South of Riyadh	18	45
Outside Riyadh	8	20
Total	40	100

*Table 6.2 Distribution of Clients in Residential Areas in Riyadh*

In contrast, 55% of the sample at the Social Observation Agency in Jeddah came from outside the city, from various places around on the region, and only 32% of them came from Jeddah itself. A further 13% came from Makkah, the nearest city to Jeddah, as shown in the following Table 6.3.

<i>Place</i>	<i>Frequency</i>	<i>Per cent</i>
<i>Jeddah</i>	<i>13</i>	<i>32</i>
<i>Makkah</i>	<i>5</i>	<i>13</i>
<i>Other</i>	<i>22</i>	<i>55</i>
<i>Total</i>	<i>40</i>	<i>100</i>

*Table 6.3 Distribution of client sample in area of living*

The study revealed that 90% of clients at the Social Observation Agency in Jeddah had both parents still alive, as did 88% of those in Riyadh. Moreover, 80% (32 out of 40) of clients in both Social Observation Agencies in Jeddah and Riyadh were living with their parents, as shown in the following Table 6.4.



<i>Parents alive</i>	<i>both parents</i>	<i>one parent</i>	<i>neither</i>	<i>% Living with parent</i>	
				<i>Yes</i>	<i>No</i>
<i>%Clients at S.O.A in Riyadh</i>	88	10	2	80	20
<i>%Clients at S.O.A in Jaddah</i>	90	10	0	80	20

*Table 6.4* The percentage of clients' parents alive and the percentage of clients living with their parents

It was found that 35% of the client sample at the S.O.A in Riyadh had a brother or relative that had been sentenced for an offence or criminal action, while of the client sample in Jaddah, only 10% had brothers or relatives sentenced for offences or with previous criminal records (see the Appendix *Table 1.1*)

Overall, 85% of the client sample at the S.O.A in Jaddah, and 80% of those at the S.O.A in Riyadh had offended for the first time, while only 15% (6 out of 40) of the client sample in Jaddah and 12% of the client sample in Riyadh had offended twice. It was only in Riyadh that some clients were found who had offended more than twice (see *Table 6.5*).

<i>Number of offences</i>	<i>First Time</i>	<i>Twice</i>	<i>More than Two</i>
<i>%Clients at S.O.A in Riyadh</i>	80	12	8
<i>%Clients at S.O.A in Jaddah</i>	85	15	0

*Table 6.5* How many times did the clients offend?

Regarding the length of sentences, more than half (53%) of the client sample (21 out of 40 clients) in Riyadh had received sentences of less than 6 months and 30% had been sentenced to between 6 months-1 year. A minority (17%) had received sentences of more than 1 year. The pattern appeared slightly different in Jaddah, where only 5% of clients had received sentences of over 1 year, 32% had been sentenced to

between 6 months and 1 year and the majority (63%) had been sentenced for less than 6 months.

<i>Length of sentence imposed</i>	<i>Less than 6 months</i>	<i>6months to 1year</i>	<i>More than 1year</i>
<i>%Client Sample at S.O.A in Riyadh</i>	53	30	17
<i>%Clients Sample at S.O.A in Jaddah</i>	63	32	5

*Table 6.6 Sentences received by clients at both S.O.As*

Overall, most clients in both Social Observation Agencies were serving sentences for theft (48% in Jaddah and 40% in Riyadh). Other sentences were received because of immoral behaviour, road accident, quarrel (fighting), and in a few cases murder (see Appendix Table 1.2).

### *ii. The Practitioners and Directors (staff) in S.O.A.s*

All directors and practitioners (social workers and activity supervisors) working in both centres in Riyadh and Jaddah (including 2 managers of Social Observation Centres and 38 practitioners, in a total of 40 respondents) were included in this research project.

The number of practitioners in the S.O.A in Riyadh was 21 (13 activity supervisors and 8 social workers); while in Jaddah the number of practitioners working in the S.O.A was 17 (7 Social Workers and 10 Activity Supervisors) as shown in the following Table 6.7:

<i>Center</i>	<i>Director</i>		<i>Social Workers</i>		<i>Activities supervisors</i>		<i>Total</i>	
	<i>(%)</i>	<i>no</i>	<i>(%)</i>	<i>no</i>	<i>(%)</i>	<i>no</i>	<i>(%)</i>	<i>no</i>
<i>Social Observation Centre in Riyadh</i>	(4)	1	(36)	8	(60)	13	(100)	22
<i>Social Observation Centre in Jaddah</i>	(4)	1	(39)	7	(56)	10	(100)	18
<i>Total</i>		2		15		23		40

*Table 6.7 Distribution of Practitioners and Directors of both Social Observation Centres in Jaddah and Riyadh*



Analysis shows that for the two centres together, activity supervisors formed 60% of the practitioners and the proportion of social workers at the two agencies was 40% of the total practitioners.

The study revealed that 73% of the whole population of practitioners and directors at the S.O.A in Riyadh, and 83% (15 out of 18) of those at the S.O.A in Jeddah had not obtained further qualifications or attended training courses during their working time, as indicated in Table 6.8 below.

<i>Qualification obtained</i>	<i>BA. Degree</i>	<i>secondary school</i>	<i>Intermediate &amp; other Schools</i>	<i>Other training courses or qualification</i>	
				<i>Yes</i>	<i>No</i>
<i>% of Director &amp; practitioners at S.O.A in Riyadh</i>	41	41	18	27	73
<i>% of director &amp; practitioners at S.O.A in Jeddah</i>	33	28	39	17	83

*Table 6.8 Qualification attendance on training courses by directors and practitioners at Social Observation Agencies in Riyadh and Jeddah.*

Overall, 45% of the staff sample at the Social Observation Agency in Jeddah had worked for the agency between 5 to 10 years, and 33% had worked there for less than 5 years, while only 22% (4 out of 18) had worked there for more than 10 years. In contrast the majority of practitioners and director at the S.O.A in Riyadh (68%) had worked for the agency for less than 5 years, 27% had worked there between 5 and 10 years, and a minority 5% (1 out of 22) had worked for the agency for over 10 years. Regarding working hours, 50% of the staff of the Social Observation Agency in Riyadh worked for the agency on the evening and night shift and 35% work on the morning shift, while 15% worked on both shifts. In contrast, 50% of staff of the Social Observation Agency in Jeddah worked on the evening shift, 22% worked in the morning and night shift while 28% worked in both morning and evening shifts. (see the Appendix Tables 1.3 and 1.4).



Overall, the study revealed that 61% (11 out of 18) of the staff sample of the Social Observation Agency in Jeddah were married and 39% were single, while in Riyadh, 72% of staff were single and only 28% were married (see Table 6.9 below).

<i>Samples of S.O.A. staff</i>	<i>Married</i>	<i>Single</i>	<i>Total</i>
<i>The percentage of staff at S.O.A in Riyadh</i>	28	72	100
<i>the percentage of staff at S.O.A in Jeddah</i>	61	39	100

*Table 6.9 Marital status of Directors and Practitioners at both Centres in Riyadh and Jeddah*

### ***iii. Families and guardians of the client samples in Riyadh and Jeddah***

There were 40 families and guardians in Jeddah and Riyadh who were willing to cooperate with the researcher and take part in evaluating the effectiveness of the rehabilitative programme in the two Social Observation Agencies.

The findings reveal that 75% of the sample families in Jeddah were clients' parents, while 25% were other relatives of the clients. In contrast, in Riyadh, 55% were clients' parents and 45% were other relatives. Overall 90% of samples in both cities were married and 10% were single, as shown in the following Table 6.10.

<i>Samples</i>	<i>Parental Relationship</i>	<i>Relative Relationship</i>	<i>% Marital Status</i>	
			<i>married</i>	<i>single</i>
<i>percentage of families and guardians in Riyadh</i>	55	45	90	10
<i>Percentage of families and guardians in Jeddah</i>	75	25	90	10

*Table 6.10 Relationship between Families and Guardians and Clients and Marital Status in Riyadh and Jeddah.*

The data show that 45% of parents and guardians in Riyadh were less than 30 years old, 40% were aged between 30-50 and, a minority (15%) were over 50, while in Jeddah, 15% were less 30 years old, 60% of the sample were aged between 30-50 years and only 25% were age over 50 (see the Appendix Table 1.5).



In terms of educational level, it was found that 50% of the sample in Riyadh had completed secondary school while 35% were educated to intermediate or primary level. Only a minority, 15% (3 out of 20) had obtained BA degrees. The Jeddah sample appeared to be less educated, 65% had completed primary or intermediate school, 25% had completed Secondary school, while only 10% had obtained a BA degree, as shown in the following table.

<i>Samples</i>	<i>BA Degree</i>	<i>Secondary School</i>	<i>intermediate &amp; primary school</i>
<i>% families and guardians in Riyadh</i>	15	50	35
<i>% families and guardians in Jeddah</i>	10	25	65

*Table 6.11 Educational level of parents and guardians in Riyadh and Jeddah.*

It was found that 70% of the sample in Jeddah had no other children that had been sentenced for an offence or misbehaviour, 15% (3 out of 20) had one such child and 10% (2 out of 20) had more than two other children who had been sentenced for offences or misbehaviour. Only 1 respondent (out of 20) had no children at all.

In Riyadh, 50% of parents and guardians had no other children that had been sentenced for an offence or misbehaviour, 30% of them had one child who had been sentenced for an offence or misbehaviour; 20% (4 out of 20) had no children at all. These findings are shown in the following table.

<i>Samples</i>	<i>No children</i>	<i>No child sentenced</i>	<i>One child sentenced</i>	<i>More than two sentenced</i>
<i>Percentage of parents &amp; guardians in Riyadh</i>	20	50	30	0
<i>percentage of parents &amp; guardians in Jeddah</i>	5	70	15	10

*Table 6.12 Distribution of Parents and Guardians in Riyadh and Jeddah by sentencing history of children.*

Overall, 80% of families and guardians in Jaddah were working and only 20% (4 out of 20) were not in work; 65% of them were working in the private sector and 15% in the public sector. In Riyadh, 90% of the sample were working and 10% were not. 70% of workers were working in the private sector and 20% were working for the public sector, as shown in the following table:

<i>Samples</i>	<i>%Employed</i>	<i>%Unemploy ed</i>	<i>%Private Sector</i>	<i>%Public Sector</i>
<i>Parents &amp; guardians in Riyadh</i>	90	10	70	20
<i>Parents &amp; guardians in Jaddah</i>	80	20	65	15

*Table 6.13 Percentage of families and guardians employed in private and public sectors*



## Planning and Delivery of the Rehabilitative Programme

It is expected that an important link exists between the effectiveness of a rehabilitative programme and its planning and delivery. In Riyadh and Jaddah there was a scheduled routine rehabilitative programme provided during the academic year for all clients, and an auxiliary Summer rehabilitative programme, as revealed by ethnographic observation and the agencies' available records. In total, 53 questions (6 questions directed to the client sample, 19 questions directed to the families and guardians, and 28 questions directed to the staff samples) were posed to find out how the rehabilitative programme was planned (designed) and delivered, the extent to which clients and families and guardians participated in its planning and delivery, and the extent to which the needs of clients were considered.

The majority of the client samples (90% at the Social Observation Agency in Jaddah and 73% in Riyadh) stated that they were not enrolled in a special rehabilitative programme within the agencies as shown in the following figures.

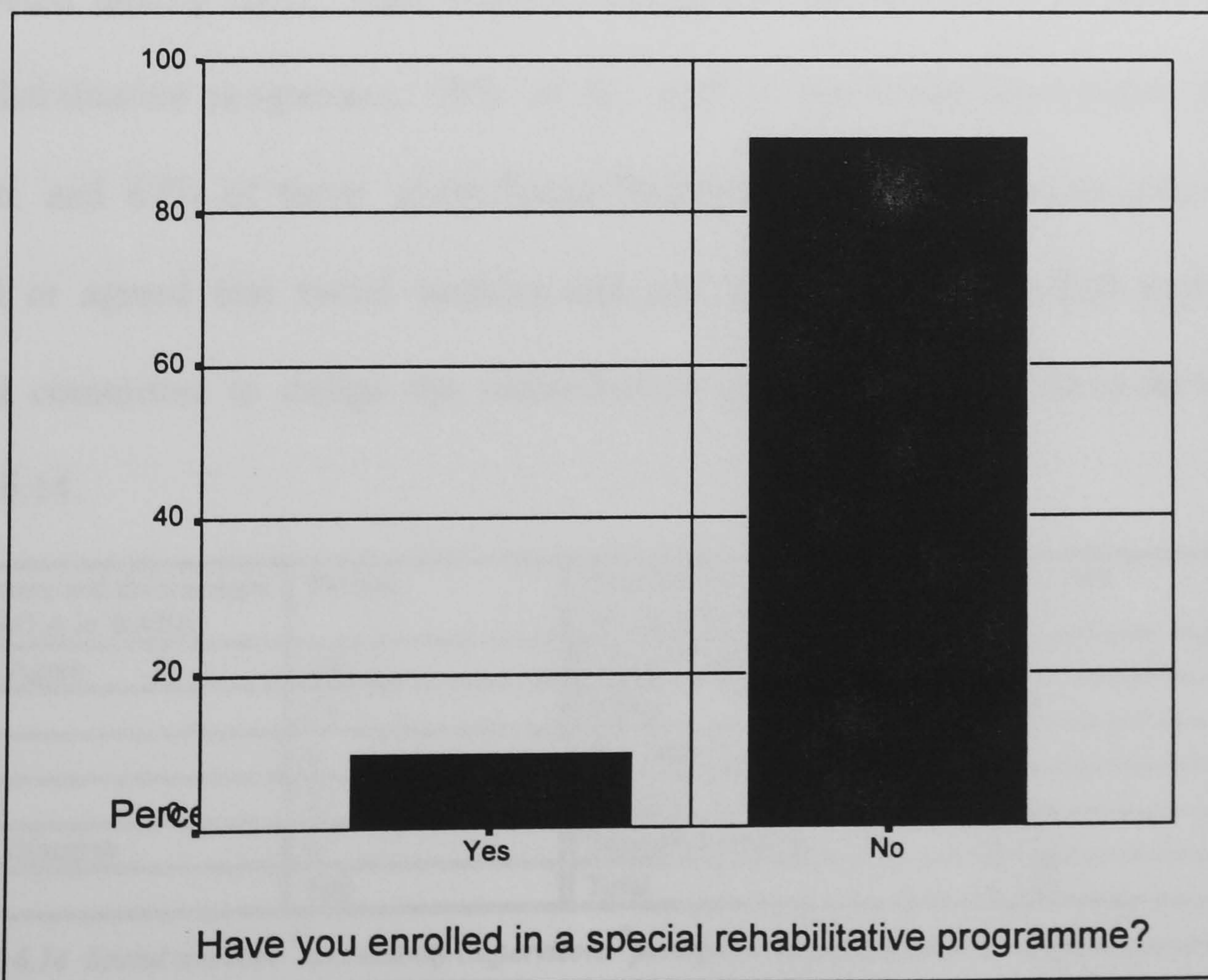
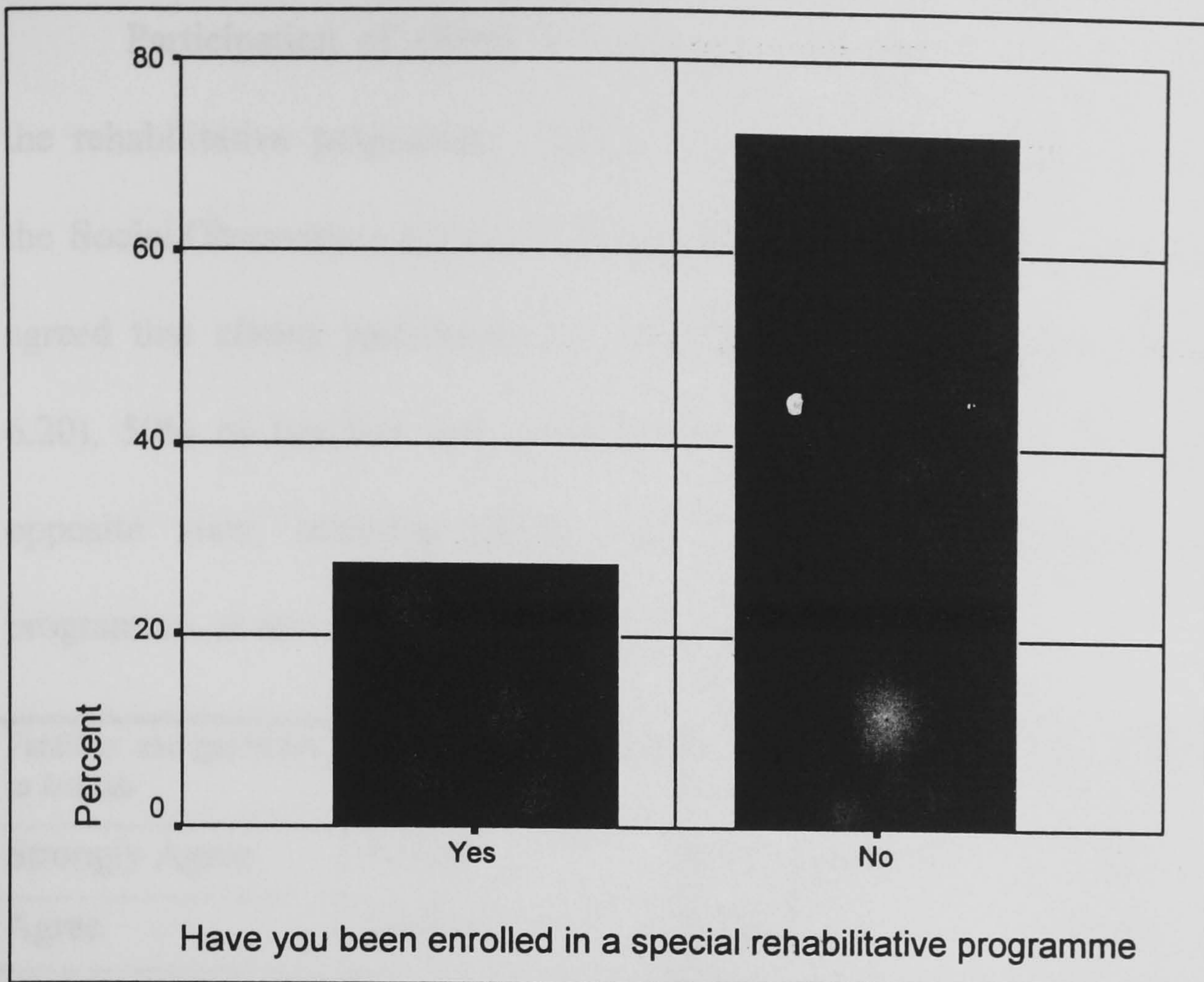


Figure 6.3 Percentage of clients enrolled in a special rehabilitative programme at the Social Observation Agency in Jaddah.





**Figure 6.4** Percentage of clients enrolled in a special rehabilitative programme at the Social Observation Agency in Riyadh

Regarding planning and delivery of the rehabilitative programme, it had been revealed by the study interviews that practitioners usually prepared a questionnaire to be distributed among them, after which a meeting was held to discuss the main themes of the rehabilitative programme. 59% of the staff at the Social Observation Agency in Riyadh, and 67% of those at the Social Observation Agency in Jaddah either strongly agreed or agreed that social workers and activity supervisors worked together in a special committee to design the rehabilitative programme, as shown in the following Table 6.14.

Practitioners and the manager of the S.O.A in Jaddah	Percent	Practitioners and the Manager of the S.O.A in Riyadh	Per cent
Strongly Agree	28	Strongly agree	36
Agree	39	Agree	23
Not sure	6	Not Sure	9
Disagree	21	Disagree	5
Strongly Disagree	6	Strongly Disagree	27
Total	100	Total	100

**Table 6.14** Social workers' and activity Supervisors' perception of participation on a special committee for designing the rehabilitative programme.



Participation of clients and families and guardians and other bodies in planning the rehabilitative programme seemed to be weak. Although 46% of the staff sample at the Social Observation Agency in Riyadh and 56% of those in Jaddah strongly agreed or agreed that clients participated in designing their rehabilitative programme (see Table 6.20), 50% of families and guardians in Riyadh and 80% of those in Jaddah took the opposite view, claiming clients did not participate in planning the rehabilitative programme, as shown in the following Table 6.15.

Families and guardians in Jaddah	Frequency and Percent	Families and Guardians in Riyadh	Frequency and Percent
Strongly Agree	1(5%)	Strongly agree	4(20%)
Agree	3(15%)	Agree	5(25%)
Not Sure	-----	Not Sure	1(5%)
Disagree	5(25%)	Disagree	5(25%)
Strongly Disagree	11(55%)	Strongly Disagree	5(25%)
Total	20(100%)		20(100%)

*Table 6.15 Participation in planning the rehabilitative programme.*

In fact 60% of families and guardians in Jaddah had not heard of the rehabilitative programme before their sons or relatives were arrested, while 45% of those in Riyadh were similarly unaware of the programme( See Table 6.16 below); even those who had heard of the programme before had only a vague understanding of it. In Jaddah, 60% of them pointed out that they did not know exactly what aspects the rehabilitative programme included although 40% were aware of some aspects of it, such as the religious programme. In Riyadh, 35% of families and guardians knew about most of the elements contained in rehabilitative programme, but 30% did not know about these programmes and 35% knew only about individual programmes such as social, religious or educational programme.

	Yes	No	Total
% Families and guardians in Jaddah	40	60	100
% of families and guardians in Riyadh	55	45	100

*Table 6.16 Variable: Had you heard about rehabilitative programme within S.O.As before your son/relative was arrested?*

More than half (54%) of the staff sample at the Social Observation Agency in Riyadh and 50% of those at the Social Observation Agency in Jaddah either strongly agreed or agreed that the rehabilitative programme is organized yearly according to the clients' problems, while 64% of those at the S.O.A in Riyadh and 56% of them S.O.A in Jaddah strongly agreed or agreed that rehabilitative programme is designed according to the clients' needs (see Tables 6.17 and 6.18 below).

The staff sample at the S.O.A in Riyadh	Frequency and Per cent	the staff sample at the S.O.A in Jaddah	Frequency and Percent
Strongly Agree	5(22%)	Strongly agree	3(17%)
Agree	7(32%)	Agree	6(33%)
Not Sure	5(23%)	Not Sure	4(22%)
Disagree	4(18%)	Disagree	4(22%)
Strongly Disagree	1(5%)	Strongly Disagree	1(6%)
Total	22(100%)	Total	18(100%)

*Table 6.17 Rehabilitative programme is organized each year according to the clients' problems*

The staff sample at the S.O.A in Jaddah	Frequency and Percent	The staff sample at the S.O.A in Riyadh	Frequency and Percent
Strongly Agree	2(11%)	Strongly Agree	4(18%)
Agree	8(45%)	Agree	10(46%)
Not Sure	3(17%)	Not Sure	5(22%)
Disagree	5(27%)	Disagree	3(14%)
Strongly Disagree	0(0%)	Strongly disagree	0(0%)
Total	18(100%)	Total	22(100%)

*Table 6.18 Rehabilitative programme planned according to the clients' needs.*



In contrast, 65% of the clients sample at the S.O.A in Riyadh and 55% of those at the S.O.A in Jaddah thought that their needs were only sometimes considered when designing the rehabilitative programme as shown in the following table.

	Yes	Sometime	Not at all	Total
Percent of client at the S.O.A in Riyadh	17	65	18	100
Percent of clients at the S.O.A in Jaddah	33	55	12	100

*Table 6.19 Have your needs been considered in terms of joining the rehabilitative programme?.*

Moreover, 41% of practitioners and director at the S.O.A in Riyadh and 44% of those at the S.O.A in Jaddah strongly agreed or agreed that clients' opinions are considered in designing the rehabilitative programme, as shown in the Appendix Table 1.6.

Certainly, it appeared from the ethnographic observation and analysis of records that there was poor cooperation between practitioners and clients and families and guardians in terms of planning the rehabilitative programme. Nevertheless, 56% of the staff at the S.O.A in Jaddah and 46% of those at S.O.A in Riyadh either strongly agreed or agreed that clients participated to some extent in designing their rehabilitative programme (see Table 6.20 below). This result was in contrast to that obtained from clients and practitioners' interviews, analysis of records and ethnographic observation (see Chapter five, Meetings with clients and Practitioners).

The staff sample at the S.O.A in Jaddah	Frequency and Per cent	The staff sample at the S.O.A in Riyadh	Frequency and Percent
Strongly Agree	3 (17%)	Strongly agree	4 (18%)
Agree	7 (39%)	Agree	6 (28%)
Not Sure	2 (11%)	Not Sure	6 (27%)
Disagree	6 (33%)	Disagree	4 (18%)
Strongly disagree	0 0	Strongly disagree	2 (9%)
Total	18 (100%)		22 (100%)

*Table 6.20 Clients participate in designing their rehabilitative programme.*



Indeed the analysis reveals that 50% of families and guardians in Riyadh and 80% of them in Jaddah strongly disagreed or disagreed that they had any involvement in planning the rehabilitative programme. Similarly, 60% of families and guardians in Riyadh and 45% of those in Jaddah strongly disagreed or disagreed that their opinions were considered in terms of planning the rehabilitative programme.(see the Appendix Tables 1.7 and 1.8).

Regarding cooperation in S.O.As in terms of designing and evaluating their rehabilitative programme, 61% of the staff (practitioners and the manager) of the S.O.A in Jaddah thought it took place, but in Riyadh 27% were not sure and 37% either strongly disagreed or disagreed that cooperation took place in designing and evaluating the rehabilitative programme and exchanging experiences, as indicated in the Appendix Table 1.9.

Half (50%) of the staff sample at the Social Observation Agency both in Riyadh and Jaddah either strongly agreed or agreed that rehabilitative programmes were varied and took account of the identified and cumulative needs of clients.

The staff sample at the S.O.A in Riyadh	Per cent	The staff sample at the S.O.A. in Jaddah	Per cent
Strongly agree	18	Strongly agree	33
Agree	32	Agree	17
Not sure	18	Not sure	17
Disagree	14	Disagree	22
Strongly Disagree	18	Strongly disagree	11
Total	100	Total	100

*Table 6.21 The rehabilitative programmes are varied and take account of the identified and cumulative needs of clients*

Furthermore, 41% of practitioners and director at the S.O.A in Riyadh and 33% of those in Jaddah either strongly agreed or agreed that the Social Affairs Ministry was



working to evaluate the rehabilitative programme within S.O.A periodically. This is in contrast with information revealed from records analysis and interviews with some practitioners in the meeting held in Riyadh, in which practitioners stated that the Ministry only followed up the rehabilitative programmes in general terms, and evaluation did not take place, despite some efforts to benefit from the expertise in the universities (See the Appendix Table1.10).

More than half (54%) of the staff sample at the S.O.A in Riyadh and 50% of those at the S.O.A in Jaddah either strongly agreed or agreed that the rehabilitative programmes were evaluated periodically, by social workers, activity supervisors, directors and families. This was in contrast with the result from the observation, records analysis and the practitioners interviews, which revealed that practitioners did not evaluate the rehabilitative programmes because they did not have the time or experiences to do so; rather they depended on the reaction from clients, e.g. requests to repeat programmes they liked (see practitioners meeting in Chapter Five).

When practitioners and directors were asked if the clients' needs were considered from time to time in the light of the current rehabilitative programme, 46% of those in Riyadh either strongly agreed or agreed, compared with 39% at the Social Observation Agency in Jaddah. (as shown in the following Table).

Practitioners and the manager of S.O.A in Jaddah	Per cent	Practitioners and the manager of S.O.A in Riyadh	Per cent
Strongly agree	33	Strongly agree	5
Agree	6	Agree	41
Not sure	17	Not sure	27
Disagree	33	Disagree	14
Strongly disagree	11	Strongl disagree	13
Total	100	Totally	100

*Table 6.22 Clients' needs are considered in the light of current rehabilitative programme*



Overall, clients and their families and guardians had quite negative perceptions of the planning of the rehabilitative programme.

Also, there were indications of poor cooperation between practitioners and clients and their families and guardians in delivering the rehabilitative programmes, as shown from the results of interviews and analysis of records, although 60% of families and guardians sample in Jaddah either strongly agreed or agreed that they attended the agency regularly to follow up their son's or relative's progress, as did 40% of families and guardians in Riyadh. (See the following Table 6.23).

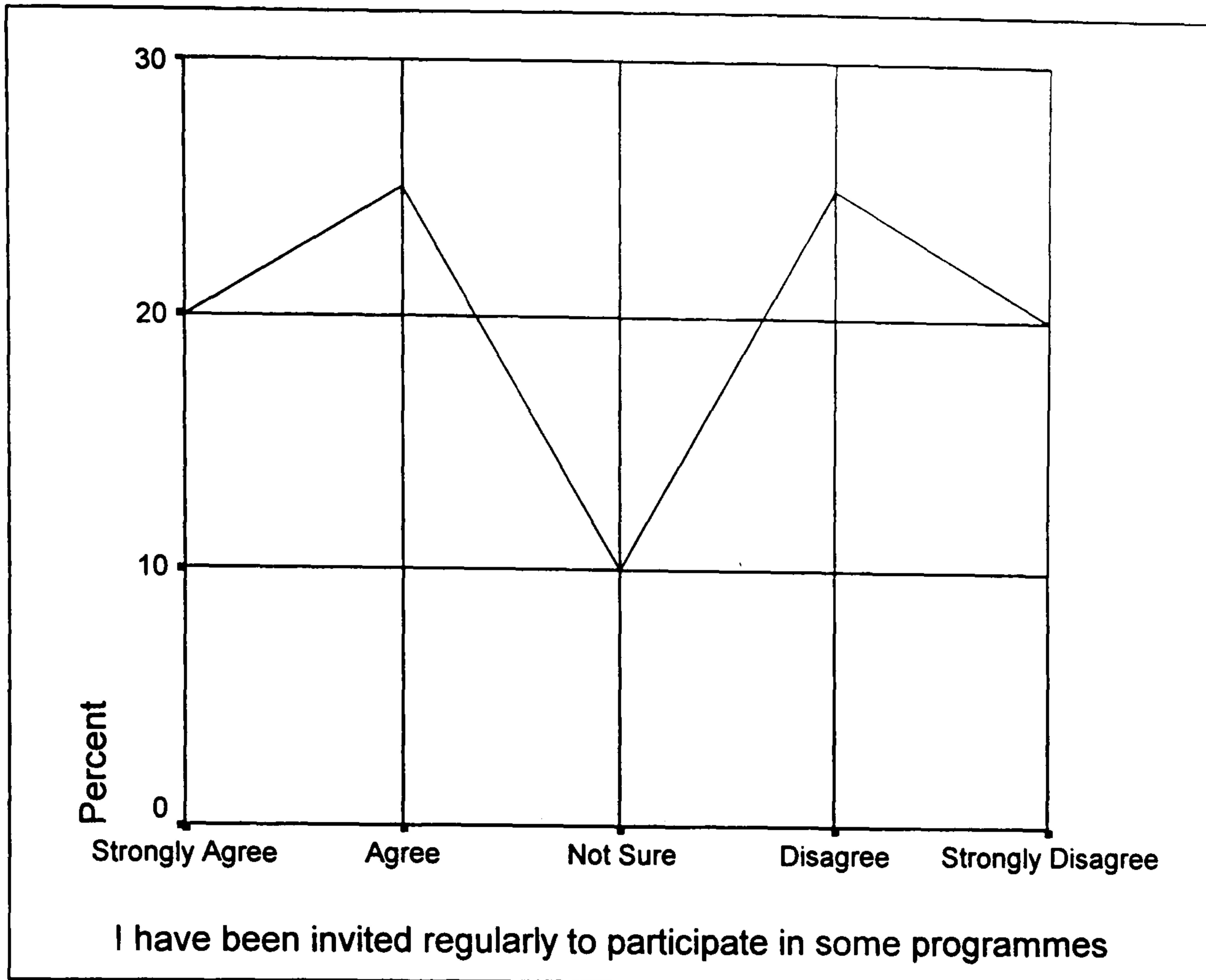
Percent of families and guardians in Jaddah	Per cent	Percent of families and guardians in Riyadh	Per cent
Strongly agree	40	Strongly agree	20
Agree	20	Agree	20
Not sure	5	Not sure	25
Disagree	25	Disagree	25
Strongly disagree	20	Strongly disagree	10
Total	100	Total	100

*Table 6.23 Families and guardians attend the agency regularly to follow their son's or relative's progress*

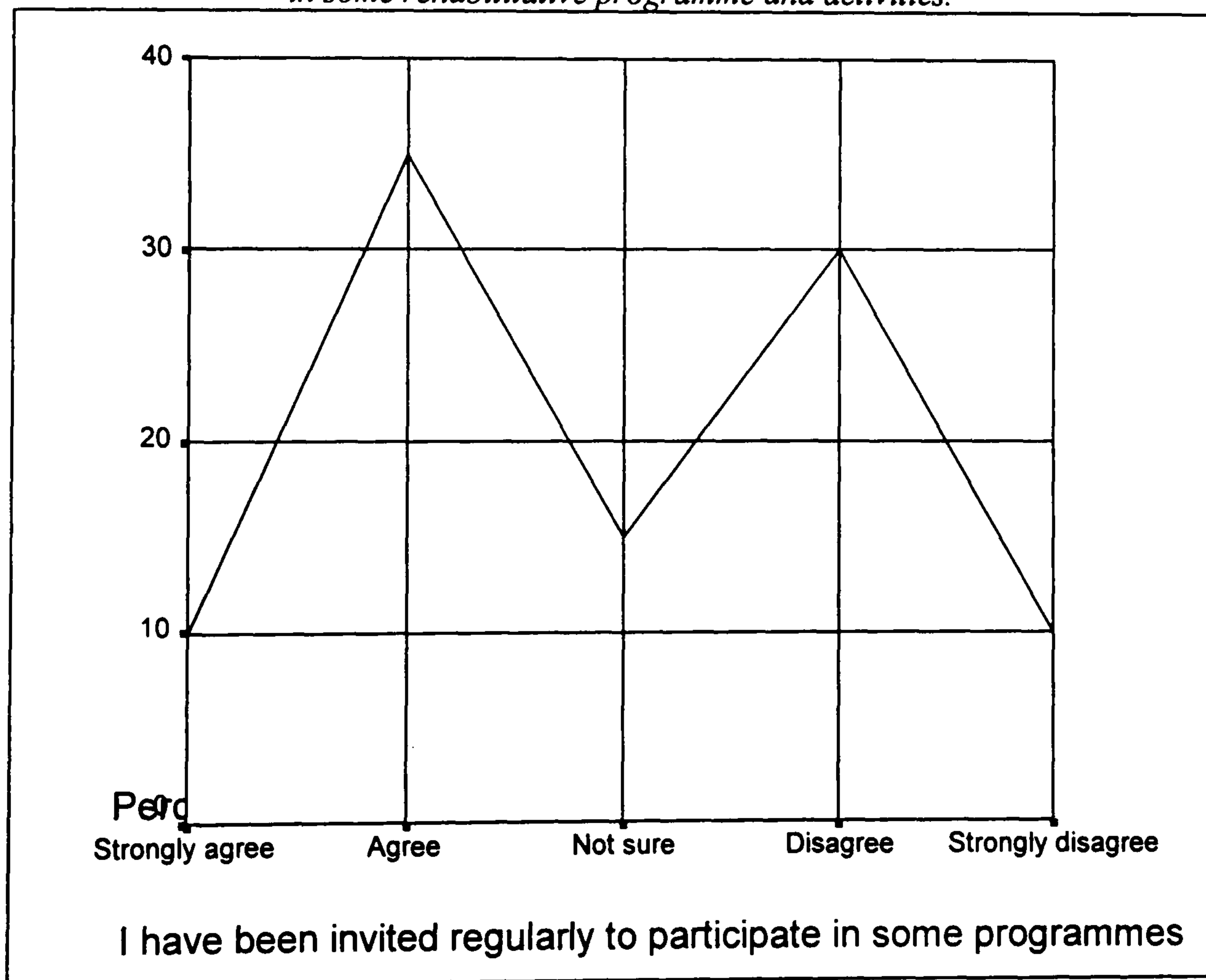
Also 60% of families and guardians in Jaddah either strongly agreed or agreed that they visited the agency regularly to encourage their sons or relatives to participate fully in the rehabilitative programme. 40% of families and guardians in Riyadh gave the same response. See the Appendix Table 1.11.

Moreover, 45% of families and guardians in Jaddah and 40% of those in Riyadh either strongly agreed or agreed that they provided the S.O.As with new ideas to develop the effectiveness of the rehabilitative programme in both centres. 45% of families and guardians in Riyadh and Jaddah either strongly agreed or agreed that they had been invited regularly to participate in some programmes and activities held by the agency, as it is shown in the following figures: 6.5 and 6.6).





**Figure 6.5** *Percent age of families and guardians at the S.O.A in Jaddah invited regularly to participate in some rehabilitative programme and activities.*



**Figure 6.6** *Percentage of families and guardians invited regularly to participate in some rehabilitative programme and activities held by the S.O.A in Riyadh*

Overall, it seems there was poor participation in planning and delivery of the rehabilitative programme between practitioners and clients and their families and guardians. The analysis of records did not show a single meeting with clients or families and guardians in either Riyadh or Jeddah, except for an initiative by the Social Observation Agency in Riyadh, which was intended to build a relationship between the agency and the families, but ended without success as nobody attended the meeting arranged by the agency.



## **CHAPTER SEVEN:THE EFFECTIVENESS OF THE REHABILITATIVE PROGRAMME**

The seven criteria of effectiveness

The effectiveness of the rehabilitative programme in achieving its objectives

Elements that affect the effectiveness of rehabilitative programmes (Second objective)

Comparison between Social Observation Agencies in Riyadh and Jaddah.

A long debate has taken place between specialists in social science, in connection with evaluation in general and the evaluation of rehabilitative effectiveness in particular. Cheetham et al (1992) pointed out that the concept of effectiveness was derived originally from the medical sphere, while others debated its implementation in the social sphere, as mentioned in Chapter Four. The possibility of studying the effectiveness of social intervention and rehabilitative programmes by using a set of measurement criteria exists, despite some pessimistic research findings reviewed by some researchers, e.g. Bailey (1966). Moreover, some specialists such as Mair (1991), argued that the effectiveness of intervention programme could be measured by using several sets of means or measures of success, as mentioned in Chapter Four. Also Logan (1972) pointed out that relevant criteria should include at least seven sets (see Chapter Four). The researcher drew on these studies in order to select the seven criteria utilized in this evaluation project. Even in the natural sciences 'facts' are rarely as 'hard' as is often assumed as stated by David Smith (1987:403 ). Some of these criteria are measurable, while others may not be according to some specialists. This fact has to be accepted by researchers in social sciences, because the subjects of social sciences are different from those of the natural sciences. Nevertheless, those indicators that are not measurable in quantitative terms still provide some evidence about the effectiveness of the rehabilitative programmes. Also, the researcher has not depended only on these 7 criteria, in studying the effectiveness of the rehabilitative programme, but also he studied the effectiveness of the rehabilitative programmes in the light of their achievement of the objectives set for them.



So this Chapter presents the effectiveness of the rehabilitative programme. There are four sections included. The first discusses effectiveness in terms of achieving the 7 criteria specified. The second is concerned with effectiveness of the rehabilitative programmes in terms of achieving their stated objectives, while the third discusses (the second objective of the research) the elements that affect the effectiveness of rehabilitative programme. In the fourth sections, a brief comparison between S.O.As in Riyadh and Jaddah is presented.

## The Seven Criteria of Effectiveness

### *Criterion 1: Recidivism Rate*

Recidivism rate was measured by self-report. All information required was obtained by asking clients and derived from the Social Observation Agencies' records, despite a lack of follow up data statistic and comprehensive documentation.

General statistics from the records of the Social Observation Agencies in both centres in Riyadh and Jaddah reveal that a minority of clients at both agencies recidivists as shown in the following table:

*	S.O.A in Riyadh	S.O.A in Jaddah
Number of clients who were referred to the agency in 1999	1957	2901
Number of clients who completed their sentences in 1999	889	296
Number of recidivist clients from those who had completed their sentences	<u>143</u>	<u>50</u>
Number of clients discharged before completing their sentences	235	1005
Number of recidivist clients from those discharged before completing their required sentences	<u>37</u>	<u>10</u>
Total number of recidivist clients in both agencies	143 + 37 = 180	50 + 10 = 60

*Table 7.1 Number of clients referred to the agencies and the number of recidivist clients in 1999.*

The number of clients processed in both Social Observation Agencies is huge, compared with the capacity of the agencies and the facilities available. Some of them certainly are discharged without conviction. In 1999, 889 clients at the Social Observation Agency in Riyadh completed their sentences, in contrast with only 296 clients at the Social Observation Agency in Jaddah.

The percentage of recidivist clients from those who completed their sentences above was 16% (143 out of 889) of clients at the S.O.A in Riyadh. The percentage of recidivist clients from those who had completed their sentences at the S.O.A in Jaddah was 17% (50 out of 296). However, at Jaddah a huge number of clients were discharged before completing their sentences, 1005 clients, in contrast with only 235 at the Social Observation Agency in Riyadh. The number of recidivist clients from those who were discharged before completing their sentences at the S.O.A in Riyadh was 16% (37 out of 235), while there was a very small minority at S.O.A in Jaddah viz. only about 1% (10 out of 1005). Overall, the percentage of clients reconvicted in both agencies in Riyadh and Jaddah respectively are 16% (180 out of 1124) and 5% (60 out of 1301).

The statistics shows that the percentage of recidivists among the clients' sample in Jaddah was only 15% of the whole population, and they had offended just once before (twice altogether). The percentage of recidivists in Riyadh was higher than in Jaddah, at 21%. 13% of clients had offended once before and 7% had offended more than once (see Table 7.2 below).

	once(first time)	twice	more than twice	Total
Percentage of clients reoffended at the S.O.A in Jaddah	85	15	0	100
Percentage of clients reoffended at the S.O.A in Riyadh	80	13	7	100

*Table 7.2 Number of clients' offences at both agencies*



Also, statistics reveal that 48% of recidivist clients at the Social Observation Agency in Riyadh had not committed the same offences, and similiary 40% of those at the Social Observation Agency in Jaddah. Generally they had committed different types of theft, as it is shown in Appendix Table 1.12 .

The majority of clients in both agencies had received sentences of less than six months, as shown in the following table.

	Less than 6 months	6 months to 1 year	More than one years	Total
Clients at the S.O.A in Jaddah	63%	32%	5%	100%
Clients at the S.O.A in Riyadh	53%	30%	17%	100%

*Table 7.3 Length of sentences received by clients at both Social Observation Agencies.*

63% of the clients' sample at the Social Observation Agency in Jaddah had received sentences of less than 6 months, and 32% had received sentences from 6 months -1 year, while only a minority 5% had received sentences over one year. However, at the Social Observation Agency in Riyadh the percentage of clients who received sentences of less than 6 months was 53%, while 30%(12 out of 40) had received sentences ranging from 6 months to 1 year, and as many as 17% had been sentenced to more than 1 year, see 7.3 above.

### ***Criterion 2: Vocational Success***

Vocational success was measured by clients' vocational achievement (in courses and their art work), despite the lack of vocational rehabilitative programmes in both agencies. Vocational rehabilitative programmes are very important, and the agencies tried their best to keep such programmes, or at least carry out some courses during the

year. It seems from the ethnographic observation and available records at the S.O.A in Riyadh that there was a lack of facilities, and clients concentrated on only part of the vocational programme, i.e. Art work, in which they achieved an excellent standard. They prepared an exhibition and designed a beautiful gate for the exhibition, in addition to a gallery that contained a collection of clients' works. The agency's records at the S.O.A in Riyadh reveal that 95% of clients sample undertook three courses in the vocational programme (in computers, electricity and First Aid).

The practitioners and the manager of the S.O.A in Jaddah, and the records, revealed that the practitioners were taking all possible steps to keep the vocational programme effective. The agency carried out some vocational programmes during the summer rehabilitative programme, i.e a computer course, a First Aid and an agricultural course, despite the agency's poor vocational and sport facilities, and lack of space for other facilities, as revealed by ethnographic observation. At the Social Observation Agency in Riyadh, a lot of reconstruction was going on, so the manager and practitioners were optimistic that more room for facilities would soon become available, which they thought would enhance the effectiveness of the rehabilitative programme in general and the vocational programme in particular.

The study revealed that 48% of the client sample at the Social Observation Agency in Jaddah thought that the vocational rehabilitative programme was either very significant or significant; while 40% were not sure and 12% stated that the vocational programme was not significant or not significant at all.

Similar results were obtained in Riyadh. 48% of clients stated that the vocational programme was either very significant or significant, and 22% stated that the vocational



programme was not significant or not significant at all, while 30% were not sure (see table 7.4).

Clients at the S.O.A in Riyadh	Per cent	Client at the S.O.A in Jaddah	Per cent
Very significant	30	Very significant	25
Significant	18	Significant	23
Not sure	30	Not sure	40
Not significant	17	Not significant	10
Not significant at all	5	Not significant at all	2
Total	100	Total	100

*Table 7.4 Significance of vocational programmes at both agencies*

The practitioners and manager in Jaddah were more optimistic about clients' progress in the vocational programme; 61% at the Social Observation Agency in Jaddah and 59% of the equivalent sample at the Social Observation Agency in Riyadh either strongly agreed or agreed that clients had achieved considerable progress on the vocational rehabilitative programme (see table 7.5).

Practitioners and the manager of S.O.A in Jaddah	Per cent	Practitioners and the manager of S.O.A in Riyadh	Percent
Strongly agree	17	Strongly agree	23
Agree	44	Agree	36
Not sure	17	Not sure	23
Disagree	17	Disagree	5
Strongly disagree	6	Strongly Dsigree	13
Total	100	Total	100

*Table 7.5 Progress achieved by clients in vocational rehabilitative programme in both agencies*

Moreover, 83% of the staff sample at the S.O.A in Jaddah and 69% of those at the S.O.A in Riyadh expressed the view that vocational programmes were either very effective or effective (see Table 7.6 below).

Staff sample at the S.O.A in Riyadh	Per cent	Staff sample at the S.O.A in Jadah	Percent
Very effective	13	Very effective	55
Effective	56	Effective	28
Not sure	18	Not sure	17
Not effective	4	Not effective	0
Not effective at all	9	Not effective at all	0
Total	100		100

*Table 7.6 Effectiveness of the vocational rehabilitative programme in both agencies according to the practitioners and directors.*

More than half (55%) of families and guardians sample in Jaddah stated that vocational programmes were either very useful or useful while only 25% of those in Riyadh thought so, as shown in Table 7.7 below.

Families and guardians in Jaddah	Percent	Families and guardians in Riyadh	Per cent
Very useful	25	Very useful	10
Useful	30	Useful	15
Not sure	20	Not sure	35
Not useful	5	Not useful	20
Not useful at all	20	Not useful at all	20
Total	100	Total	100

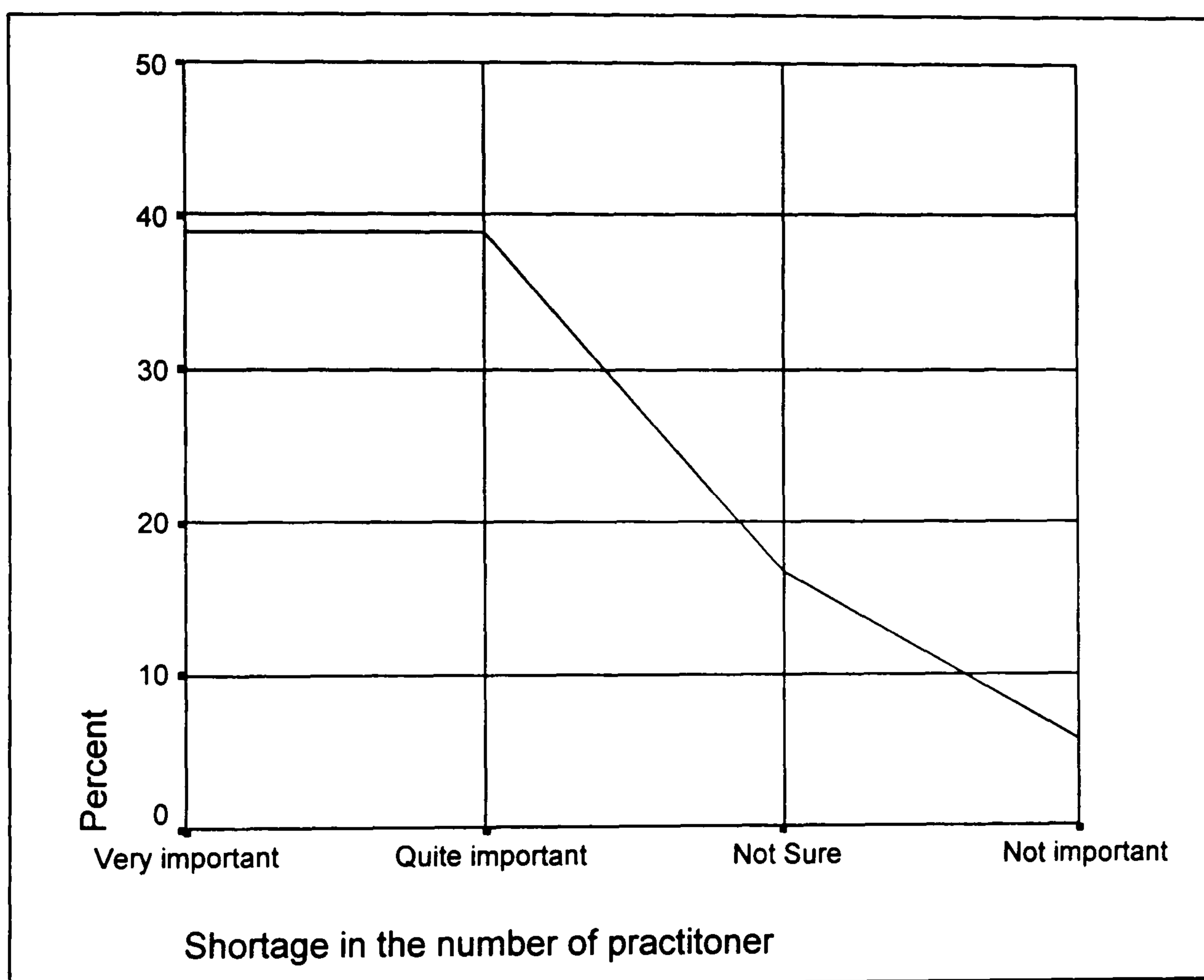
*Table 7.7 Usefulness of the vocational rehabilitative programmes according to the view of families and guardians.*

Overall, the study reveals that there was a lack of facilities, and resources, a lack of qualified social workers, shortage in the number of practitioners and lack of cooperation with academic professionals in the universities, which affected the rehabilitative programme in general and the vocational programme in particular. The majority (90%) of staff sample at the S.O.A in Jaddah and 77% of the equivalent sample at the S.O.A in Riyadh, indicated that lack of facilities was either very important or important in affecting the effectiveness of the rehabilitative programme in general and the vocational programme in particular (see the Appendix Table 1.13).

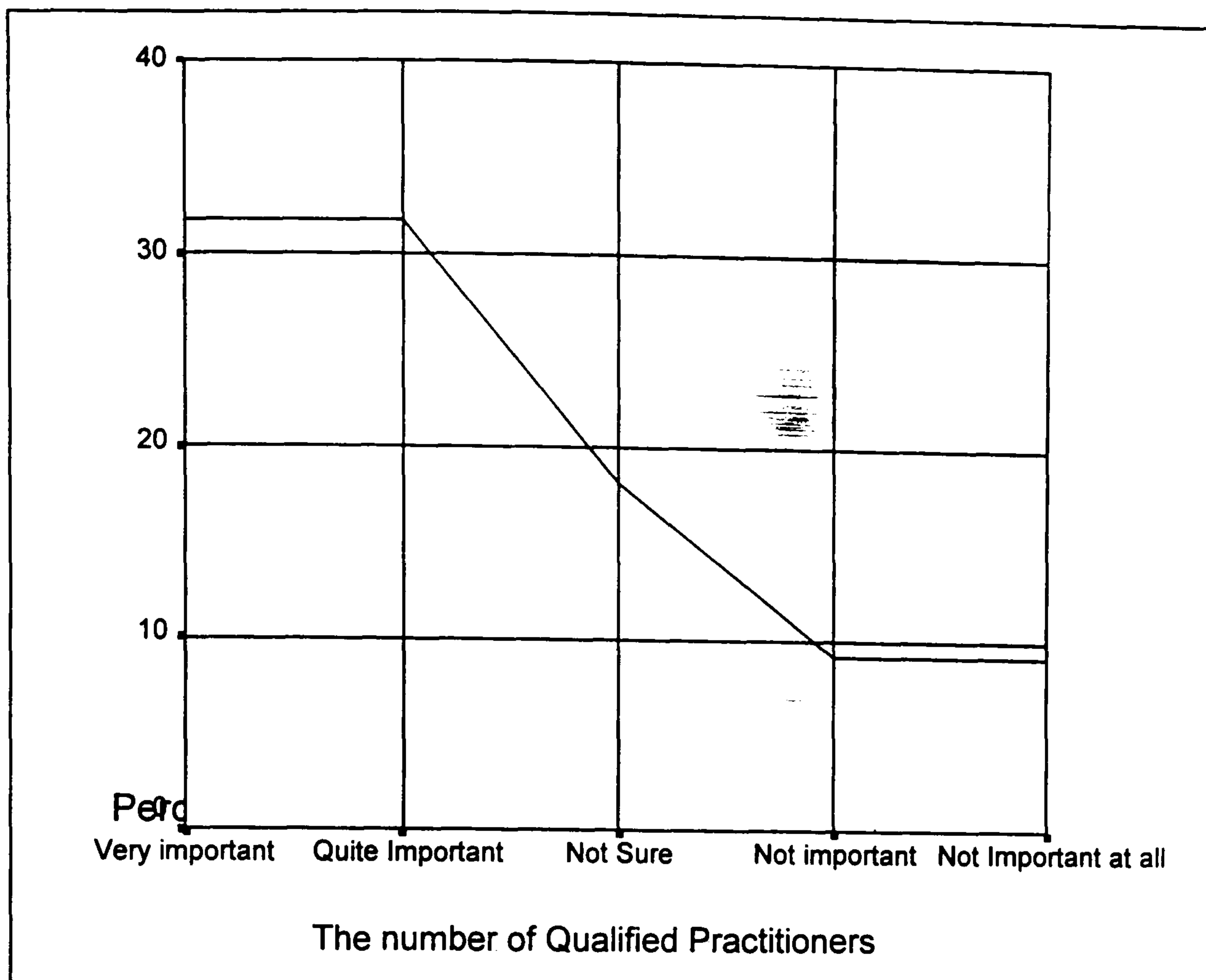


43% of the client sample in Riyadh either totally agreed or agreed that lack of facilities would affect the effectiveness of the rehabilitative programme, 80% of the client sample at the S.O.A in Jaddah were not sure.

Moreover, more than threequarters (78%) of the staff sample at the S.O.A in Jaddah and 64% of those at the S.O.A in Riyadh felt that shortage of practitioners affected the effectiveness of the rehabilitative programme in general and the vocational rehabilitative programme in particular; see Figures 7.1 and 7.2 below.



**Figure 7.1** Importance of shortage of qualified practitioners in affecting the effectiveness of rehabilitative programmes according to the practitioner and the director of Social Observation Agency in Jaddah



**Figure 7.2** Importance of the shortage of qualified practitioners in affecting the effectiveness of rehabilitative programme according to the practitioners and director of the Social Observation Agency in Riyadh

The study revealed that 64% of the staff sample at the S.O.A in Riyadh and 89% of those at the S.O.A in Jaddah agreed that lack of resources was very important or quite important in affecting the effectiveness of the rehabilitative programme see Appendix Table 1.14.

Certainly, lack of cooperation between the S.O.As and academic experts in the universities, especially in vocational colleges, affected the effectiveness of the vocational programme, so 78% of the staff sample at the S.O.A in Jaddah stated that cooperation between the agencies and the academic experts in the universities is either very important or quite important in affecting the effectiveness of rehabilitative programmes in general and the vocational programme in particular. Also 46% of the staff sample at the S.O.A in Riyadh stated that the cooperation between the academic professionals in the universities and the agencies is either very important or important in



connection with the effectiveness of rehabilitative programme, as shown in the table below.

Staff sample at the S.O.A in Jaddah	Per cent	Staff sample at the S.O.A in Riyadh	Per cent
Very important	39	Very important	28
Quite important	39	Quite important	18
Not Sure	17	Not sure	27
Not important	5	Not important	18
Not important at all	0	Not important at all	9
Total	100	Total	100

*Table 7.8 Importance of lack of cooperation between the agencies and the academic profession in the universities according to practitioners and managers of both Social Observation Agencies in Jaddah and Riyadh.*

Lack of qualified social workers in particular was considered a very important factor affecting the effectiveness of rehabilitative programmes. 83% of the staff sample at the S.O.A in Jaddah and 73% of those at S.O.A in Riyadh agreed that the lack of qualified social workers was either very important or important in affecting the effectiveness of rehabilitative programmes as shown in the Appendix Table 1.15.

### ***Criterion 3: Educational Achievement***

Education is very important for clients. Therefore, public education is available within the social observation agencies in Saudi Arabia, i.e primary school, intermediate school and secondary school. Clients have to be enrolled in the appropriate type of school according to the school grades they have completed at the time of their admission.

The study reveals that 88% of the client sample at the Social Observation Agency in Riyadh were studying at secondary level, while 10% were studying at intermediate level and 2% were studying at primary level. In contrast, in Jaddah only 25% of clients were studying at secondary level and 45% were studying at intermediate level, while 30% were studying at primary level, as shown in the Table 6.1.



95% of the client sample at the Social Observation Agency in Jaddah, and 83% of the equivalent sample at the Social Observation Agency in Riyadh viewed the education programme as very significant or significant for them (see Table 7.9 below) and they tried to do their best to achieve a satisfactory progress, as shown from the meetings with clients and practitioners in Riyadh (see Chap. Five )

% of clients at the S.O.A in Riyadh	Per cent	% of clients at the S.O.A in Jaddah	Percent
Very significant	48	Very significant	83
Significant	35	Significant	12
Nutral	15	Nutral	5
Not significant	2	Not significant	0
Not significant at all	0	Not significant at all	0
Total	100	Total	100

*Table 7.9 Significance of the educational programmes in both Social Observation Agency in Riyadh and Jaddah according to the clients*

68% of practitioners and the manager of the Social Observation Agency in Riyadh, and 61% of the same sample at the Social Observation Agency in Jaddah either strongly agreed or agreed that clients achieved considerable progress in the education rehabilitative programme, as shown in the following Table 7.10.

% of practitioners and the manager(staff) of S.O.A in Riyadh	Percent	% of practitioners and the manager of S.O.A in Jaddah	Per cent
Strongly agree	41	Strongly agree	28
Agree	27	Agree	33
Not sure	14	Not sure	22
Not agree	14	Not agree	6
Strongly disagree	4	Strongly disagree	11
Total	100	Total	100

*Table 7.10 Views of practitioners and managers (staff) about considerable progress in the educational rehabilitative programmes achieved by clients in both agencies.*

More than three quarters of the staff (78%) sample at the S.O.A in Jaddah and 77% of those in Riyadh considered the education programme to be either very effective or effective upon clients' behaviour, compared with other rehabilitative programmes, as shown in the following table.



% of practitioners and manager at the S.O.A in Jaddah	Per cent	% of practitioners and the manager of S.O.A in Riyadh	Per cent
Very effective	39	Very effective	27
Effective	39	Effective	50
Not sure	17	Not sure	18
Not effective	5	Not effective	5
Not effective at all	0	Not effective at all	0
Total	100	Total	100

*Table 7.11 Effectiveness of Educational programmes according to the practitioners and the manager of two Social Observation Agencies in Jaddah and Riyadh.*

The correlation between the progress achieved by clients in the rehabilitative programme and the effectiveness of the educational programme according to the view of the staff in both agencies in Riyadh and Jaddah was significant, in Riyadh at .795 with  $df = 12$  and (Pearson chi-square = 7.917) (See Appendix Table 1.37 and 1.38, and in Jaddah (Pearson chi-square value = 11.400) at .495 and  $df = 12$ . (see Appendix Tables 1.39 and 1.40.

Also 85% of families and guardians in Jaddah stated that the educational programme was very useful or useful, and had a good effect upon clients. This was in contrast with the result from those in Riyadh, where 45% of the sample saw the educational programme as not useful at all or not useful and 15% were not sure if the education programme had any particular effect upon clients' behaviour. Only 45% stated that the education programme was either very useful or useful and had a good effect upon clients' behaviour, as shown in the following Table 7.12.

Families and guardians in Jaddah	Per cent	Families and guardians in Riyadh	Per cent
Very useful	65	Very useful	35
Useful	20	Useful	10
Not sure	15	Not sure	15
Not useful	0	Not useful	5
Not useful at all	0	Not useful at all	35
Total	100	Total	100

*Table 7.12 Usefulness of the educational programme according to families and guardians in both agencies.*

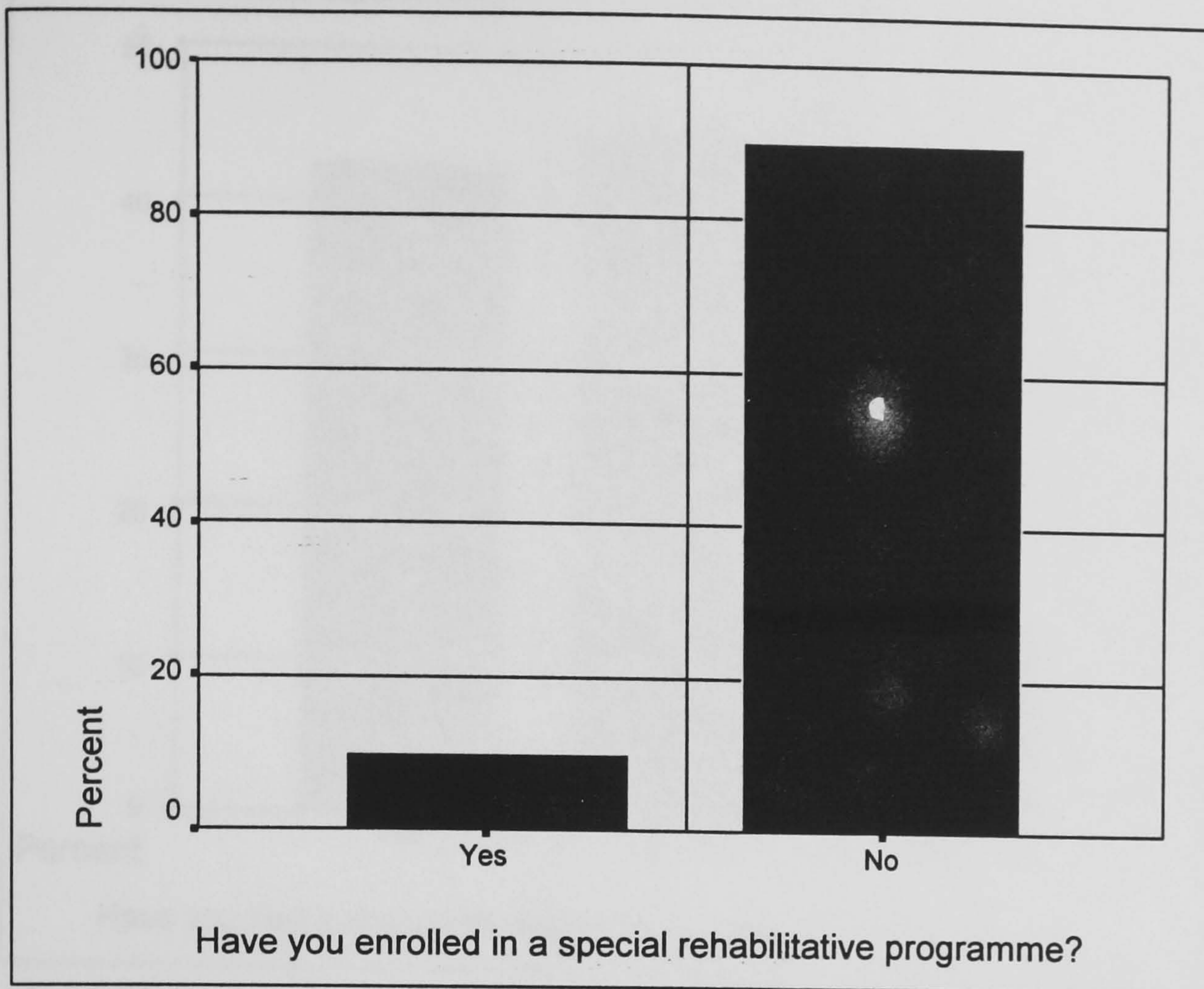
Overall, educational achievement was measured by clients' progress by the end of the course. 70% was the scale point defined by the researcher for measuring the progress. Clients were considered as achieving the required progress if they had 70% or more in the end of course examination in 1999. 58% of the client sample at the Social Observation Agency in Riyadh achieved the required level, as did 50% of those at the Social Observation Agency in Jaddah.

#### ***Criterion 4: Adjustment to the Agency Life***

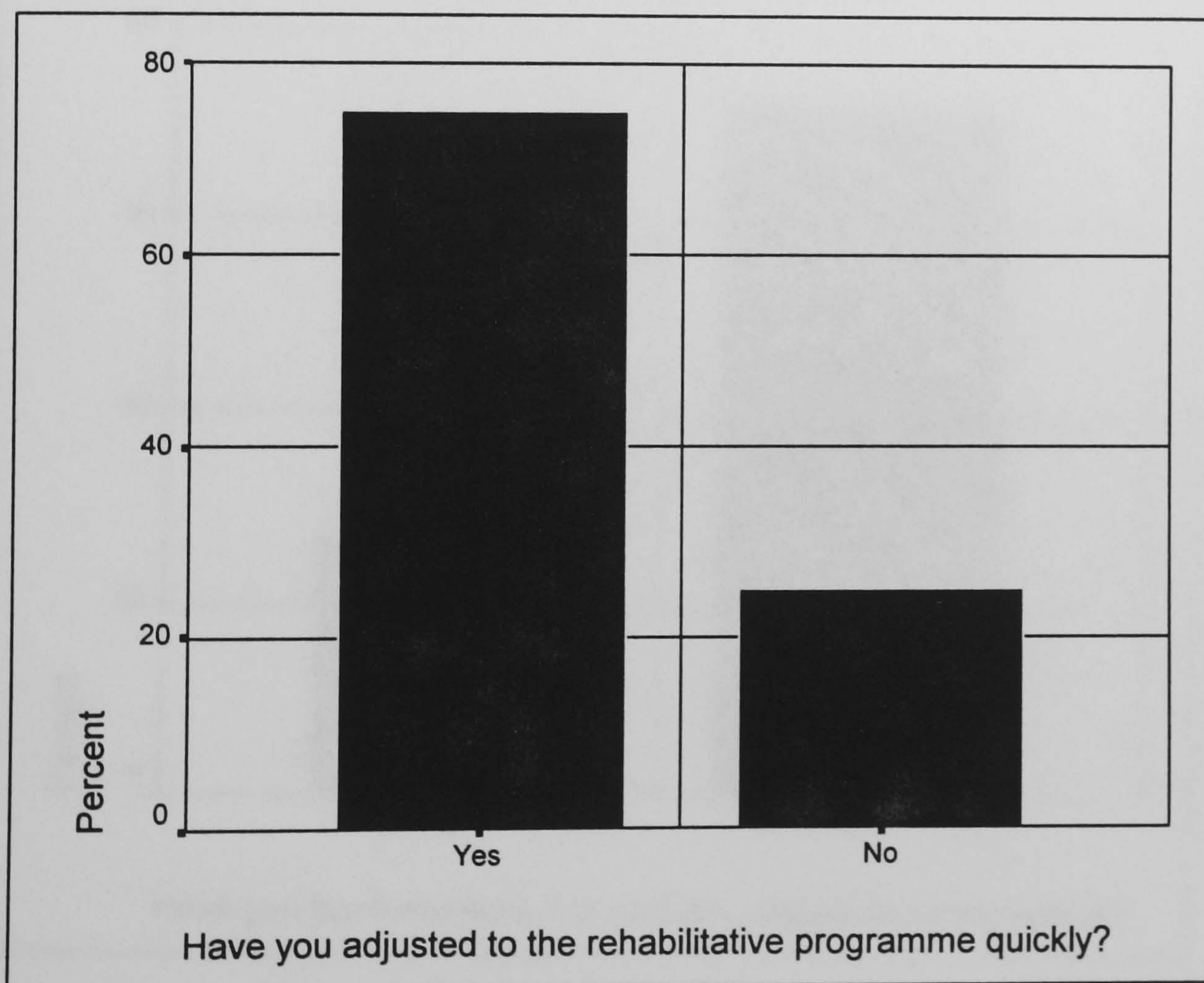
As mentioned before, some criteria are not measurable, and researchers may find it difficult to measure the outcomes of such criteria statistically, but nevertheless, they are important indicators for studying the effectiveness of rehabilitative programmes and social intervention.

It seems from the agencies' records and interviews with clients that adjustment to life at the agency depends on the client and on the facilities and resources available within the agency. Some clients adjust very quickly, while others do not. The study reveals that 75% of the client sample at the Social Observation Agency in Jaddah and the same proportion (75%) of the client sample at the Social Observation Agency in Riyadh had adjusted quickly to life at the agency which enabled them to benefit from the rehabilitative programme, even though 90% of the client sample in Jaddah and 72% of those in Riyadh were not enrolled in special rehabilitative programmes. Moreover, more than half (55%) of the client sample in Riyadh and 45% of those in Jaddah only sometimes had a chance to choose the programmes which they liked (see the following Figures 7.3, 7.4, 7.5, 7.6, 7.7, 7.8).



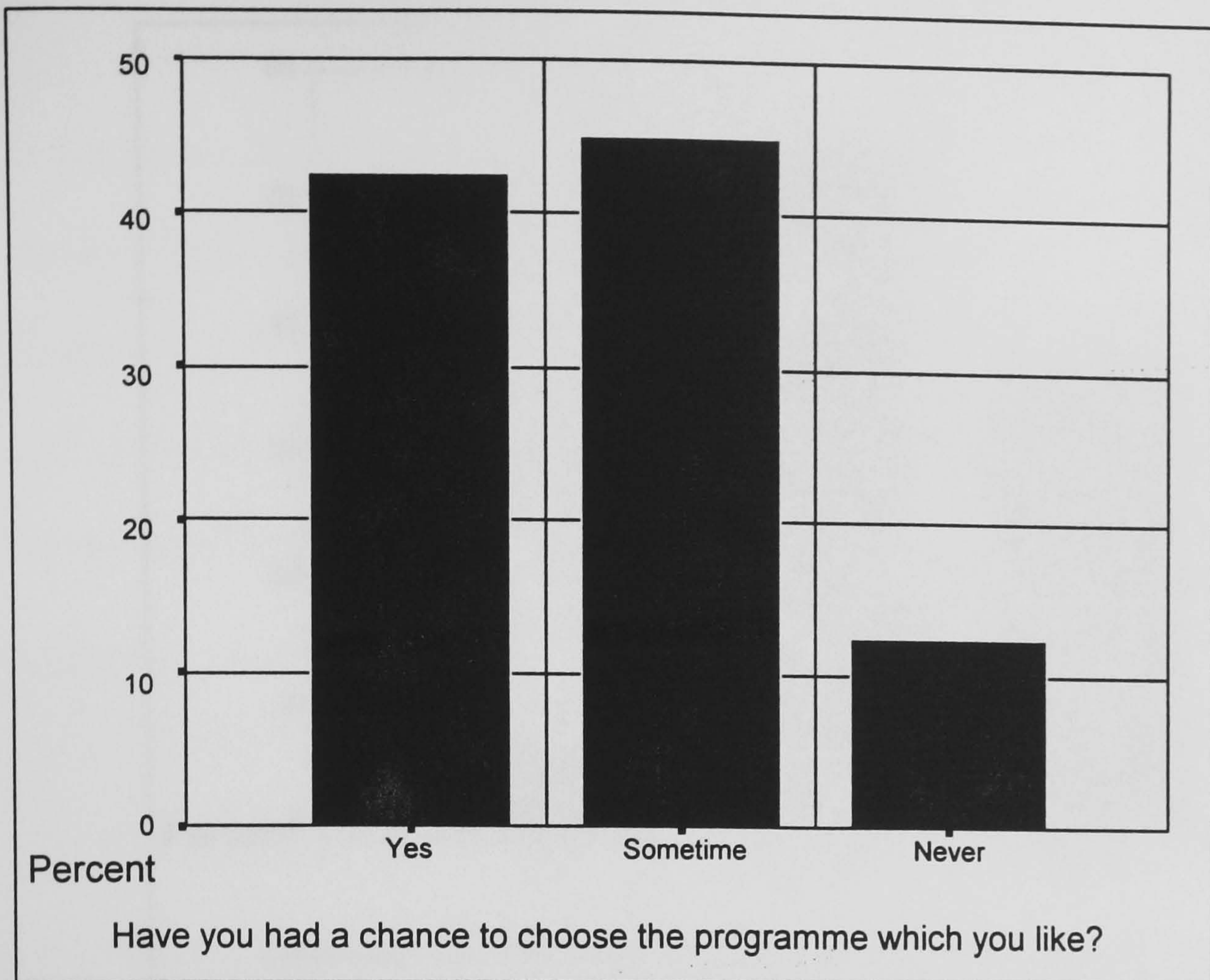


**Figure 7.3** Percentage of clients enrolled in a special rehabilitative programme at social observation agency in Jaddah

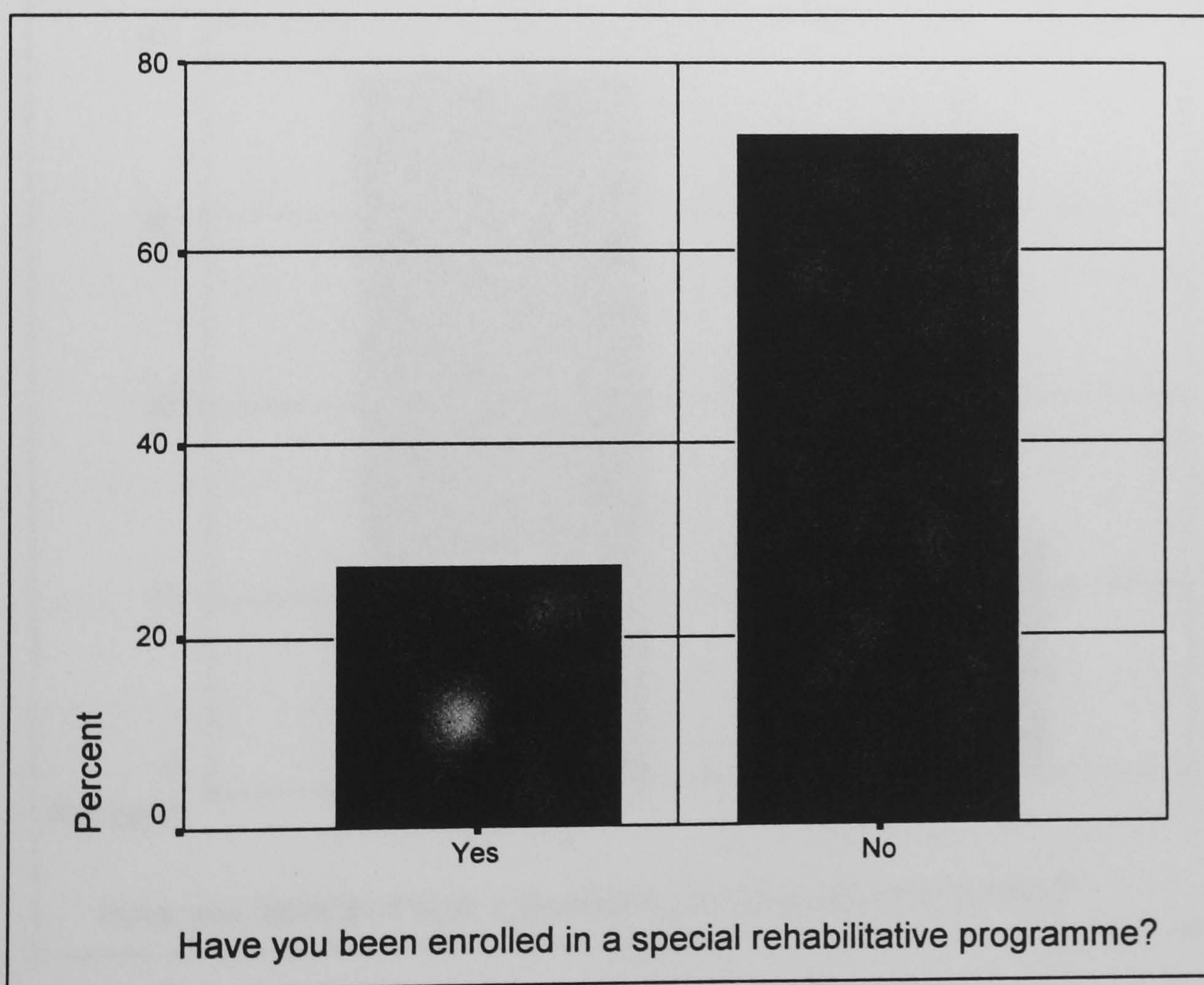


**Figure 7.4** Clients' adjustment to the rehabilitative programme at the Social Observation Agency in Jaddah.



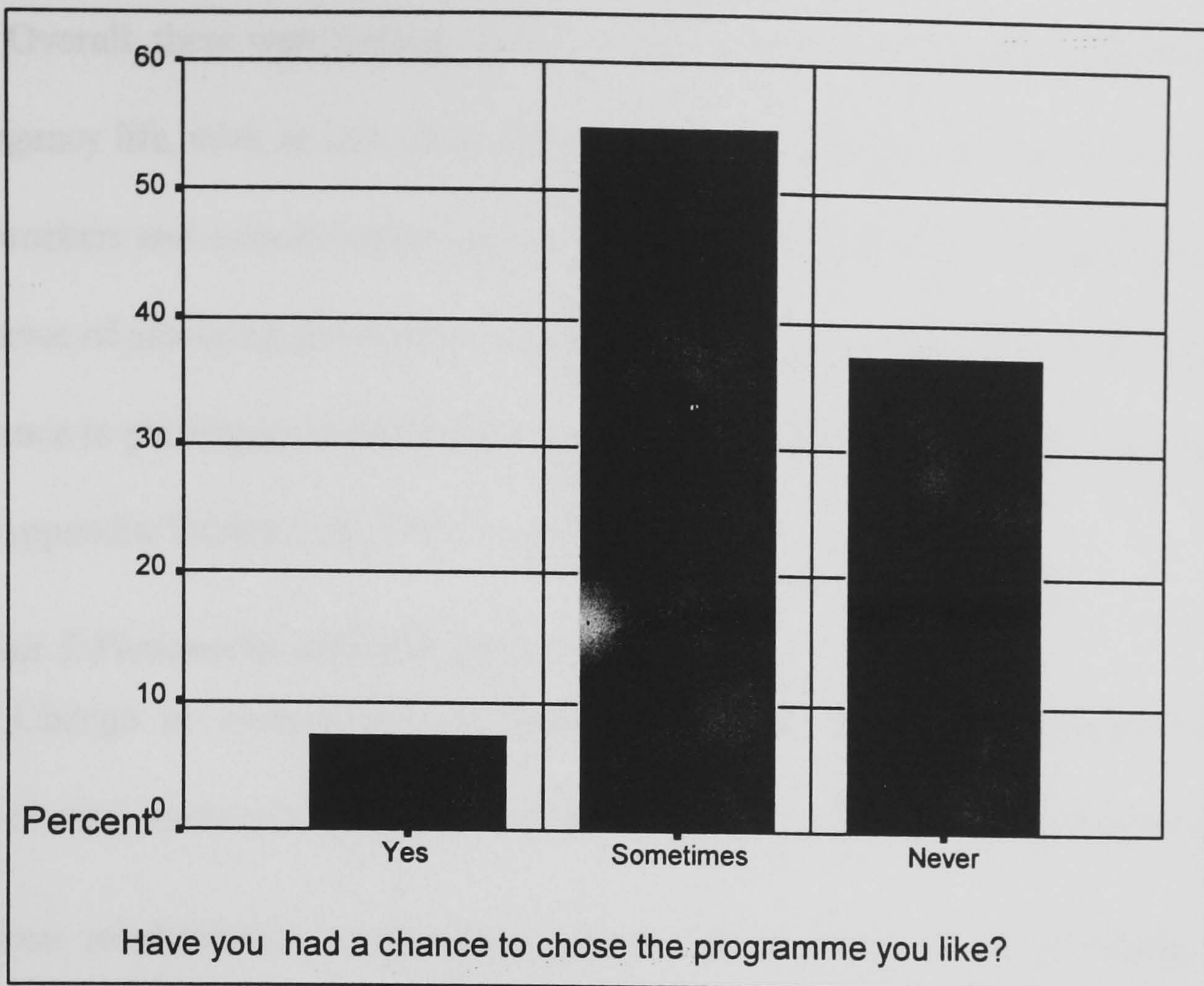


**Figure 7.5** *Chance available for choosing programme, according to the view of clients at the .S.O.A in Jaddah*

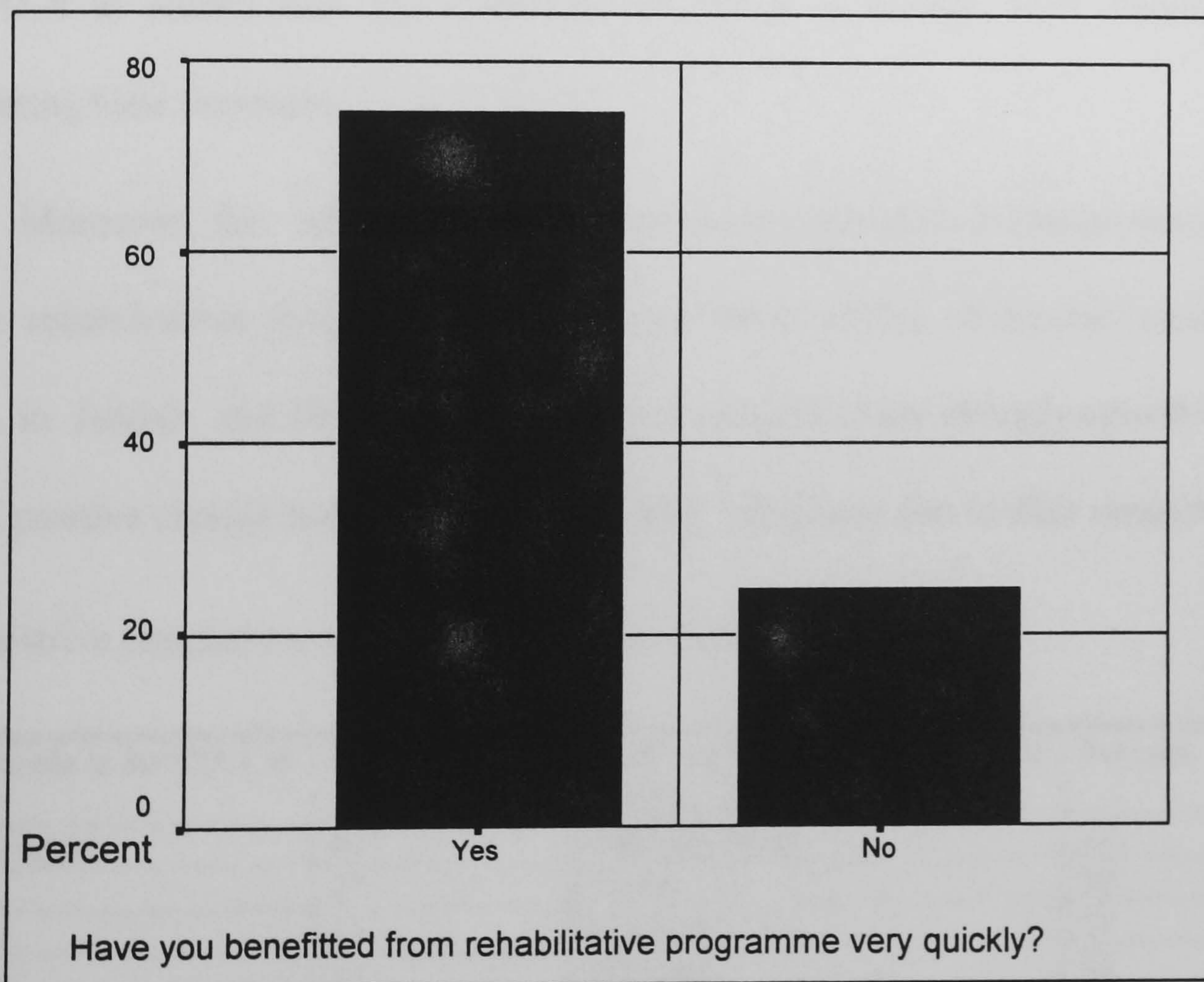


**Figure 7.6** *Percentage of clients enrolled in a special rehabilitative programme at S.O.A. in Riyadh*





**Figure 7.7** Chances available for choosing the rehabilitative programme according to the clients at the S.O.A in Riyadh



**Figure 7.8** Clients' adjustment to the rehabilitative programme at the Social Observation Agency in Jaddah



Overall, there were various factors which affected how quickly clients adjusted to the agency life, such as lack of facilities within the agencies, shortage of qualified social workers and activity supervisors, excessive number of clients, whether the importance of assessing the needs of clients regularly was recognised and whether they had chance to participate in meetings to evaluate the rehabilitative programme, as shown in the Appendix Tables 1.16, 1.17, 1.18.

***Criterion 5: Personality and Attitude Changes***

Change in personality and attitude was one of the main factors that contributed to the clients' early release. Social workers were responsible for following the client up in various rehabilitative programmes and writing a report to be discussed with the juvenile judge in the review session. The agencies' records revealed that 1006 clients at the S.O.A in Jaddah and 235 clients at the S.O.A in Riyadh were released before completing their sentences.

Moreover, the study revealed that personality and attitude change were affected by the rehabilitative programme. Almost two thirds (61%) of the staff sample at the S.O.A in Jaddah and 68% of those at S.O.A in Riyadh either strongly agreed or agreed that a positive change had occurred in the clients' behaviour due to their contact with the rehabilitative programme, as shown in the following table.

Staff sample at the S.O.A in Riyadh	Per cent	Staff sample at the S.O.A in Jaddah	Per cent
Strongly agree	41	Strongly agree	22
Agree	27	Agree	39
Not sure	14	Not sure	17
Disagree	14	Disagree	22
Strongly disagree	4	Strongly disagree	0
Total	100	Total	100

*Table 7.13 Variable: Positive change in clients' behaviour due to their contact with rehabilitative programme in the view of practitioners and the directors of both S.O.As in Riyadh and Jaddah*



However, the personality and attitude of clients within the agencies seems also to be affected by the timing of rehabilitative programme. The rehabilitative programme is linked with the prayer time, which starts in the early morning. Therefore 77% of practitioners and the manager of the S.O.A in Riyadh and 72% of equivalent sample in Jaddah either strongly agreed or agreed that the timing of the rehabilitative programme is suitable and effective, as shown in the following table.

% of the staff sample at the S.O.A in Riyadh	Per cent	% of the staff sample at the S.O.A in Jaddah	Per cent
Strongly agree	18	Strongly agree	28
Agree	59	Agree	44
Not sure	9	Not sure	6
Disagree	14	Disagree	11
Strongly disagree	0	Strongly disagree	11
Total	100	Total	100

*Table 7.14 Effectiveness of timing of rehabilitative programme according to practitioners and the directors of both agencies.*

Also, change in the clients' personality and attitude was linked with their adjustment within the agencies. More than half (59%) of the staff sample at the Social Observation Agency in Riyadh and 50% of the equivalent sample in Jaddah either strongly agreed or agreed that clients had adjusted very quickly to the rehabilitative programme, as shown in the following table.

Staff sample at the S.O.A in Jaddah	per cent	Staff sample at the S.O.A in Riyadh	Percent
Strongly agree	6	Strongly agree	27
Agree	44	Agree	32
Not sure	11	Not sure	23
Disagree	33	Disagree	4
Strongly disagree	6	Strongly disagree	14
Total	100	Total	100

*Table 7.15 How quickly the client adjusted to the rehabilitative programme, in the view of practitioners and directors of social observation agencies in both cities.*

However, the satisfaction of individual practitioners with the changes brought about in clients' behaviour varied between agencies. 39% in Jaddah and 81% in Riyadh



were satisfied with the changes brought about in client behaviours (see Appendix Table 1.19).

The general satisfaction of practitioners and the managers (staff) about the changes brought about in client behaviour is shown in the following table.

%of the staff sample at the S.O.A. in Riyadh	Per cent	%of the staff sample at the S.O.A in Jaddah	Per cent
Strongly agree	27	Strongly agree	22
Agree	28	Agree	28
Not sure	27	Not Sure	28
Disagree	14	Disagree	22
Strongly disagree	4	Strongly disagree	0
Total	100	Total	100

*Table 7.16 Satisfaction of social workers with changes brought about in clients' behaviour by rehabilitative programme*

More than half (55%) of the staff sample at the Social Observation Agency in Riyadh and 50% of those in Jaddah were satisfied with the changes brought about in client behaviour.

However, changes in clients' personality and attitude depended on their individual characteristics. 68% of the staff sample at the S.O.A in Riyadh and 61% of the equivalent sample at the S.O.A in Jaddah pointed out that the individual characteristics of clients were either very important or important elements affecting their personality and attitude changes, as shown in the following table.

% of the staff sample at the S.O.A in Jaddah	Per cent	%of the staff sample at the S.O.A in Riyadh	Per ent
Very important	28	Very important	36
Quite Important	33	Quite important	32
Not sure	28	Not sure	18
Not important	11	Not important	5
Not important at all	0	Not important at all	9
Total	100	Total	100

*Table 7.17 The importance of clients' individual characteristics in affecting their personality and attitude changes according to the practitioners and directors of the S.O.As in both cities.*



Overall, positive change in clients' personality and attitude contributed to their early release, as mentioned earlier. 44% of the practitioners sample and the manager of the Social Observation Agency in Jaddah, and 18% of the equivalent sample in Riyadh reported that reform had occurred in clients' behaviour because of the impact of the rehabilitative programme, which was taken into account in the decision for early release. However, 55% of the practitioners and the manager of the Social Observation Agency in Riyadh and 50% of those in Jaddah stated that other factors were also taken into account in the decision to release clients. For example, according to 27% of the sample at S.O.A in Riyadh and 6% of sample at S.O.A in Jaddah, the forgiveness extended by the state in Rammadan was one of the other factors taken into account in the decision to release clients, as shown in Appendix Table 1.20.

***Criterion 6: Adjustment to the Outside Community***

Working with the client outside the agency premises was one objective of the rehabilitative programme. It was the responsibility of social workers to orient clients to the outside environment before their discharge.

The study reveals that 55% of the staff sample at the S.O.A in Riyadh and 56% of those in Jaddah, either strongly agreed or agreed that the rehabilitative programme was helpful in helping clients to adjust very quickly to the outside community, as shown in the following table.

Staff sample at the S.O.A in Riyadh	Per cent	Staff sample at the S.O.A in Jaddah	Per cent
Strongly agree	14	Strongly agree	39
Agree	41	Agree	17
Not sure	27	Not sure	17
Disagree	9	Disagree	22
Strongly disagree	9	Strongly disagree	5
Total	100	Total	100

*Table 7.18 The role of rehabilitative programme in helping client adjust quickly to the outside community, according to practitioners and the managers of Social Observation Agencies in both cities.*



However, it appears from the agencies' records, the practitioners interviews and the observation, that there was a lack of any after-care programme, for many reasons. Some of these related to the agencies, e.g. due to insufficient qualified social workers and the lack of resources to conduct a proper after-care programme and other reasons related to the families and guardians, e.g. poor cooperation which affected the effectiveness of the rehabilitative programme.

However, despite the lack of after-care programme, the study reveals that 56% of the staff sample at the Social Observation Agency in Jaddah, and 55% of those in Riyadh either strongly agreed or agreed that there was an effective after-care programme which prevented re-offending (although 180 clients at S.O.A in Riyadh, and 60 cases in Jaddah reoffended in 1999; see Table 7.1.)

Moreover, the role of the outside environment of the local community and families was very important in helping clients to adjust to the environment and has a very important impact upon the effectiveness of the rehabilitative programme within the agencies. The study revealed that 64% of the staff sample at the S.O.A in Riyadh and 83% of those in Jaddah agreed that the role of the outside environment was either very important or quite important in affecting the adjustment of the clients to the environment and hence the effectiveness of rehabilitative programmes, as shown in the following Table.

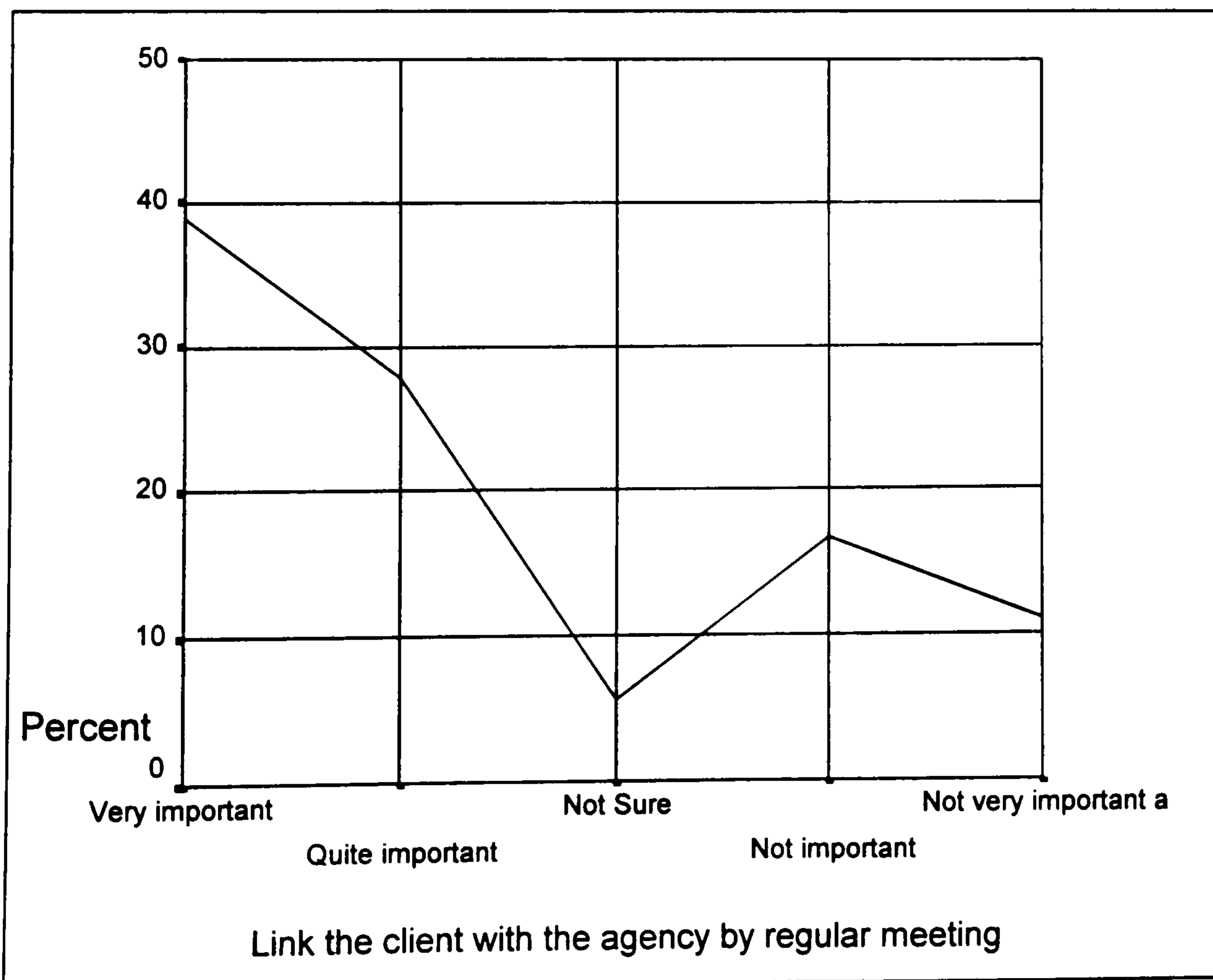
Staff sample at the S.O.A. in Riyadh	Per cent	Staff sample at the S.O.A in Jaddah	Per cent
Very important	32	Very important	44
Quite important	32	Quite important	39
Not sure	18	Not sure	0
Not important	9	Not important	11
Not important at all	9	Not important at all	6
Total	100		100

*Table 7.19 The importance of outside environment in affecting the adjustment of clients to the environment and affecting the effectiveness of rehabilitative programmes.*

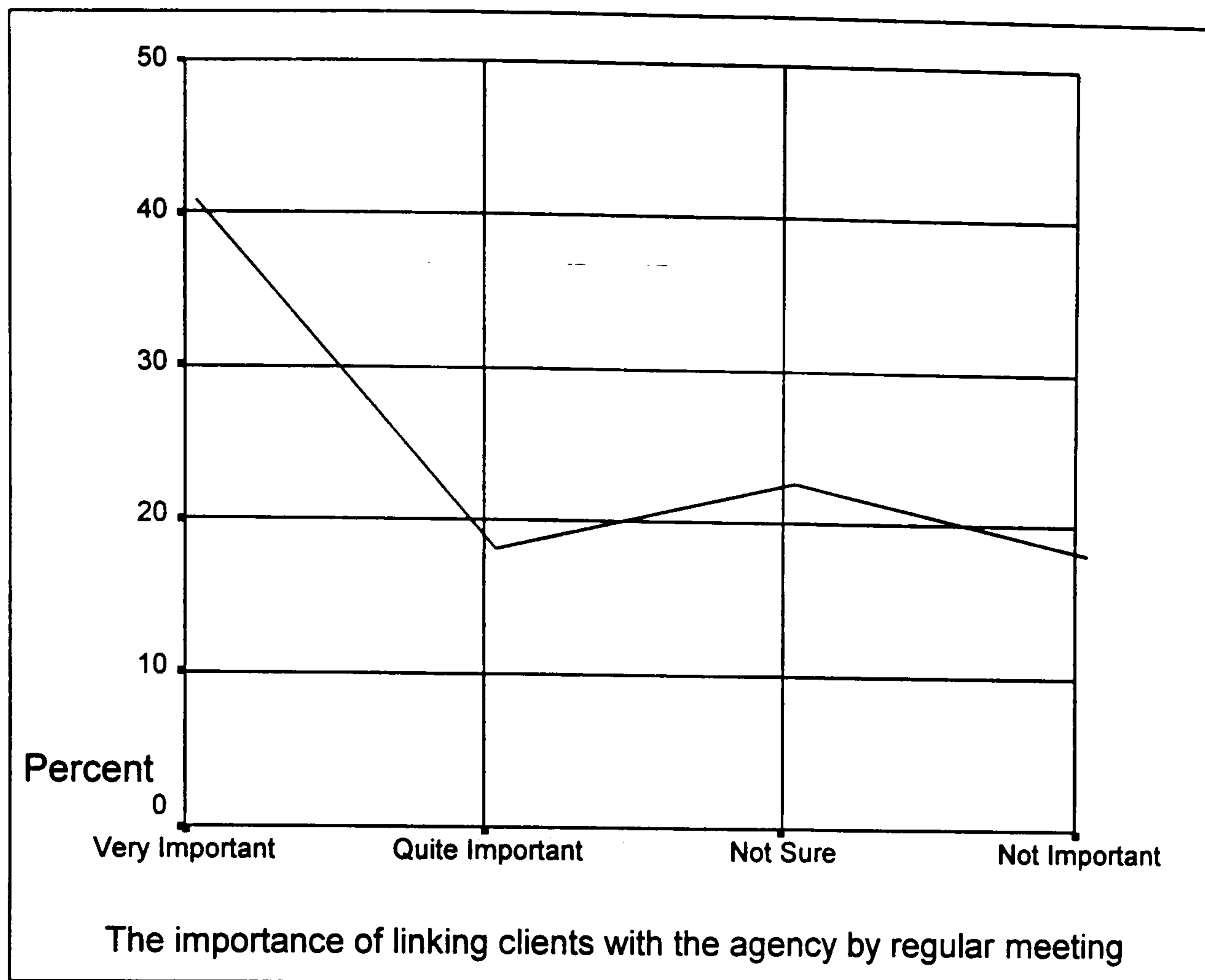


The way in which family and community treat clients also affects the adjustment of clients to the outside environment, and hence the effectiveness of rehabilitative programmes. It appeared from clients' interviews that there were good relationships between clients and their families; 80% of the client sample at the Social Observation Agencies in Jaddah and Riyadh lived with their parents (see Figure 6.7).

Overall, linking clients with the agencies by regular meetings helped them to adjust much more quickly to their families and community, but it appeared from the agencies' records that social workers faced difficulty in communicating with clients or following them up in the natural environment. More than half (59%) of the staff sample at the Social Observation Agency in Riyadh and two thirds (67%) of those in Jaddah agreed that linking clients with the agency through regular meetings was either very important or important in affecting the adjustment of clients to the outer environment as shown in the following Figures 7.9 and 7.10.



**Figure 7.9** *The importance of linking clients with the agency by regular meetings, according to the view of practitioners and directors of the S.O.A. in Jaddah.*



**Figure 7.10** *The importance of linking clients with the agency by regular meetings according to the view of practitioners and the manager of S.O.A in Riyadh.*

**Criterion 7: Satisfaction of Clients**

A final way of measuring the effectiveness of the rehabilitative programme was through the criterion of client satisfaction, measured by in-depth-interviews and using a ‘single-item’ measure.

Client satisfaction as an outcome and as a criterion for evaluation has been widely used. As Gutek (1978) pointed out, ‘it has a long history in the Organizational Psychology literature’(Gutek,1978:44). Also, he pointed out that ‘with the growing concern about public sector effectiveness, social scientists have recently turned to measures of client satisfaction as a way of assessing the general effectiveness of an agency’ (P:45).



It appeared from the clients' interviews that some clients were satisfied while others were not, for many reasons. Some of these reasons were related to the agencies, e.g. lack of resources, shortage of qualified social workers and activity supervisors, and some reasons related to the schools, such as teachers' treatment of clients in the light of the lack of relationship between clients and social workers (see Chap. Five, the client meeting).

However, clients were enrolled in one rehabilitative programme within the agencies. More than half (57%) of the client sample at the Social Observation Agency in Jeddah, and 55% of the equivalent sample of clients at the Social Observation Agency in Riyadh revealed that they sometimes had a chance to choose the programme which they would like, as shown in Figures 7.5 and 7.7.

There was a lack of facilities at the agencies and too few qualified social workers and activity supervisors. The policy document specified a ratio of one social worker for 10 clients(1:10), but the study revealed that in practice the ratio was about 1:50. Also, the huge number of clients in the agencies affected the effectiveness of the rehabilitative programme as stated by 50% of clients sample at the S.O.A in Jeddah and 40% of the equivalent sample in Riyadh. All of the sample either strongly agreed or agreed that the large number of clients in the rehabilitative programme adversely affected its effectiveness (See Appendix Table 1.17).

Overall, the client interviews revealed that clients realized the negative impact caused by the agencies' lack of facilities. They also showed their dissatisfaction with the available facilities, particularly the lack of vocational facilities. But some clients were satisfied with the general education programme, in which they attained a high level of

achievement, while others were not satisfied, especially those who were interested in vocational work. Also, others complained that their teachers treated them harshly or threatened them not to be early released if they did not work hard (see Chapter Five, meeting with clients). However, the clients did not inform their social workers, which they should do, because they feared they would lose their chance of early release.



## **The Effectiveness of the Rehabilitative Programme in Achieving its Objectives**

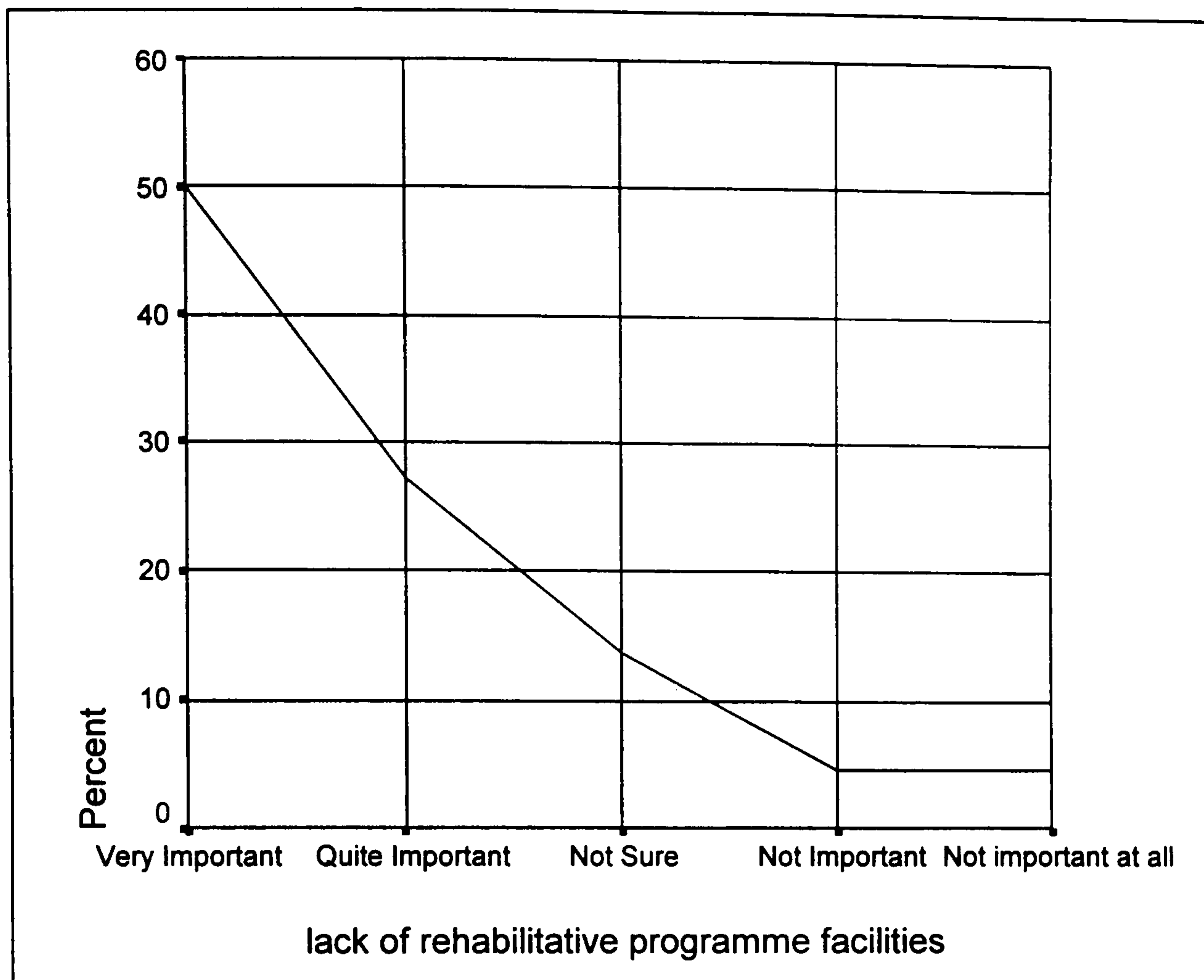
The effectiveness of the rehabilitative programme was also measured in terms of its achieving its objectives, in addition to the seven criteria discussed previously. Four objectives for the rehabilitative (treatment) programme were defined by the researcher, based on statements in the policy document of the Social Observation Agencies.

### ***First Objective: To create a suitable environment for rehabilitating offender clients***

This was the main objective of the rehabilitative programme carried out by the Social Observation Agencies. The Social Observation Agency is an agency working in the field of treatment and containing professional workers and programmes. The agency was responsible for caring for offender clients. The rights and obligations of all staff (of manager, social workers, activity supervisors and other workers) and clients are defined in the policy documents of the Social Observation Agencies. Also types of rehabilitative programmes are illustrated. General education was available within the social observation agencies, e.g. primary, intermediate and secondary schools. Other rehabilitative programmes such as vocational, sport, religious and social programme were also available. Therefore, offender clients should be included in different aspects of the rehabilitative programme.

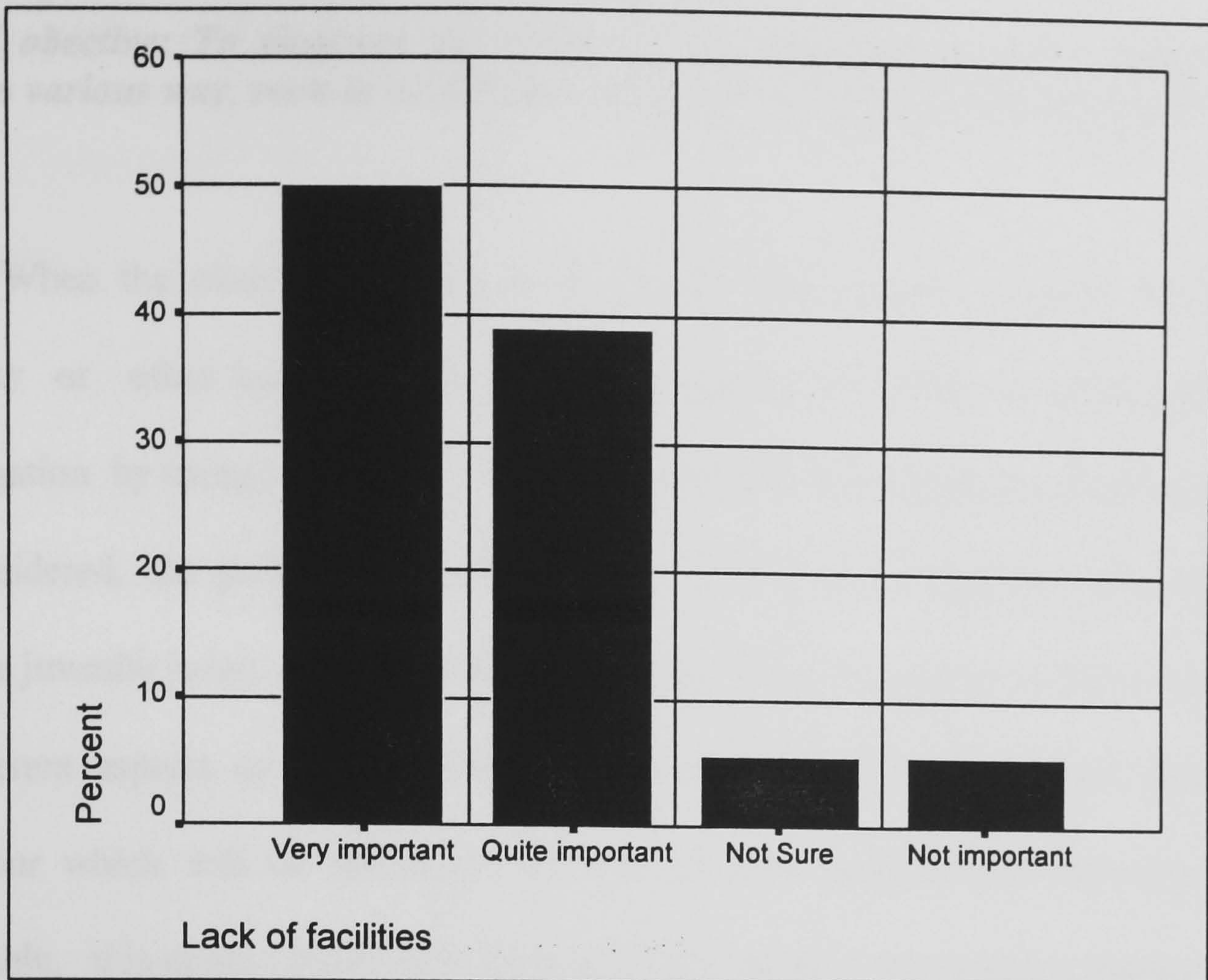
Overall, the study revealed that there was a lack of resources and facilities for the rehabilitative programmes, particularly for vocational and sport rehabilitative programmes. 89% of the staff sample at the Social Observation Agency in Jaddah and 77% of those in Riyadh agreed that the lack of facilities was either very important or

important in its effect on the effectiveness of rehabilitative programme as shown in the following Figures.



**Figure 7.11** *The importance of available facilities in affecting the effectiveness of rehabilitative programme at the S.O.A. in Riyadh in the view of practitioners and the manager.*





**Figure 7.12** *The importance of available facilities in affecting the effectiveness of the rehabilitative programme at the S.O.A in Jeddah in the view of practitioners and the manager.*

Also, there was a shortage of qualified social workers and activity supervisors, as revealed by practitioner interviews and ethnographical observation. 78% of the staff sample at the S.O.A in Jeddah and 64% of the same equivalent sample at the S.O.A in Riyadh stated that shortage of practitioners was a very important or important element that affected the effectiveness of rehabilitation, as shown in the following table.

% of the staff sample at the S.O.A in Jeddah	Percent	% of the staff sample at the S.O.A. in Riyadh	Percent
Very important	39	Very important	32
Quite important	39	Quite important	32
Not sure	17	Not sure	18
Not important	5	Not important	9
Not important at all	0	Not important at all	9
Totall	100	Totall	100%

**Table 7.20** *The importance of shortage of practitioners in affecting the effectiveness of rehabilitative programmes in both agencies according to the practitioners and the managers.*

Overall, the policy document specified one social worker for each ten clients (1:10), but the actual ratio is about 1:50, as indicated earlier.



***Second objective: To diagnose the cause of the problem and try to rehabilitate the client in various way, such as social counseling, group therapy and individual work.***

When the client is referred to the Social Observation Agency by the security authority or other bodies, the social worker has to receive him and initiate the investigation by using a special file. All circumstances surrounding the situation have to be considered, the problem diagnosed and a treatment plan suggested, to be discussed with the juvenile judge. Also the social worker has the responsibility to follow up clients in different aspects of the rehabilitative programme and write a report about their behaviour which will be discussed with the juvenile judge in the review sessions; if favourable, this might lead to early release. 68% of practitioners and the manager of the Social Observation Agency in Riyadh and 45% of those in Jaddah, either strongly agreed or agreed that the rehabilitative programme included social counselling, group therapy and individual work, as shown in the following table.

Staff sample at the S.O.A in Riyadh	Per cent	Staff sample at the S.O.A. in Jaddah	Per cent
Strongly agree	32	Strongly agree	28
Agree	36	Agree	17
Not sure	14	Not Sure	17
Disagree	0	Disagree	22
Strongly disagree	18	Strongly disagree	16
Total	100	Total	100

*Table 7.21 Content of Rehabilitative programme(Social counselling, group therapy and individual work).*

Overall, there was a shortage of social workers and activity supervisors within the Social Observation Agencies, as mentioned earlier. Therefore, social workers faced difficulties and they complained about the administrative work burden on their shoulders, which prevented them from performing their professional work in a proper way (see Practitioners' Meeting, Chapter Five).



***Third Objective: To provide clients with accommodation and various skills and vocational training.***

Unconvicted clients are supposed to be isolated from convicted offenders and accommodated in what is called 'guest accommodation' until they are sentenced or released. Offender clients have to stay at the agency until they complete their sentence or are released because of their reformed behaviour. The agency provides clients with accommodation, bed, food and other services and a monthly allowance to cover other expenses.

Offender clients are allocated to different groups (families) within the agencies according to their ages and the kind of offence. Each group (family) is resident in a hall monitored by an activity supervisor. However, the increase in the number of clients made it difficult for the agencies to accommodate all clients, so some clients were referred to the nearest Social Observation Agency, e.g. some clients from S.O.A in Riyadh were referred to the Social Observation Agency in Alqassiam.

Certainly, clients had to enrol in different aspects of the rehabilitative programme. There is only the routine rehabilitative programme, which includes educational, religious, sport, social and vocational programmes and the Summer rehabilitative programme. Nevertheless, there was a lack of facilities within Social Observation Agencies, particularly for vocational programmes. 78% of the staff sample at the Social Observation Agency in Jaddah and 64% of those in Riyadh agreed that inadequate facilities were a very important or quite important element affecting the effectiveness of rehabilitative programmes, as shown in Table 7.20.

Overall, the vocational rehabilitative programme was very important as a part of rehabilitating clients within the agencies. However, there was a lack of facilities, as

shown from practitioners' and clients' interviews (see the second criterion and the practitioners' and clients' meetings in Chapter Five).

***Fourth Objective: Work with family and client outside the agency's premises(after-care programme)***

The social worker had to work with families or guardians and discharged clients outside the agency premises. The aim was to link clients with the agency, and follow them up in the natural environment, to ensure that the impact of the rehabilitative programme was continued, and also to help the client to overcome any problem that might face him.

However, a strong relationship between the client and his family or guardian was helpful in helping the social worker orientate him to the outside environment on discharge. 78% of the client sample in Riyadh and 73% of those in Jaddah either strongly agreed or agreed that a strong relationship between clients and their families and guardians affected the effectiveness of the rehabilitative programme and helped discharged clients to be accepted, as shown in the following table.

%of clients at the S.O.A. in Jaddah	Per cent	% of clients at the S.O.A. in Riyadh	Per cent
Strongly agree	58	Strongly agree	63
Agree	15	Agree	15
Not sure	17	Not sure	12
Disagree	5	Disagree	5
Strongly disagree	5	Strongly disagree	5
Total	100	Total	100

*Table 7.22 The importance of relationship between client and his family and guardian in affecting the effectiveness of rehabilitative programmes.*

Moreover, the outer environment should be prepared before the client is released. This is the responsibility of social workers. The social worker has to ensure that the family and school are ready to accept the client and all necessary arrangements for preparing him for return to the environment have to be made.



However, 68% of the client sample at the S.O.A in Riyadh, and 43% of those in Jaddah either strongly agreed or agreed that ignoring the importance of social workers orientating the outer environment before clients' release affected the effectiveness of the rehabilitative programme and may cause reoffending (see Appendix Table 1.21).

Also the local community can play a vital role in supporting the rehabilitative programme, and helping social workers to follow up discharged clients in their natural environment, particularly in school and peer groups. The study revealed that 50% of the families and guardians sample in Jaddah and 45% of the same sample in Riyadh either strongly agreed or agreed that the local community can play a vital role in supporting the rehabilitative programme (see Appendix Table 1.22).

Certainly, lack of regular meetings between the family or guardian and practitioners to assess the needs of the client in light of the current rehabilitative programme affects its effectiveness and might cause reoffending. 55% of the families and guardians sample in Jaddah, and 45% of the same sample in Riyadh, either strongly agreed or agreed that lack of regular meetings between them and the practitioner in the Social Observation Agencies affected the effectiveness of rehabilitative programmes as shown in the following table.

% of families and guardians in Riyadh	Per cent	% of families and guardians in Jaddah	Per cent
Strongly agree	15	Strongly agree	55
Aagree	25	Agree	0
Not sure	25	Not sure	35
Disagree	15	Disagree	0
Strongly disagree	20	Strongly disagree	10
Totall	100	Totall	100

*Table 7.23 The importance of regular meetings for the effectiveness of rehabilitative programmes in both agencies, in the families' and guardians' views.*

## **Elements that affect the effectiveness of rehabilitative programmes (Second Objective):**

The study reveals that the effectiveness of the rehabilitative programme was affected by many external and internal elements. Some of them are related to the agencies and the rehabilitative programme itself, while others are related to the outside environment, as shown in the following.

### ***Internal Factors :***

#### ***1. Lack of Resources***

The study reveals that there is a lack of resources, particularly in the number of qualified social workers and activity supervisors compared with the number of clients processed in the Social Observation Agencies in both Riyadh and Jeddah (See Table 7.20 and Figures 7.1 and 7.2).

64% of the practitioners and the manager (staff) of S.O.A in Riyadh, and 89% of those in Jeddah see the lack and shortcoming of the agencies' resources as either a very important or a quite important element in affecting the effectiveness of rehabilitative programmes (see Appendix Table 1.14)

#### ***2. Lack of Facilities***

The study also reveals that there is a lack of facilities of the rehabilitative programmes, particularly vocational and sport facilities as shown from the ethnographic observation and the interviews with practitioners, managers, clients and families and guardians (See Table 7.6 and Figures 7.11 and 7.12).



### 3. Quality of the Rehabilitative Programme

It seems that there is only a routine scheduled rehabilitative programme during the academic year and the summer rehabilitative programme for all clients (see Chapter Six, planning and delivery of the rehabilitative programme).

Moreover, 90% of the client sample at the Social Observation Agency in Jaddah and 73% of the equivalent sample in Riyadh revealed that they did not enrol in special rehabilitative programmes (see Figures 7.3 and 7.6).

Although the rehabilitative programmes are designed yearly by practitioners (social workers and activity supervisors) as revealed by the questionnaire interviews, the programmes had deficiencies in their contents. Although around two thirds (68%) of the staff sample at the Social Observation Agency in Riyadh, either strongly agreed or agreed that rehabilitative programmes contained social counselling, group therapy and individual work, only 45% of those in Jaddah were of the same opinion, as shown in the following table.

%of practitioners and manager of S.O.A. in Riyadh	Per cent	%of practitioners and the manager of S.O.A.in Jaddah	Per cent
Strongly agree	32	Strongly agree	28
Agree	36	Agree	17
Not sure	14	Not sure	16
Disagree	0	Disagree	22
Strongly Disagree	18	Strongly disagree	17
Total	100	Total	100

*Table 7.24 The view of the staff (practitioners and the managers) in both agencies about whether the rehabilitative programme contained Social counselling, group therapy and individual work.*

Also, inadequacy in the rehabilitative programme affected its effectiveness. 67% of the sample of the staff at the Social Observation Agency in Jaddah and 55% of the equivalent sample in Riyadh pointed out inadequacies in the rehabilitative programme, which they believe is a very important or important element in affecting the



effectiveness of rehabilitative programmes in both agencies, as shown in the following table.

Practitioners and the manager of the S.O.A in Riyadh	Per cent	Practitioners and the manager of the S.O.A.in Jaddah	Per cent
Very important	28	Very important	28
Quite important	27	Quite important	39
Not sure	27	Not sure	22
Not important	14	Not important	11
Not important at all	4	Not important at all	0
Total	100	Total	100

*Table 7.25 Shortcomings in the ability of the rehabilitative programme in both agencies according to the staff(practitioners and directors).*

In addition, the clients' opinions were not taken into account in planning the rehabilitative programmes, as shown from the clients' interviews and the agencies' records (see Chapter Six), although 41% of the staff sample at the S.O.A in Riyadh and 44% of those in Jaddah either strongly agreed or agreed that clients' opinions were considered when the rehabilitative programmes are designed (see Appendix Table 1.6). Also, 48% of the client sample at the S.O.A. in Jaddah either strongly agreed or agreed that neglecting clients' opinions when planning and delivering rehabilitative programmes is an important element which adversely affects the effectiveness of rehabilitative programmes, while 35% of clients sample at the S.O.A. in Riyadh either strongly disagreed or disagreed that omitting clients opinions has any effect on the effectiveness of the rehabilitative programme as shown in the following table.

% of client sample at the S.O.A. in Riyadh	Per cent	%of client sample at the S.O.A. in Jaddah	Per cent
Strongly agree	25	Strongly agree	18
Agree	10	Agree	30
Not sure	25	Not sure	33
Disagree	15	Disagree	7
Strongly disagree	25	Strongly disagree	12
Total	100	Total	100

*Table 7.26 The clients' views about the importance of neglecting their opinions in terms of affecting the effectiveness of their rehabilitative programmes*



Overall, clients rarely participated in meetings for evaluating the effectiveness of rehabilitative programmes, as revealed by analysis of the agencies' records and the clients' interviews. 82% of the client sample at the S.O.A. in Jaddah and 75% of those in Riyadh pointed out that they had never participated in meetings with practitioners for evaluating the effectiveness of their rehabilitative programmes, as shown in Table 6.27.

Samples	Yes	No	Total
%Client sample in Jaddah	18	82	100
%Client sample in Riyadh	25	75	100

*Table 7.27 Clients' participation in meetings for evaluating the effectiveness of the rehabilitative programme*

#### **4. Length of the sentences imposed**

The study reveals that the length of sentences imposed was thought to affect the effectiveness of the rehabilitative programme. 95% of the practitioners and the manager of S.O.A. in Jaddah and 64% of the equivalent sample in Riyadh agreed that the length of sentences imposed by juvenile judges was either a very important or quite important factor affecting the effectiveness of rehabilitative programmes, as shown in Table 7.28 below.

%of practitioners and the manager of S.O.A. in Jaddah	Per cent	%of practitioners and the manager of S.O.A. in Riyadh	Per cent
Very important	67	Very important	32
Quite important	28	Quite important	32
Not sure	5	Not sure	23
Not important	0	Not important	4
Not important at all	0	Not important at all	9
Total	100	Total	100

*Table 7.28 The importance of length of sentences in affecting the effectiveness of the rehabilitative programme according to the practitioners and managers in both centres.*

If clients spend sufficient time in the agency, it gives them the opportunity to learn a lot from the rehabilitative programme, and helps practitioners (social workers and activity supervisors) to deliver an effective rehabilitative programme. Moreover, 68% of the clients sample at the S.O.A. in Riyadh and half (50%) of the equivalent sample in Jeddah either strongly agreed or agreed that the imposed sentences affected the effectiveness of rehabilitative programmes at both centres, as shown in Appendix Table 1.23.

In contrast, only 30% of the families and guardians sample in Riyadh and 35% of those in Jeddah strongly agreed or agreed that the length of sentences served by clients affected the effectiveness of rehabilitative programmes in both agencies, as shown in the Appendix, Table 1.24.

#### ***5. The increased number of clients in the rehabilitative programme***

The huge number of clients within the Social Observation Agencies, in view of the agencies' shortage of resources and lack of facilities, has a particular effect upon the effectiveness of rehabilitative programmes in both centres.

50% of the client sample at the Social Observation Agency in Jeddah, and 40% of those in Riyadh either strongly agreed or agreed that the increase in the number of clients in the rehabilitative programme affected their rehabilitation (see the Appendix Table 1.17). An even greater proportion of the staff samples, 89% in Jeddah, and 68% in Riyadh, agreed that the increasing number of clients was either a very important element or a quite important element in terms of affecting the effectiveness of the rehabilitative programme, as indicated in the following table.



%of the staff sample at the S.O.A in Riyadh	Per cent	%of the staff sample at the S.O.A in Jaddah	Per cent
Very important	41	Very important	45
Quite important	27	Quite important	44
Not sure	14	Not sure	11
Not important	9	Not important	0
Not important at all	9	Not important at all	0
Total	100	Total	100

*Table 7.29 The importance of increasing client numbers in affecting the effectiveness of the rehabilitative programme in both agencies, in the views of practitioners and managers.*

### **6. Lack of after-care programmes**

The study reveals that there was a lack of after-care programmes, which affect the effectiveness of the rehabilitative programme, especially as regards working with discharged clients in their natural environment, since there was a shortage of qualified social workers and deficiency in the quality of the after-care programmes themselves, which (in terms of delivery) were not in line with the customs of the society.

77% of the staff sample (practitioners and director) at the S.O.A. in Jaddah and 64% of those in Riyadh pointed out that lack of after-care programmes was either very important or quite important in affecting the effectiveness of the rehabilitative programme within their Social Observation Agencies, as shown in the following table

7.30. For more details see criterion 6.

% of the staff sample at the S.O.A in Riyadh	Per cent	% of the staff sample at the S.O.A in Jaddah	Per cent
Very important	37	Very important	44
Quite important	27	Quite important	33
Not sure	27	Not sure	11
Not important	9	Not important	6
Not important at all	0	Not important at all	6
Total	100	Total	100

*Table 7.30 The effect of lack of after-care programmes upon the effectiveness of the rehabilitative programme in Social Observation Agencies in Jaddah and Riyadh.*

This was in contrast with families' and guardians' views in both Social Observation Agencies. More than half (55%) of the families and guardians sample in Riyadh either strongly disagreed or disagreed that lack of after-care programmes had any particular effect upon the effectiveness of the rehabilitative programme, while 40% of the equivalent sample in Jeddah either strongly agreed or agreed that lack of after-care programmes is a very important element in affecting the effectiveness of rehabilitative programmes, as shown in Appendix Table 1.25.

The importance of after-care programmes in terms of affecting the effectiveness of the rehabilitative programme seems not to be realized by clients, since the study revealed that only 45% of the clients sample at the S.O.A. in Jeddah strongly agreed or agreed that lack of after-care programmes had a particular effect upon the effectiveness of the rehabilitative programme, and 10% strongly disagreed or disagreed, while 45% were not sure of the effect. Also, 40% of those in Riyadh either strongly agreed or agreed that lack of after-care programmes is a very important element that affects the effectiveness of rehabilitative programmes, and 22% strongly disagreed and disagreed, while 38% were not sure whether or not the lack of after-care programmes had a particular effect on the effectiveness of rehabilitative programmes as shown in appendix table 1.26.

#### ***7. Lack of cooperation between Social Observation Agencies themselves.***

It appeared from the agencies' records and the interviews with practitioners that there was a lack of cooperation between social observation agencies, either in terms of planning and delivering the rehabilitative programme or in terms of evaluation and exchange of experiences. There was one meeting a year (annual) between agencies'



directors, but there was no real cooperation in terms of visits or sharing in planning and delivery of the rehabilitative programme.

Nevertheless, only 37% of the staff sample at the S.O.A in Riyadh either strongly disagreed or disagreed that there was cooperation between S.O.As. while 61% of the equivalent sample in Jaddah strongly agreed or agreed that there was cooperation between social observation agencies in terms of designing and evaluating the effectiveness of rehabilitative programmes and exchange of experiences. This was in contrast with the result obtained from the agencies' records, which highlighted that not a single meeting had taken place between practitioners for planning and evaluating the effectiveness of the rehabilitative programme (See practitioners' meeting in Chapter Five).

Overall, 67% of the practitioners and the director of the S.O.A in Jaddah and 55% of those in Riyadh agreed that lack of cooperation was either very important or quite important in affecting the effectiveness of rehabilitative programmes as shown in the following table.

Staff sample at the S.O.A in Riyadh	Per cent	Staff sample at the S.O.A in Jaddah	Per cent
Very important	23	Very important	34
Quite important	32	Quite important	33
Not sure	9	Not sure	11
Not important	23	Not important	17
Not important at all	13	Not important at all	6
Total	100	Total	100

*Table 7.31 The impact of lack of cooperation between social observation agencies themselves upon the effectiveness of their rehabilitative programmes*

**8. Ways in which rehabilitative programmes were designed and delivered.**

The effectiveness of the rehabilitative programme was also affected by the ways in which it was designed and delivered. There was only a routine scheduled rehabilitative programme and the summer rehabilitative programme for all clients, despite the diversity of their problems and needs. Also, the opportunity for clients to choose programmes which they liked was limited, and their opinions were not considered in terms of planning the rehabilitative programme (See Figures 6.4 and 6.5, Figure 7.5 and 7.7).

78% of the staff sample at the Social Observation Agency in Jeddah, and 73% of those in Riyadh pointed out that the way in which the rehabilitative programme is designed was a very important or quite important element in affecting the effectiveness of rehabilitative programmes in the two agencies, as shown in the following table.

%of the staff sample at the S.O.A in Riyadh	Per cent	%of the staff sample at the S.O.A in Jeddah	Per cent
Very important	23	Very important	39
Quite important	50	Quite important	39
Not sure	9	Not sure	17
Not important	14	Not important	5
Not important at all	4	Not important at all	0
Total	100	Total	100

*Table 7.32 Impact of ways in which the rehabilitative programmes are designed upon their effectiveness*

**External Elements:**

**1. Lack of cooperation between the agencies and families and guardians.**

There was a lack of cooperation between the agencies and families and guardians which affected the effectiveness of rehabilitative programmes. Therefore, 94% of the staff sample at the S.O.A. in Jeddah and 64% of equivalent sample in Riyadh agreed that lack of cooperation between the social observation agency and families and



guardians was either very important or quite important in affecting the effectiveness of rehabilitative programmes, as shown in the following table.

% of the staff sample at the S.O.A in Jeddah	Per cent	% of the staff sample at the S.O.A in Riyadh	Per cent
Very important	39	Very important	41
Quite important	55	Quite important	23
Not sure	6	Not sure	4
Not important	0	Not important	18
Not important at all	0	Not important at all	14
Total	100	Total	100

*Table 7.33 The effect of lack of cooperation between families and social observation agencies upon the effectiveness of rehabilitative programmes in both centres.*

Also, more than half (55%) of the families and guardians sample in Jeddah either strongly agreed or agreed that lack of cooperation between them and the social observation agencies affects the effectiveness of the rehabilitative programme, in contrast with 50% of those in Riyadh that either strongly disagreed or disagreed that lack of cooperation between them and the social observation agencies had any particular effect upon the effectiveness of rehabilitative programmes, as shown in the Appendix Table 1.27.

## ***2. Lack of relationship between clients and their families and guardians***

The strength of the relationship between clients and their families and guardians affected the effectiveness of rehabilitative programmes within Social Observation Agencies in Riyadh and Jeddah. The study revealed that there was a consensus among stake-holders (managers, practitioners, client and families and guardians), except for families and guardians in Riyadh, that weak relationships between families and guardians and clients affected the effectiveness of rehabilitative programmes, as shown in Appendix Table 1.27, in Table 7.34.

The staff sample at the S.O.A in Riyadh	Per cent	%of the staff sample at the S.O.A in Jaddah	Per cent
Very important	41	Very important	33
Quite important	32	Quite important	50
Not sure	14	Not sure	6
Not important	13	Not important	6
not important at all	0	Not important at all	5
Total	100	Total	100

*Table 7.34 The importance of lack of relationship between clients and their families and guardians in terms of affecting the effectiveness of rehabilitative programmes in both centres in Riyadh and Jaddah.*

83% of the staff sample at the Social Observation Agency in Jaddah, and 73% of those in Riyadh agreed that the weak relationship between clients and their families and guardians was either a very important or quite important element in affecting the effectiveness of rehabilitative programmes.

Also, 78% of the clients sample at the S.O.A in Riyadh and 73% of the same sample at the S.O.A in Jaddah either strongly agreed or agreed that strong relationship between clients and their families and guardians had a positive impact on the effectiveness of rehabilitative programmes, as shown in Table 7.22.

However, this was in contrast with the view of 50% of the families and guardians sample in Riyadh, who either strongly disagreed or disagreed that weak relationships between clients and their families or guardians had any effect upon the effectiveness of rehabilitative programmes. Families and guardians in Jaddah, however, were more similar in opinion to the client sample, as 65% either strongly agreed or agreed that lack of relationship between clients and their families and guardians is a very important element affecting the effectiveness of rehabilitative programmes, as shown in Appendix Table 1.28.



### ***3.Lack of supervisor of discharged clients in their natural environment.***

This element is linked with the second external element and lack of after-care programmes mentioned earlier. The findings revealed that there was a lack of supervision of discharged clients, as shown from the interviews and the analysis of agencies' records. There was a shortage of qualified social workers and poor cooperation with families and guardians, which affect the effectiveness of rehabilitative programmes within social observation agencies in Riyadh and Jaddah. Linking clients with the agencies through regular meetings seemed to be a very important element in enhancing the effectiveness of rehabilitative programmes, but it was missing in daily practice, although 67% of the staff sample at the S.O.A in Jaddah and 59% of the equivalent sample in Riyadh agreed that maintenance of such links was either a very important or quite important element affecting the effectiveness of rehabilitative programmes, as shown in the Figure 7.9 and 7.10.

Also, clients pointed out the importance of retaining links with the agencies through regular meetings. 55% of the client sample at the S.O.A. in Jaddah, and 50% of those in Riyadh either strongly agreed or agreed that linking clients with the agencies by regular meetings affected the effectiveness of their rehabilitation programmes, as shown in Appendix Table 1.29.

However, 50% of the families and guardians sample in Riyadh either strongly disagreed or disagreed that lack of meetings to link clients with the agencies had any effect upon the effectiveness of rehabilitative programmes, in contrast with the equivalent sample in Jaddah, 55% of whom pointed out that lack of linking clients with the agencies by regular meetings effected the effectiveness of rehabilitative programmes as shown in the following Table7.35.



Families and guardians in Riyadh	Percent	Families and guardians in Jaddah	Percent
Strongly Disagree	35	Strongly agree	30
Disagree	15	Agree	25
Not sure	30	Not sure	30
Agree	5	Disagree	5
Strongly agree	15	Strongly disagree	10
Total	100	Total	100

*Table 7.35 Linking client with the agency by regular meetings*

#### ***4. Lack of cooperation between the agencies and public and private sector.***

The analysis reveals that there was a very poor relationship and lack of cooperation between the Social Observation Agencies in Riyadh and Jaddah, and the public and private sector, which affected the effectiveness of their rehabilitative programmes. 73% of the staff sample at the S.O.A. in Riyadh and 67% of the equivalent sample in Jaddah either strongly agreed or agreed that there was a lack of joint meetings between professionals in the universities and the practitioners, whether in connection with preparing or evaluating the rehabilitative programme, as shown in Table 7.36.

Staff sample at the S.O.A. in Riyadh	Percent	Staff sample at the S.O.A. in Jeddah	Percent
Strongly agree	50	Strongly agree	50
Agree	23	Agree	17
Not sure	14	Not sure	17
Disagree	9	Disagree	11
Strongly disagree	4	Strongly disagree	5
Total	100	Total	100

*Table 7.36 Combined meetings between professionals in the universities and the practitioners in both agencies, for preparing the rehabilitative programme or evaluating its effectiveness.*

Also, the practitioners and the managers (staff) in both agencies indicated that lack of visits to the private and public sector to promote links between the client and his society was either important or quite important in affecting the effectiveness of the rehabilitative programme (see the Appendix Table 1.30).

Moreover, 45% of the families and guardians sample in Jaddah either strongly agreed or agreed that the private sector could assist the effectiveness of the rehabilitative



programme by providing the agencies with required facilities, while 40% disagreed or strongly disagreed and only 15% were not sure. In contrast, 50% of those in Riyadh strongly disagreed or disagreed that the private sector could assist the effectiveness of the rehabilitative programme, while 30% either strongly agreed or agreed, and only 20% were not sure (see Table 7.37 below). It was also thought that the local community can support the programme by providing practitioners with ideas for improving its effectiveness (see Appendix Table 1.22).

Families and guardians in Riyadh	Percent	Families and guardians in Jaddah	Percent
Strongly disagree	25	Strongly agree	20
Disagree	25	Agree	25
Not sure	20	Not sure	15
Agreed	10	Disagree	20
Strongly agree	20	Strongly disagree	20
Total	100	Total	100

*Table 7.37 Private sector could sustain the effectiveness of the rehabilitative programme by providing the agency with required facilities*

## Comparison between Social Observation Agencies in Riyadh and Jaddah

Many comparisons between the two Social Observation Agencies in Riyadh and Jaddah have been drawn in Chapter Five and earlier sections of this chapter. However, in this section a brief comparison between the two centres is presented, in terms of achievement of the seven sets of measurements criteria, and the objectives of the rehabilitative programme, as shown in Tables 7.38 and 7.39 respectively..

Criterion	S.O.A. in Jeddah	S.O.A. in Riyadh	Comments
Recidivism rate	5% in Jaddah from the overall clients sentenced in 1999, and only 15% of clients sample were recidivist twice	16% in Riyadh from the overall clients sentenced in 1999, and 21% of clients were recidivist twice or more	Slight difference
Vocational success	85% of clients conducted three courses	95% were completed successfully three courses	Slight difference
Educational achievement	50% of clients achieved the specified standard	58% of clients met the specified standard	Slight difference
Adjustment to the agency life	75% of clients adjusted very quickly to agency life	75% of clients also adjusted very quickly to agency life	The same
Personality and attitude changes	1006 of all clients were released before completing their sentences	235 clients were released before completing their sentences	Big difference
Adjustment to the outside community	80% of the client sample were living with their parents	80% of the client sample were also living with their parents	The same
Satisfaction of clients	Clients were partially satisfied	Clients were partially satisfied	The same

*Table 7.38 Brief comparison between Social Observation Agencies in Riyadh and Jaddah in terms of seven criteria*

Despite some differences between two agencies, there was not a very big difference in the outcome, as shown in the above and following tables. It might be because of lack of individual records that might show the exact effect brought about in the clients' behaviour, or because of the impact of rehabilitative programmes or other elements that were taken into account in decisions on the early release of clients.



However, there are a lot of similarities between the two centres in Riyadh and Jaddah, and only slight differences in some other respects, as shown in the above table 7.38.

The study shows that the percentage of clients reconvicted from those who completed their sentences in Riyadh and Jaddah were respectively 16% and 17%, while the number of clients discharged before they had completed their sentences were 1005 (out of 1301) in Jaddah and 235 (out of 1124) in Riyadh. However, only 15% of the client sample at the Social Observation Agencies in Jaddah and 21% of the equivalent sample in Riyadh had recidivist in 1999 (see pages pp.242-244).

Regarding vocational success, 85% of client samples at the S.O.A. in Jaddah and 95% of those in Riyadh completed three courses (in computers, electricity and First Aids at the S.O.A in Riyadh and computers, electricity and agriculture at the S.O.A. in Jeddah). In addition, clients at the Social Observation Agency in Riyadh produced excellent Art work, having designed an exhibition and Gallery which contained a collection of clients' works (see pp.244-250).

Also, general education programmes are available in both agencies. 88% of the clients at the S.O.A. in Riyadh were studying at secondary level, while 10% were studying at intermediate and 2% were studying at primary level. In contrast, the results revealed that at the S.O.A. In Jaddah, only 25% of clients were studying at secondary level, 45% at the intermediate and 35% at primary school (see table 6.1). However, 50% of the clients sample at the Social Observation Agency in Jaddah and 58% of those in Riyadh met the criterion score of 70% in the final examination in 1999. (see P. 250-253).

Also, in terms of adjusting to agency life, 75% of the client sample in each agency reported that they adjusted very quickly (see Figures 7.4 & 7.8). The agencies' records revealed that 1006 clients at the S.O.A in Jeddah and 235 clients at the S.O.A. in Riyadh were released before completing their imposed sentences due partly to changes in their personality and attitude. Moreover, the relationships between clients and their families and guardians were good, which helped clients to adjust to their outside environment. 80% of clients at each agency were living with their parents.

Also, partial satisfaction of some clients and dissatisfaction of some with the rehabilitative programmes appeared from the questionnaire interviews and meeting with clients held in Riyadh(see Chapter Five and pp.263-265).

Regarding achievement of the rehabilitative programme's objectives, the following table shows the extent to which these objectives were achieved in both agencies.

Objective	S.O.A in Jeddah	S.O.A. in Riyadh	Comments
1. To create a suitable environment for rehabilitating clients	Lack of resources and facilities	Lack of resources and facilities, but new ones now being built	Slight difference
2. To diagnose the cause of the problem and try to rehabilitate clients by various ways such as social counseling, group therapy and individual works	Lack of social workers and activity supervisors	Lack of social workers and activity supervisors	The same
3. To provide clients with accommodations and various skills and vocational training	Accommodation was available but there was a lack of vocational training facilities	Accommodation was available but there was a lack of vocational facilities	The same
4. Working with family and client outside the agency's premises(After-care programmes)	There was a lack of after-care programme	There was a lack of after-care programme	The same

*Table 7.39 A Brief comparison between Social Observation Agencies in Jeddah and Riyadh in achieving the objective of rehabilitative programmes*

In terms of achieving the objectives of rehabilitative programmes, the study reveals that the agencies provided clients with accommodation and other services, which



were available in both agencies, despite the huge number of clients processed in 1999. However, there was a lack of resources and facilities, particularly vocational and sport facilities in both agencies as indicated previously. There were some new buildings being constructed in the Social Observation Agency in Riyadh, but there was no sign of such activity in the Social Observation Agency in Jeddah.

Overall, the study reveals a lack of after-care programmes in both agencies and poor cooperation between social workers and families and guardians. This was because of shortage of qualified social workers and other elements related to the after-care programmes themselves, although some initiatives were carried out by some social workers at S.O.A in Riyadh with the aim of enhancing the communication with families and guardians, they failed to produce any significant result.

## **CHAPTER EIGHT: CONCLUSIONS AND RECOMMENDATIONS**

### **Main Conclusions**

*The effectiveness of the rehabilitative programme*

*Achievement of the rehabilitative programme objectives*

### **CONCLUSION REGARDING THE ELEMENTS THAT AFFECT THE EFFECTIVENESS OF THE REHABILITATIVE PROGRAMME**

*Internal Factors*

*External factors*

### **PRACTICAL LESSONS DRAWN FROM THE CURRENT STUDY**

### **RECOMMENDATIONS**

*The Social Observation Agencies*

*Juvenile offenders and S.O.As and Society*



## Main Conclusions

The main objectives of this project, as was shown in the introductory chapter, were to shed light on the effectiveness of rehabilitative programmes within social observation agencies in K.S.A, identify the elements that affect their effectiveness and to draw lessons from the current study in order to suggest a new framework for improving the effectiveness of such rehabilitative programmes.

A field study was carried out over a period of about six months with some limitations and practical difficulties faced by the researcher highlighted in Chapter Four. The effectiveness of the rehabilitative programme was examined in terms of achievement of the seven criteria mentioned earlier (see Chapter Four) and the objectives of the rehabilitative programme. Multimethods of data collection were used, including questionnaires by interview, observation and analysis of documents and records, for the two Social Observation Agencies in Riyadh and Jeddah involved. The main conclusions of the study, and recommendations are briefly presented in the following sections.

This section presents the overall conclusions of the study, followed by more detailed and specific conclusions in relation to the effectiveness and achievement of the rehabilitative programme.

In general, the study revealed that some successes were achieved in parts of the rehabilitative programme for some clients in both Social Observation Agencies in Riyadh and Jeddah, despite the shortage of resources and the lack of facilities. This finding confirmed of achieved of other researchers such as Brody (1976) who studied the effectiveness of sentencing, through a review of the literature. He concluded that there were some indicators of positive results for a particular type of offender at a

particular time, although most research results were pessimistic. Also the present finding was consistent with the results obtained by Caddick and Brown (1982) in their evaluation of an induction group programme applied to five groups comprising of a total of 36 clients (see Chapter Two), in which they concluded that some clients had begun to reach points that the programme was designed to achieve, while others had not. It also supported the conclusion reached by Andrews et al (1990), that appropriate correctional treatment does work effectively, and the result achieved by Gendreau and Ross in 1979 in their paper 'Effective Correctional Treatment: Bibliotherapy for Cynics', in which they reviewed the evidence obtained from literature on correctional treatment published between 1973-1979. The writers concluded that 'there are several types of intervention programs that have proved successful with offender populations. These intervention programs illustrate pointedly why there have been so many failures reported in correctional treatment' (Gendreau and Ross,1979:463). The present finding is consistent also with that of Al-Roshid (1993) who examined the effectiveness of preventive programmes and concluded that only 7% of the sample were returned to the Social Direction Agency and 67% were able to resolve their problems within the agency, without returning to the social workers.

### *1. The effectiveness of the rehabilitative programme*

Regarding achievement of the seven criteria of effectiveness, the following findings were obtained:

#### *i. Recidivism Rate.*

Despite the criticisms of using recidivism as the sole criterion for measuring the effectiveness of sentences and treatment programmes, and some difficulties about its



application particularly problems associated with reconviction rate such as undetected offences (identifying the number of offenders who offend but are not apprehended or convicted), period of follow up, lack of sensitivity to seriousness (type of reconviction), it was used in conjunction with other criteria to give some indication of the effectiveness of the rehabilitative programme, because of its direct relevance to the aim of the treatment, as pointed out by Clarke and Sinclair in 1973.

Thus, despite incomplete information being available about the exact number of recidivist clients and the absence of follow up data and adequate individual records, it appears from the available data that 180 clients out of 1124 at the Social Observation Agency in Riyadh and just 60 clients out of 1301 at the Social Observation Agency in Jeddah were recidivists in 1999. 16% in Riyadh and 17% in Jeddah had completed their sentences, and 16% in Riyadh and 1% in Jeddah were from those whom had been discharged before completing their sentences.

Also, it was found that 15% of the client sample in Jeddah had been convicted twice before, while 13% in Riyadh had been convicted twice and 7% had been convicted more than twice.

Overall, therefore, it can be concluded that both rehabilitative programmes met the criterion of low recidivism, although it is not clear whether the early release success was because of the impact of the rehabilitative programme upon clients' behaviour or because of other factors that had been taken into account in the decision to release clients early, as adequate individual records were not available. However, 45% of the staff sample in Jeddah and 18% from those in Riyadh considered the early release of clients to be due to their reformed behaviour and 27% in Riyadh and 5% in Jeddah referred it to the amnesty extended by the government in the Month of Rammadan; but

more than half (55%) of the staff sample in Riyadh and 50% of those in Jaddah linked it with other elements such as memorizing the holy Quran, or a decision made by the Ministry of the Interior.

## *ii. Vocational Success*

It was found that 95% of the client sample in Riyadh and 85% of those in Jaddah had successfully completed three courses from among computers, electricity, First Aid and Agriculture, with completion of three courses being the specified criterion of vocational success. Also, clients in Riyadh were involved in Art work (as a part of vocational programme) in which they achieved an excellent standard, having prepared an exhibition and a gallery that contained a collection of clients' works. Also, the Social Observation Agency in Riyadh participated in many occasions and exhibitions held in the city, e.g. an exhibition held in the Alummamah Secondary school and another exhibition arranged by Prince Sultan Association in Riyadh.

Overall, it can be concluded that the vocational rehabilitative programme had achieved some success for some clients in respect of the specified criterion. This was recognized by practitioners and managers in the Social Observation Agencies. 61% of the staff sample in Jaddah and 59% of those in Riyadh strongly agreed or agreed that clients had achieved considerable progress on the vocational programme, and they viewed the programme as either very effective or effective in respect of affecting clients' behaviour.

However, a difference of opinion was found among families and guardians in Riyadh and Jaddah about the usefulness and the impact of the vocational programme upon clients' behaviour. This may have occurred because of the lack of relationships



with practitioners or because families and guardians did not know much about the rehabilitative programme .

Moreover, it was found that the lack of facilities and resources e.g. shortage of qualified social workers and activity supervisors and poor cooperation with academic professionals in the universities affected the effectiveness of the vocational rehabilitative programme. The programme would be more effective if these arrangements were taken into account. The practitioners and the managers of Social Observation Agencies in Riyadh and Jaddah, 90% and 77% respectively, realized that the lack of facilities was either very important or quite important in affecting the effectiveness of rehabilitative programmes in general and the vocational programme in particular.

Indeed, some new buildings had been built in the Social Observation Agency in Riyadh, and it may be assumed, therefore, that more rooms for the vocational rehabilitative programme will be available soon. Such upgrading has yet to be undertaken in the Social Observation Agency in Jaddah.

Overall it was found that the Social Observation Agencies in both cities tried to enhance the vocational rehabilitative programme by cooperating with outside agencies to carry out some courses in computers, First Aid and agriculture programme, especially in the summer rehabilitative programme. Organizations involved in such efforts were the Saudi Red Crescent Association, Alamal Hospital and King Abdulaziz Hospital in Jaddah. Also there was a good initiative by the Alrashid Fiberglass Factory to establish workshop at the Social Observation Agency in Riyadh. Such arrangements might enhance the effectiveness of the rehabilitative programme in general and the vocational

programme in particular, though other resources such as qualified social workers and activity supervisors have to be available as well.

### *iii. Educational achievement*

It was found that 58% of the client sample at the Social Observation Agency in Riyadh and 50% of those in Jeddah had achieved the required level of 70% of the scale point for measuring client progress by the end of the first semester 1999-2000. In addition, 95% of the client sample in Jeddah and 86% of the equivalent sample in Riyadh viewed the educational programme as either very significant or significant in affecting their behaviour.

Also, 68% of the staff sample at S.O.A in Riyadh and 61% of those in Jeddah, either strongly agreed or agreed that clients achieved considerable progress on the educational programme.

Overall, it can be concluded that some clients began to be able to organize their time, having specified time for homework and allocating other time for other activities, as shown from the client interviews and the meetings with some others in Riyadh. This was confirmed by the view of practitioners and the managers of Social Observation Agencies in Riyadh and Jeddah: more than three quarters of them (78% in Jeddah and 77% of those in Riyadh), considered the educational programme to be either very effective or effective upon the client, compared with other aspects of the rehabilitative programme, e.g. Vocational, Religious, Social and Sport programmes.

However, despite some success achieved by some clients in the educational programme, the clients complained of the harshness of some teachers who they said threatened them by saying they would not pass the examination or they may not be released early. The clients did not, however, inform their social workers, because they



thought that if they did so, their early release would be affected. Social workers were found not to be aware what was happening. Therefore, it can be concluded that the educational programme would be more effective if teachers were more flexible in their attitude toward clients and had some understanding of the situation, and the relationship between clients and their social workers was strong enough.

#### *iv. Adjustment to the agency life*

Although it is difficult to measure the adjustment of the client to the agency life by using quantitative measures, as in the case of other criteria, e.g. recidivism rates, vocational success and educational achievement, it can be concluded that some clients had adjusted to the agency life quicker than others and they may be expected to achieve greater success in vocational and educational programme. On this basis it was concluded that 75% of the client sample in Jaddah and the same proportion (75%) in Riyadh had adjusted quickly to agency life, which enabled them to benefit from the rehabilitative programme, although the majority of clients were not enrolled in special programmes and their chances to choose programmes they would like were limited. Also, it was found that there was a lack of agency resources, as mentioned before in terms of the number of qualified social workers and activity supervisors, which affected the adjustment of clients. Meanwhile, the huge number of clients served by the agencies, combined with poor facilities, were other factors contributing to difficulty of adjustment of the clients to the agency life; this finding confirms other research findings in Saudi Arabia, e.g. by Al-mautlaque (1989), Alishethry (1993), Alsadhan (1995) and Alsadhan (1996).

Overall, it can be concluded that by improving these factors, the clients would adjust better to agency life.

## *vi. Personality and attitude changes*

It can be concluded that changes in the clients' personality and attitude were linked with their adjustment within the agencies and affected by the timing of the rehabilitative programme, which was linked with the prayer times.

Moreover, it was concluded that changes in personality and attitude of client was one of the main elements that affected judges' decisions for their early release. Since 1006 clients at the S.O.A in Jaddah and 235 of those in Riyadh, from those who were sentenced in both agencies in 1999, had been released before completing their sentences, it may appear that the rehabilitative programme was effective. Although it was not clear from the records, to what extent personality and attitude changes contributed to early release, 44% of staff sample in Jaddah and 18% of those in Riyadh saw the positive changes in clients' personality and attitude as contributing to the early release.

Overall, it was found that almost two thirds of the staff sample (61% in Jaddah and 68% in Riyadh) either strongly agreed or agreed that positive changes had occurred in clients' behaviour because of their contact with the rehabilitative programme, and 55% in Riyadh and 50% in Jaddah were satisfied with the changes brought about in client behaviour.

## *vii. Adjustment to the outside community*

Despite insufficient information being available in the individual clients' records, it was concluded from the questionnaires that 80% of the client sample at both



Social Observation Agencies in Riyadh and Jaddah were living with their parents. Nevertheless, adjustment to the outside environment was affected by many elements. The local community did not cooperate enough with the social workers or help the centres by establishing community centres to enable social workers to follow up clients and conduct after-care programmes properly, whereas it was difficult to follow clients up in their families. The researcher concluded that the role of local community was very important in helping clients to adjust quickly to the outside environment and had a very important impact upon the effectiveness of the rehabilitative programme. Moreover, 64% of the staff sample in Riyadh and 83% of those in Jaddah agreed that the roles of local community were either very important or important in affecting the adjustment of the clients to the outside environment.

It was found also that there was a lack of after-care programmes because of insufficient qualified social workers and poor cooperation with families and guardians, which might affect the adjustment of clients with their families. Overall, it was concluded that an adequate after-care programme and linking clients with their agencies by regular meetings would help them to adjust quickly to their families and community, and keep the positive impact of the rehabilitative programme alive in clients' behaviour. In this respect, 59% of the staff sample in Riyadh and 67% in Jaddah agreed that linking clients with the agency through regular meetings was either very important or important in affecting the adjustment of clients to the outer environment.

### *viii. Satisfaction of clients*

In assessing the effectiveness of rehabilitative programmes, it is very important to consider the satisfaction of clients, which has been widely used by evaluators as a measure in the evaluation of outcome, as was expressed by Gutek (1978). It was found in the present study that some clients were satisfied while others were not. This was because of many factors which affected the effectiveness of the rehabilitative programme in general, as mentioned before. Also, from the interviews with the client samples in both centres and from the meetings with some other clients at the Social Observation Agency in Riyadh, it was concluded that clients were not enrolled in special rehabilitative programmes and their opportunity to choose programmes to suit their preferences was limited. As a result, few clients were satisfied. In addition, some clients had made progress in the educational programme, as appeared from the educational achievement criterion, whereas others complained about the way the educational programme was carried out by some teachers, who threatened clients that they would not be released if they did not work hard. Moreover, some clients were only interested in vocational work, and not in general education, so they did not make progress and they expressed their dissatisfaction with the educational programme, since there was a lack of vocational facilities. Also, the lack of social workers and activity supervisors and the huge number of clients within the Social Observation Agencies affected the clients' satisfaction. It was found that there was about one social worker for 100 clients (1:100) in respect of the whole number of clients processed in 1999 in both agencies, and the ratio of social workers to clients detained in both agencies was about 1:50. Overall, the satisfaction of clients was influenced by these shortages and social workers were not



able to conduct a proper rehabilitative programme that took account of the particular needs of individual clients.

## *2.The achievement of the rehabilitative programme objectives*

Regarding the extent to which the objectives of the rehabilitative programme were achieved, it was concluded that in general the objectives were met to some extent, in respect of creating a suitable environment for rehabilitating young offenders by enrolling them in different aspects of the rehabilitative programme, despite the shortage of qualified social workers and activity supervisors and the lack of facilities, mentioned earlier. Overall, the following conclusions were reached:

### *Objective 1 : To create a suitable environment for rehabilitating young offenders*

The Social Observation Agencies in both cities were created to look after young offenders. The centres are closed residential agencies containing social workers, activity supervisors, facilities, rehabilitative programmes and other services. However, they deal with a huge number of clients; 2901 in Jeddah and 1957 in Riyadh were processed in 1999, which is above the capacity of the agencies, bearing in mind their shortage of resources and the lack of facilities. So it can be concluded that this objective was only partially achieved and the agencies would have been a more suitable environment for rehabilitating clients if these deficiencies were considered and other sentences introduced, to enhance the suitability of these agencies for delivering an effective rehabilitative programme.

### *Objective 2: To diagnose the cause of the problem and try to rehabilitate the client in various ways, such as social counselling, group therapy and individual work.*

Regarding the ability of the rehabilitative programme to diagnose the causes of the problem and set suitable treatment plans to rehabilitate individual clients in various



ways, it was concluded that this objective was not achieved entirely, because of the shortage of qualified social workers in both Social Observation Agencies, although 68% of the staff sample in Riyadh and 45% of those in Jeddah either strongly agreed or agreed that the rehabilitative programme included social counselling, group therapy and individual work. It was also concluded that there was about 1 social worker for about 100 clients in respect of the whole number of clients processed in 1999, and 1 social worker for each 50 clients from those clients who had received their sentences within the agencies at the time of carrying out the field work. This is contrary to the policy document of the Social Observation Agencies, according to which the ratio of social workers to clients should be 1:10. In addition, the burden of administrative work upon the shoulders of social workers was another element that prevented them performing their professional role properly.

*Objective 3: To provide clients with accommodation and various skills and vocational training.*

Regarding this objective, it was concluded that processed clients were accommodated in the agencies despite their huge number. Some of them, such as in Riyadh, had to be referred to the nearest social observation agency of Alqasiam, because of limited places, and some buildings were being constructed. However, in terms of the ability of the rehabilitative programme to provide clients with various vocational skills, it was concluded that there was some success achieved by some clients in some vocational courses, despite the shortage in the number of qualified social workers and activity supervisors, as shown from the client sample interview. Furthermore, 89% of the staff sample in Jeddah and 64% of those in Riyadh agreed that inadequate facilities affected the effectiveness of the rehabilitative programme.

*Objective 4: Work with family and client outside the agency's premises(after-care programme)*

Work with discharged clients and their families and guardians was one of the main objectives of the rehabilitative programme. It was found however, that this objective seemed not to be achieved, because there was a lack of regular meetings between discharged clients and their families and guardians, on the one hand, and the social workers on the other hand. Also, there was a lack of after-care programmes, partly because of the shortage of qualified social workers and partly because such programmes are not in line with the customs of the society. Also, they were not used effectively to highlight the role of social observation agencies and their objectives to the whole society and encourage people to cooperate with them. However, it might be argued that these agencies are the places for punishing and rehabilitating young offenders and to deterring others, and if they are given much publicity, the deterrence effect will be reduced. But there is an important advantage of publicizing the aims and objectives of these agencies to the families and guardians, private and the public sector, to enhance the effectiveness of the rehabilitative programme.



## **Conclusions regarding the elements that affect the effectiveness of the rehabilitative programme**

There were both external and internal factors that affected the effectiveness of the rehabilitative programme (as indicated in Chapter Seven). It was concluded that lack of resources, particularly the shortage of qualified social workers and activity supervisors and the lack of facilities, seemed to affect most aspects of the rehabilitative programme, so some repetition might be noticed in the discussion. This is in order to bring things together and to highlight the importance of these two elements. Overall, the elements affecting the effectiveness of rehabilitative programme can be summarized as follows.

### *1. Internal Factors*

1. It was concluded that there was a lack of resources, particularly the shortage of qualified social workers and activity supervisors. There was about one social worker for about 50 clients. Also, it was found that 73% of the staff sample in Riyadh and 83% of those in Jeddah had not attended any training course or obtained other qualification.
2. There was a lack of facilities, particularly vocational and sports facilities, although some success was achieved by some clients in the vocational programme. Most of the vocational courses were held in Summer.
3. There was only one routine scheduled rehabilitative programme during the academic year, and the summer rehabilitative programme, for all clients irrespective of their diverse needs and problems. Also, the programme had some deficiencies in its content, although the summer rehabilitative programme was more organized. It was found too, that clients' opinions were not taken into

- account in planning the rehabilitative programme, and they had not participated in meetings for evaluating the effectiveness of the rehabilitative programme.
4. The effectiveness of the rehabilitative programme was also affected by the length of sentences imposed. The majority of the staff sample (practitioners and the managers) in Riyadh and Jeddah (64% and 95% respectively) and 68% of the client sample in Riyadh and 50% of the equivalent sample in Jeddah either strongly agreed or agreed that the imposed sentences affect the effectiveness of the rehabilitative programme. The staff also thought spending sufficient time by clients in the agencies gives the clients the opportunity to learn a lot from the rehabilitative programme and helps the practitioners to deliver effective programmes. In this respect, it was found that 5% of the client sample in Riyadh and 6% of those in Jeddah had completed the sentences imposed on them.
  5. The excessive number of clients on the rehabilitative programme within the social observation agencies, in view of the agencies' shortage of resources and lack of facilities, had a particular effect upon the effectiveness of the rehabilitative programme.
  6. Lack of after-care programmes also affected the effectiveness of the rehabilitative programme, particularly being unable to follow discharged clients in their natural environment. There was a shortage of qualified social workers and deficiency in the quality of after-care programmes themselves, whose delivery was not in line with the customs of Saudi society.
  - 7 .The effectiveness of the rehabilitative programme was also affected by the lack of cooperation between social observation agencies themselves, either in terms of



planning and delivering the rehabilitative programme or in terms of evaluation and exchange of experiences.

8. It was concluded that the ways in which the rehabilitative programme were designed and delivered affected the effectiveness of the rehabilitative programme. There was only a routine scheduled rehabilitative programme designed by practitioners for all clients during the academic year, despite the diversity of their needs and problems. Also, the opportunities for clients to choose programmes they would like were limited. In addition they had never participated in a single meeting to evaluate their rehabilitation programme.

## *2. External Factors*

In addition, it was found that the effectiveness of the rehabilitative programme was affected by some external factors. These factors can be summarized as follows.

1. Lack of cooperation between the agencies and families and guardians had a particular effect upon the effectiveness of the rehabilitative programme, especially the lack of meetings with practitioners to assess the needs of clients and their progress in different aspects of the rehabilitative programme or in terms of supporting practitioners with ideas to improve the quality of the rehabilitative programme.
2. It was also found that there was a consensus among all the stake-holders (managers, practitioners, clients and families and guardians except those families and guardians in Riyadh) that the lack of strong relationship between clients and their families or guardians affected the effectiveness of the rehabilitative programme. A strong relationship between clients and their families and guardians, and their encouragement, helped the clients to benefit more from the

rehabilitative programme and enable social workers and activity supervisors to be in close contact with families and guardians to inform them of any development in their son's or relative's behaviour.

3. It was concluded that lack of arrangement for supervising discharged clients in their natural environment and the failure to link them with the agencies through regular meetings affected the effectiveness of the rehabilitative programme. 67% of the staff sample in Jeddah and 54% of those in Riyadh pointed out the importance of maintaining of such links, which were seen as either very important or quite important in affecting the effectiveness of the rehabilitative programme. The study also revealed that 55% of the client sample in Jeddah and 50% of those in Riyadh also shared the same view as practitioners about the importance of retaining links with the agencies by regular meetings which would affect positively the effectiveness of the rehabilitative programme.
4. Lack of cooperation between the agencies and public and the private sector had an effect upon the effectiveness of the rehabilitative programme. It was found that there was not even a single joint meeting between the professionals in the universities and the practitioners in the field, whether in connection with preparing or evaluating the effectiveness of the rehabilitative programme. Also there was a lack of visits to the private and public sector to promote links between clients and society, to provide the agencies with the required facilities, particularly vocational and sports facilities, or in terms of training clients, except for some initiatives carried out in the summer programme by some firms.



## Practical Lessons drawn from the current study

Many lessons can be learned from the current study for developing the effectiveness of the rehabilitative programme in K.S.A, as summarized in the following.

1. The study revealed that there was a lack of evaluative studies in general and of the effectiveness of the rehabilitative programme in particular, although many studies have been carried out to identify the causes of the problems or examine particular elements and their relation with the delinquency problem. So, it can be concluded that future research projects need to be directed to study particular subjects, such as evaluating the juvenile justice (treatment) system in the Kingdom of Saudi Arabia, evaluating the effectiveness of after-care programmes, examining the role of private and the public sectors in developing the effectiveness of the rehabilitative programme and examining the relationship between the social observation agencies and the local community (e.g. family, mosque, school and neighborhood) for developing the effectiveness of the rehabilitative programme.

2. It can be learned from the current study that there is a necessity to modernize the juvenile offender treatment system in K.S.A., and to alleviate the pressure on residential agencies' rehabilitative programme by introducing other sentences, e.g. community orders which rehabilitate the client through service to society (unpaid job), fines, forfeiture, or curfew orders to prevent or restrict future re-offending.

3. The study also highlighted the importance of paying attention to the rehabilitative programmes' preparation and delivery, as well as the importance of maintaining the relationship with professional expertise in the universities for consultation and evaluating the effectiveness of the rehabilitative programme regularly.

4. The study also raised the importance of training social workers and activity supervisors to work efficiently and of increasing their number.

5. It can be also learned from the current study that there is a necessity for creating a clear strategy for delivering an effective after-care programme, taking into account the culture and the customs of the society.

6. The current study revealed the importance of fostering links between social observation agencies and vocational and training institutions, as well as providing the agencies with the required vocational facilities to enable them to deliver an effective programme.

7. It can be learned from the study that it is important to maintain good cooperation among S.O.As themselves, on the one hand, and between them and the private and public sector on the other hand, for more effective rehabilitation programmes.

Overall, the implications and the implementation of these lessons in terms of practice require further professional studies, new policies and the establishment of an effective system based on the recommendations of the current study and drawn from the experiences of other countries such as the UK, but taking into account the differences between societies in culture and customs. For more details, see the recommendations and the suggested framework for developing the effectiveness of the rehabilitative programme in K.S.A (mainly see Chapter Nine).



## Recommendations

At the outset of this study, the need for evaluating the effectiveness of the rehabilitative programme for young offenders in K.S.A. was expressed. By undertaking this task, the researcher achieved the three main objectives, as expressed earlier: to throw light on the concept of the effectiveness of the rehabilitative programme and assess its impact on offending behaviour, to identify the elements that affect the effectiveness of rehabilitative programmes and to draw lessons from the current study for developing the effectiveness of the rehabilitative programme. Also, the current study raises the importance of benefitting from different perspectives and debates about the methods and approaches developed for measuring the effectiveness of rehabilitative treatment programmes in UK. Moreover, it has been revealed that using multi-measures for evaluating the effectiveness of rehabilitative programmes in particular and social intervention in general, is strongly recommended by researchers and specialists in evaluation in the West.

However, evaluative researchers in developing countries may encounter some difficulties in carrying out evaluative studies in general and studies of rehabilitative effectiveness in particular because of problems related to the availability of routinely collected data and official statistics. So, the implications of these problems for research methodology should always be kept in mind and lessons drawn from the experience of this study in the Kingdom of Saudi Arabia.

Finally, therefore, on the basis of the findings of this study, and taking into account the experience of the UK Juvenile Justice System and the review of previous research studies carried out in the field of delinquent care, it is recommended that many developments need to be introduced to improve the effectiveness of the rehabilitative

programme at the Social Observation Agencies in the Kingdom of Saudi Arabia. Some of these are related to the agencies themselves, while others are concerned with the entire community, as shown in the following.

### *The Social Observation Agencies*

1. It has been revealed that there was a shortage in the number of qualified social workers and activity supervisors. The ratio of social workers to the clients numbers was 1:50, therefore, the number of qualified social workers and activity supervisors should be increased to achieve the ratio of one social worker for each 10 clients, as defined by the policy document to enable them to carry out an effective rehabilitative programme by reducing the case-loads dealt with by practitioners.

2. The study reveals that there was only one routine schedule of rehabilitative programme and summer rehabilitative programme for all clients despite a diversity of their needs. There was also a lack of qualified practitioners; it has been found that 83% of staff sample in Jaddah and 73% of those in Riyadh had not attended any training courses or obtained other qualifications, in addition to the poor cooperation between the agencies and the community as a whole. Therefore, a special professional unit (rehabilitative programme unit) should be introduced within each Social Observation Agencies or in the Ministry of Labour and Social Affairs to be responsible for preparing and delivering the rehabilitative programme and to evaluate its outcome regularly. Also, the unit should be responsible for training social workers and activity supervisors by including them in some courses arranged by the Community Service and Continuing Education Centres in the universities. The aims and objectives of this unit and its organization and duties and its policies would have to be defined more clearly.



3. The Juvenile Court should be reopened because of the significant increase in the number of clients processed in recent years, to enable cases to be decided quickly. Also other non-custodial sentences should be introduced, e.g. community orders, fines, forfeiture orders and curfew, in order to rehabilitate clients in different ways and to minimize the number of clients detained in custody for minor problems. Also, reopening the Juvenile Court would help in minimizing the number of clients detained for investigation or small problems; such detentions disturb the rehabilitation of sentenced clients.

4. In the light of a lack of facilities, particularly vocational and sports facilities, which 90% and 77% of the staff samples in Riyadh and Jaddah, respectively, considered negatively affected the effectiveness of the rehabilitative programme, the capacity of the S.O.As needs to be enlarged by building new buildings and creating some space for vocational workshops. The agencies could benefit from the initiatives offered by some firms in the private sector, such as Alrashid Fiberglass Factories, to establish workshops to train clients within the Social Observation Agency in Riyadh.

5. The study revealed that there was a lack of cooperation between social observation agencies both in terms of planning and delivering rehabilitative programmes and in terms of evaluating and exchanging experiences. There was only one annual meeting between managers of S.O.As and there was no real cooperation in terms of visits or sharing in planning or delivering rehabilitative programmes. The importance of this was confirmed by 67% of the staff in Jaddah and 55% of those in Riyadh who expressed the view that lack of cooperation between S.O.As themselves was either a very important or quite important factor in affecting the effectiveness of the rehabilitative programme. So cooperation between social observation agencies

themselves should be maintained according to a coherent strategy in terms of preparing and delivering the rehabilitative programme, exchanging skills and experiences and consultation and in terms of evaluating the effectiveness of the rehabilitative programme regularly.

6. It has been revealed that there was a lack of aftercare programmes to look after discharged clients, which 77% of staff sample in Jeddah and 64% of those in Riyadh agreed was either a very important or quite important element that adversely affects the effectiveness of the rehabilitative programme. So after-care programmes should be evaluated and a coherent strategy for the after-care programmes needs to be adopted to maintain the positive change in clients' behaviour and to prevent re-offending. Also, the delivery of the programme should be in line with the culture and customs of the society and clients should be followed up in their families, through community centres (which need to be established) and through the schools (see Chp.9).

7. The research confirmed that rehabilitation was the main objective and responsibility of the S.O.As. There are only two methods of dealing with processed clients in K.S.A., discharge or detention if they are convicted, therefore there are not many alternative options for the rehabilitation of clients. Thus, the current organizational framework of the Social Observation Agencies should be reorganized according to the current trends in Saudi society and to reflect the significant increase in the number of young offenders (see Chap.9). Also, the current stage of social change requires rehabilitation of clients by using different methods and the rehabilitative programme should to be more professional, making use of current scientific approaches, to improve the effectiveness of the rehabilitative programme.



8. In terms of the needs of evaluators, there was a lack of criminal justice statistics in K.S.A particularly follow-up reconviction data. It is very important for better data to be available for research purposes particularly recidivism rates which are important for research and evaluation studies. So, attention should be paid to improving the records of official statistics by using computerised database.

9. For improving evaluation in general and effectiveness of the rehabilitative treatment programme in K.S.A., a coherent strategy of rehabilitation in terms of planning and delivering the rehabilitative programme should be adopted, and the objectives of rehabilitation and the task of programme evaluation should be clear to all parities involved in the evaluation process.

10. It has been shown that there was a lack of evaluation studies in K.S.A. in general and of treatment effectiveness in particular, despite the awareness on the part of the government of the need to improve the effectiveness of the rehabilitative treatment programme for young offenders. Therefore, it is important to benefit from different perspectives and current debates and for modern evaluation techniques to be employed in any initiative of evaluation in K.S.A.

11. The difficulties that face evaluative researchers in K.S.A as a developing country should be addressed and the current statistical data on reconviction rates should be interpreted with great caution when it is used as a criterion for measuring the effectiveness of rehabilitative treatment programme.

### *Juvenile offenders, S.O.As and society*

1. The study revealed that the role of academic professional experts in the universities in terms of participating in designing rehabilitative programmes or evaluating their effectiveness was poor. 73% of staff sample in Riyadh and 67% of those

in Jaddah strongly agreed or agreed that lack of joint meetings between practitioners and professional experts in the universities adversely affected the effectiveness of the rehabilitative programme. Therefore, cooperation between the Social Observation Agencies and the academic professional experts in the universities should be maintained and expanded, in terms of consultation, research cooperation, and evaluating the outcome of the rehabilitative programme, to increase its effectiveness. Also, certain academic departments in the universities, such as those of Social Work, Psychology and Sociology, could participate in planning, preparation and the delivery of the rehabilitative programme within the Social Observation Agencies, in cooperation with a Professional Unit (Rehabilitative Programme Unit) which should be created in the agencies, or in the Ministry of Labour and Social Affairs as proposed earlier, See Chap.9.

2. It has been revealed that a majority of young offenders were living with their families-80% in both Riyadh and Jaddah-but the objectives of the rehabilitative programme were not clear to the families or the wider community. So efforts must be made to improve the relationship between the families and guardians of the clients and the social observation agencies by explaining the aims and objectives of the rehabilitative programme, involving them to a greater extent in preparing and delivering the rehabilitative programme and taking their ideas into account to improve the quality of the rehabilitative programme. Also, the leaders of local communities should be encouraged to participate in a project to improve the role of the mosque, family and neighborhood in addressing clients' problems and they should be involved in consultation to improve the effectiveness of the rehabilitative programme.

3. Despite the fact that 58% of client sample at S.O.A in Riyadh and 50% of those in Jaddah had achieved the required level of 70% of the scale point for measuring the



client education progress, further efforts are needed to support the role of the school by encouraging cooperation between the school and the social workers and activity supervisors within the Social Observation Agency, to study the factors that prevent clients from benefiting fully from the rehabilitative programme, particularly when some clients were harshly treated by teachers in the attached school. Also, the relationship between the agency and schools needs to be strengthened for supervising discharged clients in their natural family, to maintain the positive changes in their behaviour.

4. It has been revealed that there was a lack of vocational facilities which adversely affected the effectiveness of the rehabilitative programme. So a stronger relationship between the Social Observation Agencies and vocational institutions should be established, for planning and supervising the delivery of the vocational programmes and to set up varied vocational courses to support the effectiveness of the rehabilitative programme (see the proposed model in Chap.9).

5. In general it has been found that there was a lack of cooperation between S.O.As and other institutions and agencies in the community which have rich resources that could contribute significantly towards improving the effectiveness of rehabilitative programmes. Therefore, the relationship between the Social Observation Agencies and the Public Presidency of Youth Care should be maintained so the agencies can benefit from all possible resources to absorb the energy of youth constructively. Also, a new plan is needed for engaging the leisure time of youth by organizing youth festivals, cultural and scientific competitions and sports. Consideration could also be given to carrying out some voluntary work for rehabilitating clients according to a coherent strategy set by the relevant ministries: the Social Affairs, Interior and Education Ministries, the Public Presidency for Technical Education and Vocational Training and the Public Presidency for Youth Care.



6. The private sector should participate in improving the effectiveness of the rehabilitative programme by providing the agencies with the required vocational and sports facilities. Also, it could participate in rehabilitating clients by training them. Firms could allow the agencies to visit them and let clients carry out some voluntary work as a part of their rehabilitation, according to a constructive strategy agreed by all parties involved in the rehabilitation of clients.

In these respects, the researcher recommends that future research studies in Kingdom of Saudi Arabia should be more focused upon studying particular issues in the delinquent care domain. More attention should be paid to the evaluative studies, such as evaluating the effectiveness of juvenile justice system, aftercare programmes, performance of social workers and activity supervisors and so on, since the reasons behind the delinquent problem have been exhaustively researched. This recommendation is believed to be achievable, particularly as the study revealed that there was an enthusiasm among managers and practitioners toward changes for developing the effectiveness of the rehabilitative programme. This attitude was supported also by the Social Affairs Ministry in recent years. The new minister in 1999/2000 visited some S.O.As, in different regions in Riyadh, Jaddah, Alqasaim and Aldammam to inspect the need of these agencies by himself as covered by Alriyadh newspaper in four serial editions in 2000.

Overall, the researcher hopes that the current study will be useful in terms of developing the effectiveness of the rehabilitative programmes. So finally he suggests a new framework model for developing the programme and its implementation as shown in the next chapter. He also believes that more studies and discussions should be made for full implementation of this model.



**CHAPTER NINE : THE SUGGESTED NEW FRAMEWORK MODEL  
FOR DEVELOPING THE EFFECTIVENESS OF REHABILITATIVE  
PROGRAMME WITHIN S.O.As IN K.S.A.**

**Aim and objectives of the model**

**Administration and Organization of the model**

**Political implications and the implementation of the model**

It has been shown clearly from the conclusions of the current study that many factors have affected the effectiveness of the rehabilitative programme within Social Observation Agencies in the Kingdom of Saudi Arabia. Some of these are related to the Social Observation Agencies themselves, the current system and the rehabilitative programme in its preparation and delivery, while others are related to the whole society, particularly in the governmental and private agencies and the research and vocational training centres, as mentioned earlier. These findings raise the necessity of reviewing the current rehabilitative programme and the importance of developing the programme to increase its effectiveness.

One of the very important lessons gained from the current study is the importance of provide the agencies with all means and facilities required to enable practitioners to carry out their professional work efficiently, and the importance of reorganizing the current juvenile justice system in Saudi Arabia and introducing some (optional) alternatives to custody, in the light of current developments, for enhancing the effectiveness of the rehabilitative programme. Another is the need to reopen juvenile courts so that clients' cases can be decided as quickly as possible.

In this chapter, a suggested model for developing the effectiveness of the rehabilitative programme is presented based on the results of the current study and on learning from the UK experience in juvenile justice. Particular attention is paid to the role of Social Observation Agencies, governmental and private agencies, family, school and the local community.

### **Aims and objectives of the model**

The main aim of the model is to increase the effectiveness of the rehabilitative programme within social observation agencies in K.S.A by considering which elements



adversely affect the effectiveness of the rehabilitative programme and need to be alleviated, and what can be learned from the juvenile justice system in UK. The objectives of the model can be summarized as follows:

1. To improve the quality of the rehabilitative programme by providing the social observation agencies with all the necessary required vocational and sport facilities and increasing the number of qualified social workers and activity supervisors.
2. To create a new strategy for preparation and delivery of an effective rehabilitative programme by extending the participation of governmental and private agencies, family, school and research and vocational training institutions.
3. To introduce other possible alternatives to custody, instead of depending solely on the discharge and detention approaches adopted by the current juvenile justice system in Saudi Arabia, since other methods seem to be more effective and responsive to addressing the increased number of clients and the complexity of their needs and problems.
4. To ensure high quality training aimed at providing the social workers and the activity supervisors with the required skills in order to improve their ability to deliver a more effective rehabilitative programme.
5. To work to prevent reoffending by adopting a new strategy to follow clients up in their home environment, in line with the culture and customs of Saudi Society. This can be achieved by establishing Community Centres in

residential areas, where social workers could provide the aftercare programme instead of visiting discharged clients in their homes.

6. To work to sustain the role of families and school to deal directly with the problem of juveniles (including schooling and discipline).
7. To encourage cooperation between Social Observation Agencies themselves for evaluation and exchange of experiences.

### **Administration and Organization of the model**

Despite the partial success achieved by the rehabilitative programme for some clients, the necessity of developing its effectiveness is clear. This can be achieved by reorganizing the juvenile justice system and extending the base of participation in rehabilitation to include other agencies, to develop the effectiveness of the rehabilitative programme.

Other ministries and governmental institutions and private firms should be involved in the main framework of the new suggested model in order to create a more effective rehabilitative programme. The following specific measures are recommended.

1. The Labour and Social Affairs Ministry should establish a new unit called Rehabilitative Programme Unit. Its aim would be to supervise the design, delivery and evaluation of the outcome of the rehabilitative programme within Social Observation Agencies. The ministry should also consider the importance of training social workers and activity supervisors to deliver more effective programmes by creating training units in each centre (see the section on implications of the model).



2. The Justice Ministry should participate in developing the effectiveness of the rehabilitative programme by reopening the Juvenile Court which was closed in 1980 because of the significant increase in the number of young offenders. Also, the court should expedite the process of judgment to minimize the number of temporary clients that disturb the rehabilitation of sentenced clients and constitute a heavy burden on social workers, in the light of lack of facilities and resources.
3. The Internal Ministry can play a very important role in sustaining the effectiveness of the rehabilitative programme by supporting police participation in an awareness programme and involvement in the administration of the community centres that it is suggested should be established by the Social Affairs Ministry (see the implications of the model).
4. The Islamic Affairs Ministry should participate in developing the effectiveness of the rehabilitative programme by raising the awareness of people and becoming more involved in preparation and delivery of the Religious rehabilitative programme and evaluation of the rehabilitative programme in general.
5. The Public Presidency of Youth Care is the agency responsible for youth. Its resources and facilities could make a valuable contribution to developing the effectiveness of the rehabilitative programme. The agency could play a big role in preparation and delivery of the programme and organizing summer programmes to engage the leisure time of youth.
6. The Public Agency of Technical Education and Vocational Training specializes in training and has resources and vocational institutions which

could play a leading role in developing the effectiveness of the rehabilitative programme in general and the vocational rehabilitative programme in particular. The agency could provide social observation agencies with all necessary vocational facilities and expertise, supervise the delivery of vocational rehabilitative programme, and award qualifications to clients who successfully complete vocational courses.

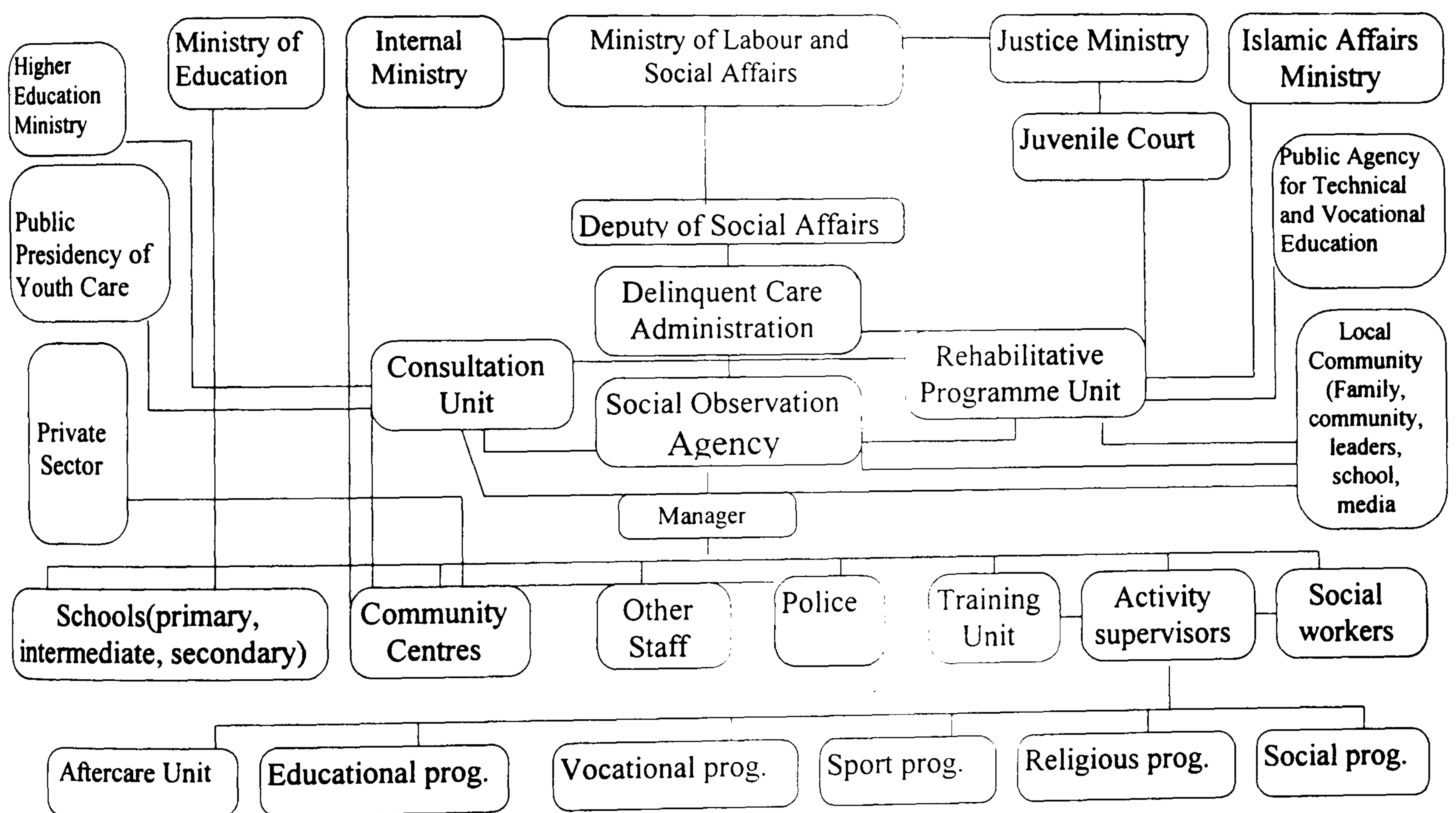
7. The Education and Higher Education ministries could also contribute to the effectiveness of the rehabilitative programme. The Education Ministry, although mainly concerned with schooling (primary, intermediate and secondary schools), could support the rehabilitative educational programme by providing training courses to equip teachers to deal with young offenders. It should also encourage closer working relationships between Social Observation Agencies and outside schools, to facilitate social workers in the following up of discharged clients and delivery of an effective aftercare programme. The Higher Education Ministry could participate in developing the effectiveness of the rehabilitative programme by promoting a role for experts in the universities, particularly in relevant departments such as Social Work, Sociology and Psychology, and supervising the design, delivery and evaluation of rehabilitative programmes, in conjunction with the Rehabilitative Programme Unit in the Ministry of Social Affairs. The Continued Education and Community Services Centres in the universities could also participate in developing the effectiveness of the rehabilitative programme by organizing training courses to develop the skills of practitioners working in the social observation agencies.



8. Local communities (e.g. family, school, and mosque etc.) could participate in developing the effectiveness of the rehabilitative programme by raising popular awareness of the problem and encouraging individuals and groups to support the Social Observation Agencies with all possible means.

9. The private sector (National Factories and Private Commercial Agencies) could also help to enhance the effectiveness of the rehabilitative programme by providing the centres with the required facilities and expertise.

Overall, the general organization of the suggested framework can be represented as follows:



**Figure 9. 1 The Organization of new suggested model**

## Political implications and the implementation of the model

Undoubtedly, the current rehabilitative programme needs to be reorganized in its design and delivery, and this could involve the introduction of other rehabilitative methods that have proven effective elsewhere. However, although the new model for developing the effectiveness of the rehabilitative programme needs to be reviewed and discussed in detail and the responsibility of each agency involved should be defined precisely, the implementation of the new model should be carried out gradually. It can be started with the resources and facilities already available, such as those of the Public Presidency of Youth Care and the Public Agency for Technical Education and Vocational Training, and other facilities gradually created. Measures related to developing the effectiveness of the rehabilitative programme which should be included in the new model are as follows.

1. The Juvenile Court should be reopened and supported with qualified judges and specialists in the social sciences. Administratively, the court should be affiliated to the Ministry of Justice and should liaise with the Social Observation Agencies and the Rehabilitative Programme Unit in the Ministry of Social Affairs. The client should serve his sentence as decided by the court, and the social workers in the field should inform the court, through the Rehabilitative Programme Unit, of the progress in the client's behaviour.

2. The Rehabilitative Programme Unit should be created, or revived if it already exists, either as part of the Research and Development Administration, or as an independent unit. The aim of this unit would be to place and develop policies for the preparation and the delivery of the rehabilitative programme and to evaluate the



outcome regularly. It would also cooperate with governmental and private agencies, training and vocational centres to enhance the effectiveness of the rehabilitative programme.

3. A Research and Training Unit should be created within each social observation agency. Its aim would be to collaborate with the research centres in the universities to instigate research on particular subjects and prevent repetition. It should, moreover, in conjunction with the Continued Education and Community Services Centres in the universities, organize training courses to improve the quality of practitioners at Social Observation Agencies, to enable them to deliver more effective rehabilitative programme.

4. New Community Centres should be created in the residential quarters to enable social workers to deliver an effective aftercare programme and follow clients up in their home environment, as well as to provide opportunities for constructive use of leisure time. These centres could be under joint private and governmental administration, and representative members should be involved from the Social Affairs Ministry, Internal Ministry, Islamic Affairs Ministry, Education Ministry, Public Presidency of Youth Care, Public Agency for Technical Education and Vocational Training and from the private sector. Alternatively, they might be affiliated to and supervised by the Social Affairs Ministry.

5. A Consultation Unit should be established in the Social Affairs Ministry. Its members should include experts in the universities and representatives from the local community, specially retired professional whose experience could be drawn on in setting policies and plans for the rehabilitative programme to develop its effectiveness.

6. An Aftercare Unit has to be established within the Social Observation Agencies and linked with the Aftercare Programme Administration in the Social Affairs Ministry. Its aim would be to deliver more effective aftercare programme and execute policies laid down by the Aftercare Programmes Administration.

Also there are some alternative methods to custody which should be introduced for creating more effective rehabilitative programme in order to rehabilitate clients with different methods:

1. Community Service Order: this method of rehabilitation can be applied for small problems such as quarrels and traffic offences by young people. The client can be ordered to perform voluntary work in the community instead of serving a custodial sentence. This would encourage clients to develop a sense of their responsibility and prevent clients from contacts with more serious offenders. However, social workers in the field should submit regular reports about the development in the juvenile's behaviour and follow him up through the community centres.

2. Fine: this method does not exist in the Juvenile Justice System in K.S.A. Introducing this penalty, whereby parents and guardians would lose money if juvenile committed an offence or misbehaviour may deter clients from committing another offence and enhance the family's involvement in the client's rehabilitation.

3. Forfeiture Order: such an order prevents clients from possessing things related to their offence (e.g. a client would be prevented from driving a car if he commits a traffic offence). This approach may deter the client from committing the same kind of offence again.

However, other alternatives to custody may be implemented for the minor problems, but their implementation should be planned carefully. So the researcher believes the



implementation of this proposal needs to be carefully reviewed and evaluated in context with other custody policies to encourage an effective implementation, and also it might be improved with time.

Finally, the researcher suggests that a primary evaluation study should be carried out before discussing this proposal to identify the resources available and other efforts that might have emerged in recent years, to prevent duplication.

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\*Number of Ministeral Act is not clear from the resources available.



# **Appendixes**

## **Appendix I**

**The procedure at the Juvenile (youth) Justice System in England and Wales and the sentences that may be imposed.**

## **Appendix II**

### ***Interview Questionnaires and Checklist***

**Questionnaire interview for Staff (Managers, social workers and Activity supervisors)**

***Interview Questionnaire for Clients***

***Interview Questionnaire for Families and Guardians***

***Checklist of some Questions about Recidivism***

***The Observation Guide Checklist***

***Meeting with Practitioners (Agenda)***

## ***Appendix III***

### ***Tables and Figures***

### ***Basic Arabic Version***

***Interview Questionnaires***

***Observation Checklist Guide***

# Appendix I

## *The Procedure at the Juvenile (youth) justice System in England and Wales and the Sentences that may be imposed.*

As mentioned earlier, procedures within the juvenile (Youth) justice system in Britain in the beginning used to be based on those that operated in adult magistrates' courts. However, because of some developments that occurred in the juvenile justice system to spare young offenders from the rigorous system of the adult court, some procedural rules have been especially adapted for use in juvenile (youth) courts.

These are contained in the Magistrates' Court (Children and Young Persons) rules 1970, and Magistrates' Courts (Children and Young Persons (Northern Ireland) Rules of 1969, 1984 and recently in The Crime and Disorder Act 1998. Both parents of the child or young person should attend court with their child. If neither parent is present, the case may be deferred until another day ( Hall & Keynes 1990:108-109).

In deciding whether the juvenile is guilty of the offence, the case will be conducted in very much the same way as for an adult in the magistrate courts... The parents or guardians [are advised] to consult a solicitor if a child or young person is charged with a criminal offence but, it is particularly important that they do so if the charge is denied. Although juvenile court proceedings are supposed to be simple and comprehensible to young people, witnesses will still have to be cross-examined and the evidence challenged and this not a task that most children or their parents would feel happy about carrying out themselves' .  
(Hall & Keynes 1990: 109)

### *The trial:*

In brief the trial of a young offender is usually conducted in the following form as pointed out by Hall & Keynes, (1990,1991,1996):

The case starts with the prosecution setting out the evidence and calling witnesses in support of its case. Each witness gives evidence orally and may then be cross-examined by the lawyer for the child, by the parents, or by the child with the court's help. At the end of the prosecution evidence the defence will sometime ask the court to dismiss the charge there and then, because the prosecution has not proved its case. In most instances, however, the defence will go on to present its side of the case. This means calling witnesses, and usually the child to give evidence, although the latter is not a requirement. However, in practice it will often not be possible to present the defence case properly unless the child does give evidence. At the end of its evidence the defence summarises the arguments in its favour and the magistrate then decide whether or



not the child is guilty. After reading the reports the court must give the child and his/ her parents an opportunity of making a statement. If the child is represented by the lawyer, [he/she] will normally do this. In Northern Ireland, the court shall, unless it thinks it undesirable to do so, inform the parent or juvenile, if present how it proposes to deal with the juvenile and call on the parents to make representation ( Hall & Keynes 1990:109) .

### *The Sentences:*

The power of juvenile (Youth) courts as regards sentencing are very different from those in magistrates' courts . There are many alternative sentences imposed by the juvenile (Youth) courts according to how the court regards the offence. This is unlike the situation in Saudi Arabia, where there are limited options which the young offender has to be detained if convicted, or discharged. Hence, outlining the sentences available in the UK. system may illustrate some gaps in the juvenile justice system in Saudi Arabia; in order to pave the way for evaluating the effectiveness of rehabilitation programmes in the field of delinquency.

#### *1. Absolute or Conditional Discharge*

Young people can be discharged without punishment, by what is called absolute or conditional discharge. The court can order a conditional discharge for a period up to three years; punishment may be imposed later if further offences are committed during the period of condition. In that case the juvenile may be brought back to the court and punished for the original offence as well as for the second offence (Hall & Keynes, 1990 :110, 1996: 116 ).

#### *2. Deferring Sentence*

The court has the right to postpone the sentence for a period of up to six months, giving the child the chance and opportunity to show that he / she can keep out of further trouble. However postponing the sentence is usually accompanied with some condition, such as not committing any further crime or offence, or payment of compensation for

the offence or regular school attendance. If the conditions laid down by the court are kept, the court may deal with the offender leniently at the end of the deferment period. However, when the young person breaches the conditions the court may impose whatever sentence it seems fit. However the court can only defer sentence if the juvenile agrees (Hall & Keynes 1990, 1991:110-111).

### *3. Binding Over*

The parents of a young person aged over 14 who is convicted of an offence may be bound over by the court. This means that they promise the court to exert proper control over the child, under threat of losing a specified sum of money (if they) do not fulfil their obligation. They may be brought back to the court and fined up to 1000 pounds. However, in Northern Ireland there is no limit to the amount of money that may be due in these circumstances.... The period of the binding over can last only up to three years and will (expire) in any event when the young person reaches the age of 18 (Hall & Keynes 1990, 1991: 110).

### *4. Fine*

The court can impose a fine of up to 100 pounds when the offender is under the age of 14 or up to 400 pounds where the young offender is between the ages of 14-17 inclusive. However, the fine depends on the seriousness of the offence and takes account of the offender's ability to pay (Hall & Keynes, 1996). The parents or guardians of offenders aged 10-13 must be ordered to pay the fine imposed, unless they can not be found or it would be unreasonable to order them to pay. In relation to the parents of offenders aged 14-17 years inclusive, the court has discretion as to whether or not to order them to pay the fine (Hall & Keynes 1990:110).



### *5. Exclusion Orders*

These orders are seen as a response to the problem of football hooliganism. The court, in addition to imposing whatever sentences might be seen as appropriate, may prohibit a young person from attending football matches if he or she is convicted of a criminal offence in connection with such a match. The order lasts for a minimum of three months and can be indefinite. 'After one year, the young person can apply for the order to be lifted. It is a criminal offence to disobey an exclusion order' (Hall & Keynes, 1996:117).

### *6. Supervision Order*

A Supervision Order in the juvenile justice system may be made in care and criminal proceedings and can have conditions attached to it. Some of these conditions however, can only be imposed in criminal cases.

It could last for up to three years. The supervisor officer's duties are in advice, assisting and befriending the child or young person regularly. Moreover the juvenile must inform the supervisor at once of any change of address or employment, must keep in touch with the supervisor and allow the supervisor to visit them in their house.

Additional conditions may also be included in a supervision order, as follows:

a) *Medical Treatment* : A supervision order can specify that the child or young person receive treatment for a mental illness.

b) *Intermediate Treatment* is used to describe certain specific requirements or conditions that may be added to supervision orders. 'The purpose of intermediate treatment is to help children without removing them from home'(Hall & Keynes, 1990:111).

However this kind of condition is not considered in the Saudi Arabian context, despite its importance, due to the lack of qualified workers and the absence of modified subsequent care programmes to be conducted according to the traditional family values.

### *7. Probation Order*

A young offender aged 16 or over who consents, may be 'sentenced to a probation order for a period ranging from six months to three years' (Barclay, 1995:25). The purpose of imposing such an order is to secure the rehabilitation of the offender, protect the public from the harm or prevent the commission of further offences. Each offender must be supervised by the probation officer and the court has a right to impose whatever requirements might be considered appropriate, such as residence in an approved hostel or other institution; participation in activities at a probation centre for up to sixty days; extended participation in required activities for those convicted of sexual offences or treatment for mental illness or drug dependency. However, before imposing additional requirements a pre-sentence report is needed (Hall & Keynes, 1990).



## *8. Care Order*

When the young person is over 14 and has been found guilty of a crime for which an adult could be sent to prison, he/she could receive a care order. This covers most offences with which young persons are commonly charged. When the child is aged between 10-14 years the court may impose a care order if the child has been found guilty of homicide. However, the very important point is that the court must be satisfied that the care order is the appropriate course of action (Hall & Keynes, 1990: 112).

## *9. Attendance Centre Orders*

Attendance centres are places where young people under the age of 21 can be ordered to go to take part in specified activities. However, in Britain the court can only make an attendance centre order where a child or young person is found guilty of an offence for which an adult could be sent to prison. The court must specify the number of hours to be served at the attendance centres (Hall & Keynes, 1991).

Attendance Centre Orders were extended to a possible maximum of 36 hours for individuals who were 16 years or over, the previous limit being 24 hours in the juvenile court and 36 hours in the magistrates' court because of introduction of the youth court (O'Mahony & Haines, 1996:27).

## *10. Community Service Order*

A Community Service Order requires the offender to carry out unpaid voluntary work in the community. 'A wide variety of work is done including, for example, outdoor conservation projects, building adventure playground and painting and decorating houses and flats for the elderly or handicapped' (Barclay, 1995:25).

## *11. Long Custodial Sentence*

Long custodial sentences can be imposed where a child or young person is convicted at the Crown Court of an offence for which an adult could be sentenced to 14 years imprisonment or more. This applies in such cases as, for example, arson, rape and robbery. In such cases, the court can order that the young person serves a custodial sentence but before doing so, the court must be satisfied that there is no other available method of dealing with the person concerned (Hall & Keynes, 1990).



## Appendix II

### Interview Questionnaires and Checklists

Kingdom of Saudi Arabia  
Ministry of High Education  
Al-imam University  
College of Social Science  
Department of Social Work

The Effectiveness of Rehabilitative Programmes:  
An Evaluative Study of Two Social Observation Agencies in K.S.A.

By: A. Al-salmi  
Ph.D. Student at Hull University

Completion Date:    /        /        /1420/1999  
Revision Date    :    /        /        /1420/1999

The information is confidential for the research purposes only

## Interview Questionnaire for (Staff) Practitioners and Managers

A. Al-salmi is a Ph.D. Student at Hull university in UK. He is carrying out this study to evaluate the effectiveness of rehabilitative programmes of two social observation agencies at Riyadh and Jaddah. Therefore the researcher would be grateful if you take a short time to complete this interview questionnaire.

Your perspective and cooperation would be very much appreciated and will help to achieve the aims of this study.

### Part 1: personal information:

1. Your name (option).....

2. Education qualification:

BA. Degree

Secondary

Intermediate

Other:  please specify:

1..... 2..... 3.....

3. If you have obtained a BA. Degree please specify your subject:

Social work

Sociology

Psychology

Other:  please specify:.....

4. Do you have other qualification?

Yes

No

If yes please answer question N 5.

5. Which other qualification do you have:

Diploma

Higher degree  Please specify:.....

Other:  Please specify:.....

6. How long have you worked for the agency:

Less than 5 years

5-10 years

More than 10 years

7. Have you have any previous experience in delinquency field before joining the S.O.A.?

Yes

No

8. Have you had other trainee courses in the field of delinquency care:

yes

No

If yes please go to answer question N9

9. What sort of courses? please specify

N	Sort of Course	Duration	Conducting firm	Significance Gained
1				
2				
3				
4				



10. What is your job?

Director

Social work

Activity supervisor  if so please specify .....

Other  please specify:.....

11. Daily Work:

Morning shift

Evening shift

Night shift

Other  please specify:.....

12. Marital status: How do you describe yourself:

Married

Single

Separated

Divorced

Widowed

**Part II: Detail of Rehabilitative programme:**

please mark( x) for an appropriate answer. you have five options:

1. Strongly agree    2. Agree    3. Not sure    4. Disagree    5. Strongly disagree

N	1	2	3	4	5
13. The timing of the programs is suitable and effective					
14. Rehabilitative programme planned according to the need of client					
15. There is only one routine rehabilitative programme for all clients					
16. Rehabilitative programme is organized each year according to the clients problems.					
17. Inmates(clients) opinions are considered in terms of designing rehabilitative programme					
18. Clients are participating partially in designing their rehabilitative programme					
19. Social worker and activities supervisors are working together in a special committee for designing the rehabilitative programme					
20. The rehabilitative programmes are varied and take account of the identified and cumulative needs of client					
21. The rehabilitative programmes are able to bring about the desirable change on client behaviour					
22. The rehabilitative programme is preventing reoffending					
23. Social Affairs ministry is working to evaluate the rehabilitative programmes within S.O.As. periodically					
24. Rehabilitative programmes are evaluated periodically by practitioners, managers and families					
25. The clients needs are considered from time to time in the light of current rehabilitative programme					
26. There is a cooperation between S. O. As in term of designing and evaluating the rehabilitative program and exchange experiences					
27. There is a good cooperation between S. O. As. and local communities for preparing the rehabilitative programmes					
28. Clients are adjusted very quickly to the rehabilitative programmes					



29. Clients achieve considerable progress on the rehabilitative vocational programme					
30. Clients achieve considerable progress in the rehabilitative educational programme					
31. Positive changes obviously occur due to their contact with rehabilitative programme					
32. Rehabilitative programme is helpful in helping clients to be adjusted very quickly with outer community.					
33. There is an effective after-care programme that prevents re-offending					
34. I am satisfied with the changes that are brought about on client behaviour					
35. Social workers, activities supervisor and manager are generally satisfied with the changes that are brought out on the client behaviour by the rehabilitate programme					
36. The rehabilitative vocational programme supports client with required skills					
37. Rehabilitative programme contains (social counselling, group therapy and individual therapy...etc.). if some of these are not applicable or other to be mentioned please specify:..... ..... .....					
38. The Rehabilitative programme contributes obvious in pre-release.					
39. Clients maintain their relationship with the agency by carrying out voluntary work					
40. I propose that some alterations have to be done in order to increase the effectiveness of rehabilitative programme					

**Part III: The effectiveness of rehabilitative programme:**

41. What factors are taken into account in the decision to release the client?  
 Reform has occurred on the client behaviours because the impact of rehabilitative programme   
 Reform has occurred on the social environment surround client   
 Forgiven by state in Rammadan   
 Other: please specify:.....

42. Which of the following rehabilitative programmes are particularly effective in your opinion?

Please mark(x) an appropriate answer. You have five options:  
 1. Very effective    2. Effective    3. Not sure    4. Not effective    5. Not effective at all.

Programmes	1	2	3	4	5
42/1. Religious Programme					
42/2. Educational Programme					
42/3. Social Programme					
42/4. Vocational Programme					
42/5. Sport Programme					
42/6. Summer programme					



43. How important are the following aspects, in terms of the effectiveness of the rehabilitative programme?. Please mark(x) an appropriate answer. There are five options:  
 1. Very important    2. Quite important    3. Not sure    4. Not important    5. Not very important at all.

	1	2	3	4	5
43/1. Length of the sentence imposed .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43/2. The way in which rehabilitative programme is designed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43/3. Shortage in the number of activity supervisors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43/4. Shortage in the agency resource.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43/5. Lack of cooperation between S.O.As. and family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43/6. Lack of cooperation between S.O.As.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43/7. Lack of cooperation between the agency and academic profession in the universities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43/8. Lack of qualified social workers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43/9. The role of outer environment (e.g. media, local community....etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43/10. Ignoring the periodical evaluation of the rehabilitative programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43/11. Lack of facilities of rehabilitative programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43/12. Shortcoming in the ability of rehabilitative programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43/13. Characteristics of client.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43/14. Increase in the number of clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43/15. Ambiguity in the rehabilitative programme objective to practitioners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43/16. The way in which family and community treat client. If any please specify.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43/17. Lack of combined meeting between practitioners and academic professionals in term of preparing rehabilitative programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43/18. strength of the relationship between client and his family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43/19. Lack of after-care programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43/20. Not visiting the public and private sector to link client with community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43/21. Link client with the agency by regular meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43/22. Lack of evaluation meeting between practitioners and manager on the one hand and between family and client on the other hand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**Part Iv: Developing the Effectiveness of Rehabilitative Programme within S.O.As. in K.S.A**

44. What do you think are the best methods to measure the effectiveness of rehabilitative programmes within S.O.As?  
 .....

45. How do you record the progress in clients' behaviour?  
 .....  
 .....

46. What do you think of the current rehabilitative programme conducted by S.O.As in terms of developing rehabilitative programme?  
 .....

47. Is the agency the best way to rehabilitate the clients or are there other ways to be introduced?  
 .....

48. What do you think of the role of media in sustaining the effectiveness of rehabilitative programme?  
 .....

49. What do you think of including other sentences to be imposed by juvenile judge in order to improve the effectiveness of rehabilitative programme? Please chose from the following sentences.

e.g. Community Order Service (to rehabilitate client through the community by conducting some unpaid work)	<input type="checkbox"/>
Curfew order	<input type="checkbox"/>
Intensive supervision	<input type="checkbox"/>
Impose some fine to be paid by family	<input type="checkbox"/>
Forfeiture (prevent client right to possess some property relating to his offence.....etc.)	<input type="checkbox"/>

50. What do you think of involving other bodies in terms of developing the effectiveness of rehabilitative programme to benefit from their facilities(e.g. public youth presidency) or their experiences( local community, families ...etc.)?  
 .....

51. What about thinking to establish some residential communities centre to look after discharged client in long term?  
 .....

52. What role have vocational institutions in terms of developing the effectiveness of rehabilitative programme within S.O.As in K.S.A?  
 .....

53. What do you suggest to improve the effectiveness of rehabilitative programme within S.O.As. in K.S.A.?  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....







## Interview Questionnaire for clients

A. Al-salmi is a student studying for Ph.D. at Hull university in UK. He is carrying out this study to evaluate the effectiveness of rehabilitative programme of two Social Observation Agencies at Riyadh and Jaddah. Therefore the researcher would be grateful if you take a short time to complete this interview questionnaire.

Your perspective and cooperation would be very much appreciated and will help to achieve the objectives of this research.

### Part I: personal information:

1. What is your name : (option).....

2. Educational Level:

Secondary

Intermediate

Primary

Other: please specify: .....

3. How old are you?

Less 10 years  please specify.....

10-15  please specify.....

over 15  please specify.....

4. Where do you live now?(Residential Area) .....

5. Do you live with your parent?

Yes

No

If no please answer the following question and go to question n. 6

6. Who do you live with?

With your father

With your mother

With other relative  please specify:.....

7. Are your parents alive?

Yes, both  yes, one of them (specify)  No, neither

8. Have you have any brother or relative who has previous criminal record?

Yes.

No.

9. How many time have you offended?

Just the first time

if this is the first time please answer question no 11

Twice

More than two  please specify:.....

10. What was your offence this time? Are they the same or different?

.....  
.....  
.....  
.....



11. How long have you been at the agency?

Less than 6 months

Between 6 months and 1 year

More than 1 year  please specify .....

12. If you have offended twice or more, how long did you serve in each sentences?

First sentence is.....

Second sentence is.....

Third sentence is.....

Other sentences are.....

### Part II: Details of Programmes Undertaken:

13. What programmes have you been involved in?

Educational programme

Religious programme

Social programme

Vocational programme

Sport programme

All the above

Summer programme

Special programme  please specify:.....

14. Have you been on only one routine rehabilitative programme?

Yes.

No.

if no please answer the following question

15. Have you enrolled in a special rehabilitative programme?

Yes.

No.

16. Have you had a chance to choose the programme which you like?

Allowed

Sometimes

Not at all

17. Do you have flexibility to join the activities which you like?

Yes.

Sometimes

No.

18. Have your needs been considered in terms of joining the rehabilitative programme?

Yes.

Sometime.

No

19. Have the rehabilitative programme taken account of your need?

Always

Sometimes

Not at all

20. How do you find the following programmes?

Please choose the appropriate answer and mark(x). There are five options:

1. very helpful    2. Helpful    3. Not sure    4. Not helpful    5. Not helpful at all

N		1	2	3	4	5
20/1	Educational programme					
20/2	Religious programme					
20/3	Social programme					
20/4	Vocational programme					
20/5	Sport programme					
20/6	Summer programme					

21. Have you adjusted to the rehabilitative programme quickly?

Yes.

No.

22. Have you ever participated in meetings for evaluating the rehabilitative programme that had been taken in terms of the effectiveness?

Yes.

No.

If yes please answer the following question:

23. What were you asked about?

Your opinion generally on the current rehabilitative programme

How much did you earn from the rehabilitative programme

What were your needs

How to improve the effectiveness of rehabilitative programme

Other:

Please Specify:

.....

.....

.....

.....



### Part III: The Effectiveness of Rehabilitative Programme

24. How important are the following aspects, in terms of the effectiveness of rehabilitative programme?. Please mark(x) on appropriate answer. There are five options;  
 1. strongly agree    2. Agree    3. Not sure    4. Disagree    5. Strongly disagree

N		1	2	3	4	5
24/1	The length of the sentence imposed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24/2	Shortage in the agency facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24/3	Lack of qualified practitioners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24/4	Ignoring the periodical evaluation of your rehabilitative programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24/5	Shortcoming in the ability of rehabilitative programme itself in terms of fulfilling the identified and cumulative needs of clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24/6	Increasing the number of client	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24/7	Ambiguity of the rehabilitative programme objective for client	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24/8	The way in which the family and community look to the client if any please specify.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24/9	How strong the relationship is between client and his family or guardian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24/10	Lack of after-care programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24/11	Ignoring the importance of rehabilitating client through community e.g. unpaid work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24/12	Linking client with the agency with regular meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24/13	Lack of evaluating meeting between client and practitioners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24/14	Lack of orientating client within the agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24/15	Omitting clients' opinion in terms of planning and conducting rehabilitative programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24/16	Ignoring the importance of assessing the needs of client regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24/17	Ignoring the importance of orientating outer environment before client released	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. What is your opinion to improve the effectiveness of rehabilitative programme with S.O.As in K.S.A

.....

.....



*Interview Questionnaire for Families and Guardians*

**Part I: Personal information:**

1. Name(option):.....

2. What is your relationship with client?

Parental relationship   
relative relationship  please specify .....

3. What is your qualification ?.....

BA. Degree   
Secondary degree   
Intermediate Degree   
Primary degree   
Other please specify

4. Marital Status:.....

Single   
Married   
Separated   
Divorce   
Widow

5. Age:.....

Less 30 years   
30-40   
41-50   
51 or more

6- Have your children been sentenced for an offence or misbehaviours?

I have no children   
None of them at all   
One   
Two   
More than two

7. Do you have work?.....

Yes.  No.

If yes please answer question N 9.

8. Do you work in private or public sector?

Private sector  public sector

9. If you are working in public sector, are you working for:

Military Sector  Civilian Sector

10. If you are working in the working in private sector what job do you have?

.....  
.....



## Part II: Detail of Rehabilitative Programme

11. Had you heard about the rehabilitative programme within S.O.As before your son/relative's arrest?

Yes                       No

12. What do you know about rehabilitative programme within S.O.As?

13. What do you know about rehabilitative programme being carried out by your son/relative?

14. What involvement have you had in terms of planning and evaluating rehabilitative programme within S.O.As.?

Please mark(x) appropriate answer. There are five options:

1. Strongly agree    2. Agree    3. Not sure    4. Disagree    5. Strongly disagree

N	Indicators	1	2	3	4	5
14/1	I know precisely what sort of rehabilitative programme have my son/relative has been involved with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14/2	The rehabilitative programme is extensive and varied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14/3	I participate in planning rehabilitative programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14/4	Our opinions are considered in terms of planning the rehabilitative programme of our son /relative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14/5	I attend the agency regularly to follow my son/ relative progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14/6	I participate in evaluating the rehabilitative programme within S.O.As. in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14/7	I participate with social workers and activities supervisor in regular meeting for discussing the cumulative needs of client	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14/8	I visit the agency regularly to encourage my son or relative to participate fully in rehabilitative programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14/9	I provide S.O.A. with new ideas to develop the effectiveness of rehabilitative programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14/10	I have been invited regularly to participate in some programme and activities held by the agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14/11	Family plays a key part in sustaining the quality of rehabilitative programme within S.O.As.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14/12	The private sector could sustain the effectiveness of R.P by provide the agency with required facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14/13	Local community are aware of the sort of rehabilitative programme held by the agency and support them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14/14	I discuss regularly with my son/ guardian and practitioners their view of rehabilitative programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14/15	Practitioners inform me of any change that might be brought about on my son/ relative behaviour due to R.P.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14/16	My son/relative is able to recognize the importance of Rehabilitative programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**Part III: The Effectiveness of rehabilitative programme**

15. Which of the following programmes are particularly effective?

There are five options: please mark(x) appropriate answer:

1. Very useful    2. Useful    3. Not sure    4. Not useful    5. Not useful at all

N		1	2	3	4	5
15/1	Education programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15/2	Religious programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15/3	Social programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15/4	Vocational programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15/5	Sport programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. How important are the following aspects in terms of the effectiveness of rehabilitative programme?

Please state the appropriate answer. You have five options:

1. Strongly agree    2. Agree    3. Not sure    4. Disagree    5. Strongly disagree

N		1	2	3	4	5
16/1	Length of sentence served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16/2	Lack of facilities of R.P	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16/3	Lack of cooperation between the agency and family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16/4	Quality of rehabilitative programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16/5	Ambiguity in objective of the rehabilitative programme to family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16/6	lack of regular meeting between family and practitioners for assessing the needs of client in light of current rehabilitative programme (R.P)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16/7	Lack of linking client with the agency by regular meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16/8	Lack of after-care programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16/9	Lack of supervising client in his natural environment(e.g. school, local community,..)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16/10	The client peer group effect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16/11	The bad influence of Media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16/12	Lack of relationship between client and family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16/13	Lack of experiences of practitioners (skills)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16/14	The extent to which the rehabilitative programme is consider the Islamic regulation in working with deviants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. What do you suggest to improve the effectiveness of rehabilitative programme within S.O.As in K.S.A.

.....

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**Checklist of some questions that have to be derived mainly from the agency records**

- 1.. How many clients did they refer to the agency during last year?.....  
.....
- 2.Has the number of reoffending clients increased? Yes      No
- 3.How many clients completed their recommended sentences during last year?  
.....
- 4.How many of theme have reoffended?  
.....
5. How many clients were discharged before completing their recommended sentence during last year?  
.....
- 6.How many clients have been referred to the agency from those who were discharged before completing their recommended course (sentences) during the last two years?  
.....
7. To what extent are the clients adjusted to the agency life?  
.....  
.....
- 8.To what extent is the clients adjusted to the outer environment(out side community)?  
.....  
.....
9. To what extent is the client's personal behaviour affected by their contact with rehabilitative programme within S.O.A?  
.....  
.....
- 10.What success has been achieved by clients in terms of vocational skills?  
.....  
.....
- 11.What progress did the clients achieve in term of educational improvements?  
.....  
.....  
.....

## The Observation Checklist

Indicators	NR	1	2	3	4	5
<b>First: Interaction between clients and practitioners</b>						
1. Acceptance						
2. Direction						
3. Communication						
4. Increase interaction between group members						
5. Ability in practising social work skills						
<b>Second: Delivering the rehabilitative prog.</b>						
1. Planning for delivery the prog.						
Preparing place						
Number of attendance						
Time specified for prog.						
2. During the programme						
Participation						
Interaction						
Direction						
3. The programme termination						
Docummentation						
Public observation						
<b>Third: Clients' behaviour during performing the prog.</b>						
1. Cooperation						
2. Competition						
3. Impression						
4. Relations with practitioners						
<b>Fourth: Practitioners' skills in treating different situations</b>						
1. Professional dimention						
2. Punishment, deprivation						
<b>Fifth: Cooperation between the centres &amp; families and guardians</b>						
1. Visits						
2. Attendance prog. delivery						
3. Participating in programme						
4. Communcation with practitioners						
<b>Sixth: Cooperation in academic field</b>						
1. Attendance						
2. Suport programme						
3. Academic concern (training course, research conducting, evaluation and research advice)						



### Main points covered by the Observation

1. Reaction between clients and practitioners
2. Facilities available within the S.O.As. for carrying out the rehabilitative programme
3. The characteristics of the rehabilitative programme conducted
4. Observing behaviour of client during their participation in the rehabilitative programme
5. Practitioners' (Social workers and activities supervisors) skills in handling different situation during delivery of the rehabilitative programme
6. The cooperation between S.O.As and families and guardians
7. The cooperation between S.O.As and the public and private sectors
8. Public observation about the agency atmosphere and clients in different situation.

### *Meeting with Practitioners (Agenda)*

Date : .....

Place: .....

Time:.....

#### Agenda

#### ***1. How to increase the effectiveness of the rehabilitative programme***

- Preparation and designing the rehabilitative programme and participation?
- Kind of the rehabilitative programme
- Delivery of the rehabilitative programme
- Professional intervention
- Programmes documentation
- Evaluating the rehabilitative programme, How? Participators, ...

#### ***2. The effectiveness of the rehabilitative programme in the light of the following criteria:***

-Recidivist, vocational success, educational achievement, adjustment to the agency's life, adjustment to the outside environment, personal and attitude changes, satisfaction of practitioners, availability of technical and professional resources and skills

#### ***3- Future expectation and suggestions for developing the effectiveness of the rehabilitative programme***

- create an activity administration, framework, its functions, location,....
- after-care programmes and its role in boosting the effectiveness of the rehabilitative programme
- establishment of community centres, its functions, how they work, participators in it, its management, locations,...../ activate the role of families and school to deal directly with delinquent problem and increase their involvement in the rehabilitative programme /reopening juvenile Court to deal efficiently with client matters/ alternative to custody rather than detention viz. Fine, forfeiture, intensive supervision, curfew,....

The relationship between social observation agencies themselves in terms of partnership and exchange experience for enhancing the preparation and delivery of the rehabilitative programme and their relations with wider society.



# Appendix III

## Tables and Figures

<i>Percentage of clients who had brothers or relatives with previous criminal records</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
<i>Riyadh</i>	<i>35</i>	<i>65</i>	<i>100</i>
<i>Jaddah</i>	<i>10</i>	<i>90</i>	<i>100</i>

**Appendix Table 1. 1** *Percentage of clients who had brothers and relative who had previous criminal records*

**Appendix Table 1. 2** (see Table 1.12)

<i>Percent of staff working for the S.O.A</i>	<i>Less than 5 years</i>	<i>5-10 years</i>	<i>More than 10 years</i>	<i>Total</i>
<i>Riyadh</i>	<i>68</i>	<i>27</i>	<i>5</i>	<i>100</i>
<i>Jaddah</i>	<i>33</i>	<i>45</i>	<i>22</i>	<i>100</i>

**Appendix Table 1. 3** *Percentage of staff (practitioners and managers), working in the S.O.As in Riyadh and Jaddah in 1999/2000*

<i>Daily work</i>	<i>Morning shift</i>	<i>Evening shift</i>	<i>Night shift</i>	<i>Other</i>	<i>total</i>
<i>Staff in Riyadh</i>	<i>35</i>	<i>45</i>	<i>5</i>	<i>15</i>	<i>100</i>
<i>Staff in Jaddah</i>	<i>11</i>	<i>50</i>	<i>11</i>	<i>28</i>	<i>100</i>

**Appendix Table 1. 4** *Table Percentage of staff (practitioners & managers) working in different shifts at both social observation agencies in Jaddah and Riyadh in 1999/2000*

<i>% Age of parents and guardians</i>	<i>less 30year</i>	<i>30-40</i>	<i>41-50</i>	<i>51and over</i>	<i>Total</i>
<i>Riyadh</i>	<i>45</i>	<i>25</i>	<i>15</i>	<i>15</i>	<i>100</i>
<i>Jaddah</i>	<i>15</i>	<i>30</i>	<i>30</i>	<i>25</i>	<i>100</i>

**Appendix Table 1. 5** *Age of parents and guardians*

<i>Per cent of staff</i>	<i>Strongly agree</i>	<i>Agree</i>	<i>Not sure</i>	<i>Disagree</i>	<i>Strongly disagree</i>
<i>Riyadh</i>	<i>9</i>	<i>32</i>	<i>32</i>	<i>18</i>	<i>9</i>
<i>Jaddah</i>	<i>11</i>	<i>33</i>	<i>33</i>	<i>17</i>	<i>7</i>

**Appendix Table 1. 6** *Staff opinions about considering clients opinion in terms of designing the rehabilitative programme*



<i>Per cent of families &amp; guardians</i>	<i>strongly agree</i>	<i>agree</i>	<i>not sure</i>	<i>disagree</i>	<i>strongly disagree</i>	<i>total</i>
<i>Riyadh</i>	20	25	5	25	25	100
<i>Jaddah</i>	5	10	5	25	55	100

*Appendix Table 1. 7 Family and Guardians' participation in planning the rehabilitative programme*

<i>%families and guardians</i>	<i>strongly agree</i>	<i>agree</i>	<i>not sure</i>	<i>disagree</i>	<i>strongly disagree</i>	<i>total</i>
<i>in Riyadh</i>	10	25	5	45	15	100
<i>in Jeddah</i>	15	30	10	25	20	100

*Appendix Table 1. 8 Considering families and guardians' opinions in terms of planning the rehabilitative program for their sons or relatives*

<i>% of Practitioners and managers</i>	<i>strongly agree</i>	<i>agree</i>	<i>not sure</i>	<i>disagree</i>	<i>strongly disagree</i>	<i>total</i>
<i>Riyadh</i>	13	23	27	23	14	100
<i>Jeddah</i>	22	39	17	17	5	100

*Appendix Table 1. 9 Cooperation between Social Observation Agencies in terms of designing and evaluating the rehabilitative program and exchange experiences*

<i>% of practitioners and managers</i>	<i>strongly agree</i>	<i>agree</i>	<i>not sure</i>	<i>disagree</i>	<i>strongly agree</i>	<i>total</i>
<i>Riyadh</i>	9	32	23	18	18	100
<i>Jaddah</i>	22	11	28	39	0	100

*Appendix Table 1. 10 Social Affairs Ministry was working to evaluate the rehabilitative programme within S.o.A's periodically*

<i>% of Families and guardians</i>	<i>strongly agree</i>	<i>agree</i>	<i>not sure</i>	<i>disagree</i>	<i>strongly disagree</i>	<i>total</i>
<i>Riyadh</i>	25	15	25	25	10	100
<i>Jaddah</i>	15	45	10	10	20	100

*Appendix Table 1. 11 Visiting the agency regularly to encourage my son or relative to participate fully in the rehabilitative programme*

<i>% of clients in</i>	<i>theft</i>	<i>demorial</i>	<i>killing</i>	<i>other</i>	<i>total</i>	<i>same</i>	<i>different</i>
<i>Riyadh</i>	40	20	7	33	100%	48	52
<i>Jaddah</i>	55	23	5	17	100%	40	60

*Appendix Table 1. 12 Kind of offences and the differences and similarity of the previous ones*



<i>% staff</i>	<i>very important</i>	<i>quite important</i>	<i>not sure</i>	<i>not important</i>	<i>not important at all</i>
<i>Riyadh</i>	50	27	14	5	4
<i>Jaddah</i>	50	40	5	5	0

*Appendix Table 1. 13 How important the lack of facilities in affecting the effectiveness of the rehabilitative programme at both S.O.As in Riyadh and Jaddah*

<i>% of Staff</i>	<i>very important</i>	<i>quite important</i>	<i>not sure</i>	<i>not important</i>	<i>not important at all</i>	<i>total</i>
<i>Riyadh</i>	50	14	18	14	4	100
<i>Jaddah</i>	56	33	5	6	0	100

*Appendix Table 1. 14 how important the shortage in resources in terms of affecting the effectiveness of the rehabilitative programme*

<i>% of staff</i>	<i>very important</i>	<i>quite important</i>	<i>not sure</i>	<i>not important</i>	<i>not important at all</i>	<i>total</i>
<i>Riyadh</i>	50	23	18	5	4	100
<i>Jaddah</i>	39	44	11	6	0	100

*Appendix Table 1. 15 How important the lack of qualified social workers in terms of affecting the effectiveness of the rehabilitative programme*

<i>% of clients</i>	<i>strongly agree</i>	<i>agree</i>	<i>not sure</i>	<i>disagree</i>	<i>strongly disagree</i>	<i>total</i>
<i>Riyadh</i>	25	18	32	15	10	100
<i>Jaddah</i>	15	18	47	15	5	100

*Appendix Table 1. 16 The impact of lack of the agency's facilities in terms of affecting the effectiveness of the rehabilitative programme*

<i>% of clients</i>	<i>strongly agree</i>	<i>agree</i>	<i>not sure</i>	<i>disagree</i>	<i>strongly disagree</i>	<i>total</i>
<i>Riyadh</i>	28	12	40	10	10	100
<i>Jaddah</i>	25	25	42	8	0	100

*Appendix Table 1. 17 The impact of excessive clients in terms of affecting the effectiveness of the rehabilitative programme*



<i>% of clients</i>	<i>strongly agree</i>	<i>agree</i>	<i>not sure</i>	<i>disagree</i>	<i>strongly disagree</i>	<i>total</i>
<i>Riyadh</i>	33	18	34	10	5	100%
<i>Jaddah</i>	30	10	27	25	8	100%

*Appendix Table 1. 18 The impact of ignoring the importance of assessing the need of clients regularly in terms of affecting the effectiveness of the rehabilitative programme in both S.O.As*

<i>% of staff</i>	<i>strongly agree</i>	<i>Agree</i>	<i>not sure</i>	<i>disagree</i>	<i>strongly disagree</i>	<i>total</i>
<i>Riyadh</i>	50	31	9	10	0	100
<i>Jaddah</i>	17	22	33	11	17	100

*Appendix Table 1. 19 The satisfaction of staff about the changes that are brought about in clients behaviour*

<i>Factors</i>	<i>% staff in Riyadh</i>	<i>% staff in Jaddah</i>
<i>Behaviour reforms</i>	18	44
<i>Ramadan forgiving</i>	27	6
<i>Other</i>	55	50
<i>Total</i>	100	100

*Appendix Table 1. 20 Staff opinions about the factors that affect the early release*

*Table 94 see table 83 above*

<i>% of clients</i>	<i>strongly agree</i>	<i>agree</i>	<i>not sure</i>	<i>disagree</i>	<i>strongly disagree</i>	<i>total</i>
<i>Riyadh</i>	65	3	17	5	10	100
<i>Jaddah</i>	38	5	23	7	27	100

*Appendix Table 1. 21 The importance of orientating outer environment before client is released in affecting the effectiveness of the rehabilitative programme*

<b>% of families and guardians</b>	<b>strongly agree</b>	<b>agree</b>	<b>not sure</b>	<b>disagree</b>	<b>strongly disagree</b>	<b>total</b>
<b>Riyadh</b>	25	20	45	5	5	100
<b>Jaddah</b>	20	30	30	5	15	100

*Appendix Table 1. 22 Awareness of the rehabilitative programme by families and guardians*

<b>% Clients</b>	<b>strongly agree</b>	<b>agree</b>	<b>not sure</b>	<b>disagree</b>	<b>strongly disagree</b>	<b>total</b>
<b>Riyadh</b>	40	28	22	3	7	100
<b>Jaddah</b>	35	15	20	17	13	100

*Appendix Table 1. 23 Sentences length in affecting the effectiveness of the rehabilitative programme*

<b>%families and guardians</b>	<b>strongly agree</b>	<b>agree</b>	<b>not sure</b>	<b>disagree</b>	<b>strongly disagree</b>	<b>total</b>
<b>Riyadh</b>	10	20	30	10	30	100
<b>Jaddah</b>	20	15	45	5	15	100

*Appendix Table 1. 24 Length of sentences in affecting the effectiveness of the rehabilitative programme*

<b>% of families and guardians</b>	<b>strongly agree</b>	<b>agree</b>	<b>not sure</b>	<b>disagree</b>	<b>strongly disagree</b>	<b>total</b>
<b>Riyadh</b>	10	20	15	25	30	100
<b>Jaddah</b>	15	25	45	5	10	100

*Appendix Table 1. 25 The importance of lack of aftercare programmes in terms of affecting the effectiveness of the rehabilitative programme*

<b>% clients</b>	<b>strongly agree</b>	<b>agree</b>	<b>not sure</b>	<b>disagree</b>	<b>strongly disagree</b>	<b>total</b>
<b>Riyadh</b>	33	7	38	12	10	100
<b>Jaddah</b>	23	22	45	5	5	100

*Appendix Table 1. 26 the important impact of aftercare programmes on the effectiveness of the rehabilitative programme*



<i>% of parents and guardians</i>	<i>strongly agree</i>	<i>agree</i>	<i>not sure</i>	<i>disagree</i>	<i>strongly disagree</i>	<i>total</i>
<i>Riyadh</i>	5	10	35	30	20	100
<i>Jaddah</i>	15	40	30	5	10	100

*Appendix Table 1. 27 The impact of the cooperation between the agencies and families upon the effectiveness of the rehabilitative programme, views of parents and guardians*

<i>% of parents and guardians</i>	<i>strongly agree</i>	<i>agree</i>	<i>not sure</i>	<i>disagree</i>	<i>strongly disagree</i>	<i>total</i>
<i>Riyadh</i>	10	20	20	25	25	100
<i>Jaddah</i>	45	20	25	10	0	100

*Appendix Table 1. 28 Lack of relationship between families and client affect the effectiveness of the rehabilitative programme*

<i>%clients in</i>	<i>strongly agree</i>	<i>agree</i>	<i>not sure</i>	<i>disagree</i>	<i>strongly disagree</i>	<i>total</i>
<i>Riyadh</i>	30	20	37	8	5	100
<i>Jaddah</i>	40	15	32	8	5	100

*Appendix Table 1. 29 Linking client with the agencies through regular meeting affect the effectiveness of the rehabilitative programme*

<i>% of staff</i>	<i>very important</i>	<i>important</i>	<i>not sure</i>	<i>not important</i>	<i>not important at all</i>	<i>total</i>
<i>Riyadh</i>	36	14	31	5	14	100
<i>Jaddah</i>	50	22	5	17	6	100

*Appendix Table 1. 30 The lack of visits to the private and public sector to link client with society is important and has effect upon the effectiveness of the rehabilitative programme*

*q203-202 c Riyadh* **Correlation / Crosstabs**

**Educational Level \* Clients Age Crosstabulation**

			Clients Age		Total
			10-15 years	More than 15 years	
Educational Level	Secondary School	Count	1	34	35
		% within Educational Level	2.9%	97.1%	100.0%
		% within Clients Age	100.0%	87.2%	87.5%
		% of Total	2.5%	85.0%	87.5%
	Intermediate School	Count		4	4
		% within Educational Level		100.0%	100.0%
		% within Clients Age		10.3%	10.0%
		% of Total		10.0%	10.0%
	Primary School	Count		1	1
		% within Educational Level		100.0%	100.0%
		% within Clients Age		2.6%	2.5%
		% of Total		2.5%	2.5%
Total	Count	1	39	40	
	% within Educational Level	2.5%	97.5%	100.0%	
	% within Clients Age	100.0%	100.0%	100.0%	
	% of Total	2.5%	97.5%	100.0%	

*Appendix Table 1. 31 Correlation between Educational level and the age of clients at S.O.A in Riyadh*

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.147 <sup>a</sup>	2	.929
Likelihood Ratio	.271	2	.873
Linear-by-Linear Association	.127	1	.722
N of Valid Cases	40		

a. 5 cells (83.3%) have expected count less than 5. The minimum expected count is .03.

*Appendix Table 1. 32 Chi-Square test*

**Symmetric Measures**

		Value	Asymp. Std. Error <sup>a</sup>	Approx. T <sup>b</sup>	Approx. Sig.
Interval by Interval	Pearson's R	.057	.031	.352	.727 <sup>c</sup>
Ordinal by Ordinal	Spearman Correlation	.060	.033	.373	.711 <sup>c</sup>
N of Valid Cases		40			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.



**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Educational Level * Clients Age	40	100.0%	0	.0%	40	100.0%

q 203-202c Jaddah **Correlation/ Crosstabs**

**Educational level \* Age of clients Crosstabulation**

			Age of clients		Total
			10-15 year	over 15 year	
Educational level	Secondary	Count		10	10
		% within Educational level		100.0%	100.0%
		% within Age of clients		30.3%	25.0%
		% of Total		25.0%	25.0%
	Intermediate	Count	2	16	18
		% within Educational level	11.1%	88.9%	100.0%
		% within Age of clients	28.6%	48.5%	45.0%
		% of Total	5.0%	40.0%	45.0%
	Primary	Count	5	7	12
% within Educational level		41.7%	58.3%	100.0%	
% within Age of clients		71.4%	21.2%	30.0%	
% of Total		12.5%	17.5%	30.0%	
Total	Count	7	33	40	
	% within Educational level	17.5%	82.5%	100.0%	
	% within Age of clients	100.0%	100.0%	100.0%	
	% of Total	17.5%	82.5%	100.0%	

**Appendix Table 1. 33** *Correlation between educational Level and age of clients at S.O.A in Jaddah*

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.484 <sup>a</sup>	2	.024
Likelihood Ratio	8.240	2	.016
Linear-by-Linear Association	6.668	1	.010
N of Valid Cases	40		

a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is 1.75.

*Appendix Table 1. 34 Chi- Square test*

**Correlations**

		Educational level	Age of clients
Educational level	Pearson Correlation		
	Sig. (2-tailed)		
	N		
Age of clients	Pearson Correlation	-.413**	
	Sig. (2-tailed)	.008	
	N	40	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

*Appendix Table 1. 35 Pearson Correlation*

**Symmetric Measures**

		Value	Asymp. Std. Error <sup>a</sup>	Approx. T <sup>b</sup>	Approx. Sig.
Interval by Interval	Pearson's R	-.413	.113	-2.799	.008 <sup>c</sup>
Ordinal by Ordinal	Spearman Correlation	-.416	.115	-2.822	.008 <sup>c</sup>
N of Valid Cases		40			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

**Descriptive Statistics**

	Mean	Std. Deviation	N
Educational level	2.0500	.7494	40
Age of clients	1.8250	.3848	40

**Correlations**

		Educational Level	Residential Area
Educational Level	Pearson Correlation		
	Sig. (2-tailed)		
	N		
Residential Area	Pearson Correlation	-.173	
	Sig. (2-tailed)	.286	
	N	40	

*Appendix Table 1. 36 Correlation between educational level and residential Areas in Riyadh*



Clients achieve considerable progress in the rehabilitative educational programme \* Education programme Crosstabul. io

			Education programme				Total
			Very effective	Effecive	Not Sure	Not Effective	
Clients achieve considerable progress in the rehabilitative educational programme	Strongly Agree	Count	3	4	2		9
		% within Clients achieve considerable progress in the rehabilitative educational programme	33.3%	44.4%	22.2%		100.0%
		% within Education programme	50.0%	36.4%	50.0%		40.9%
		% of Total	13.6%	18.2%	9.1%		40.9%
	Agree	Count	1	3	1	1	6
		% within Clients achieve considerable progress in the rehabilitative educational programme	16.7%	50.0%	16.7%	16.7%	100.0%
		% within Education programme	16.7%	27.3%	25.0%	100.0%	27.3%
		% of Total	4.5%	13.6%	4.5%	4.5%	27.3%
	Not Sure	Count	2	1			3
		% within Clients achieve considerable progress in the rehabilitative educational programme	66.7%	33.3%			100.0%
		% within Education programme	33.3%	9.1%			13.6%
		% of Total	9.1%	4.5%			13.6%
	Disagree	Count		2	1		3
		% within Clients achieve considerable progress in the rehabilitative educational programme		66.7%	33.3%		100.0%
		% within Education programme		18.2%	25.0%		13.6%
		% of Total		9.1%	4.5%		13.6%
Strongly Disagree	Count		1			1	
	% within Clients achieve considerable progress in the rehabilitative educational programme		100.0%			100.0%	
	% within Education programme		9.1%			4.5%	
	% of Total		4.5%			4.5%	
Total	Count	6	11	4	1	22	
	% within Clients achieve considerable progress in the rehabilitative educational programme	27.3%	50.0%	18.2%	4.5%	100.0%	
	% within Education programme	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	27.3%	50.0%	18.2%	4.5%	100.0%	

Appendix Table 1.37 between a chieving considerable progress in the rehabilitative programme and the effectiveness of the educational programme at S.O.A in Riya dh

Appendix Table 1. 38 Chi-Square Tests (Clients achieve a considerable progress in the educational rehabilitative programme in correlation with educational programme according to the view of staff at the S.O.A in Riyadh)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.917	12	.792
Likelihood Ratio	9.018	12	.701
Linear-by-Linear Association	.046	1	.830
N of Valid Cases	22		

a 20 cells (100.0%) have expected count less than 5. The minimum expected count is .05.

### Symmetric Measures

		Value	Asymp. Std. Error <sup>a</sup>	Approx. T <sup>b</sup>	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	.514			.792
Interval by Interval	Pearson's R	.047	.158	.210	.836 <sup>c</sup>
Ordinal by Ordinal	Spearman Correlation	.061	.196	.274	.787 <sup>c</sup>
N of Valid Cases		22			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

### Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Clients achieve considerable progress in the rehabilitative educational programme * Education programme	22	100.0%	0	.0%	22	100.0%



(q30p+42.2p) Jaddah

Clients achieve considerable progress in the rehabilitative educational programme \* Educational programme Crosstabulation

			Educational programme				
			Very effective	Effective	Not Sure	Not effective	Total
Clients achieve considerable progress in the rehabilitative educational programme	Strongly Agree	Count	3	2			5
		% within Clients achieve considerable progress in the rehabilitative educational programme	60.0%	40.0%			100.0%
		% within Educational programme	42.9%	28.6%			27.8%
		% of Total	16.7%	11.1%			27.8%
	Agree	Count	3	2		1	6
		% within Clients achieve considerable progress in the rehabilitative educational programme	50.0%	33.3%		16.7%	100.0%
		% within Educational programme	42.9%	28.6%		100.0%	33.3%
		% of Total	16.7%	11.1%		5.6%	33.3%
	Not Sure	Count	1	1	2		4
		% within Clients achieve considerable progress in the rehabilitative educational programme	25.0%	25.0%	50.0%		100.0%
		% within Educational programme	14.3%	14.3%	66.7%		22.2%
		% of Total	5.6%	5.6%	11.1%		22.2%
	Disagree	Count		1			1
		% within Clients achieve considerable progress in the rehabilitative educational programme		100.0%			100.0%
		% within Educational programme		14.3%			5.6%
		% of Total		5.6%			5.6%
Strongly Disagree	Count		1	1		2	
	% within Clients achieve considerable progress in the rehabilitative educational programme		50.0%	50.0%		100.0%	
	% within Educational programme		14.3%	33.3%		11.1%	
	% of Total		5.6%	5.6%		11.1%	
Total	Count	7	7	3	1	18	
	% within Clients achieve considerable progress in the rehabilitative educational programme	38.9%	38.9%	16.7%	5.6%	100.0%	
	% within Educational programme	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	38.9%	38.9%	16.7%	5.6%	100.0%	

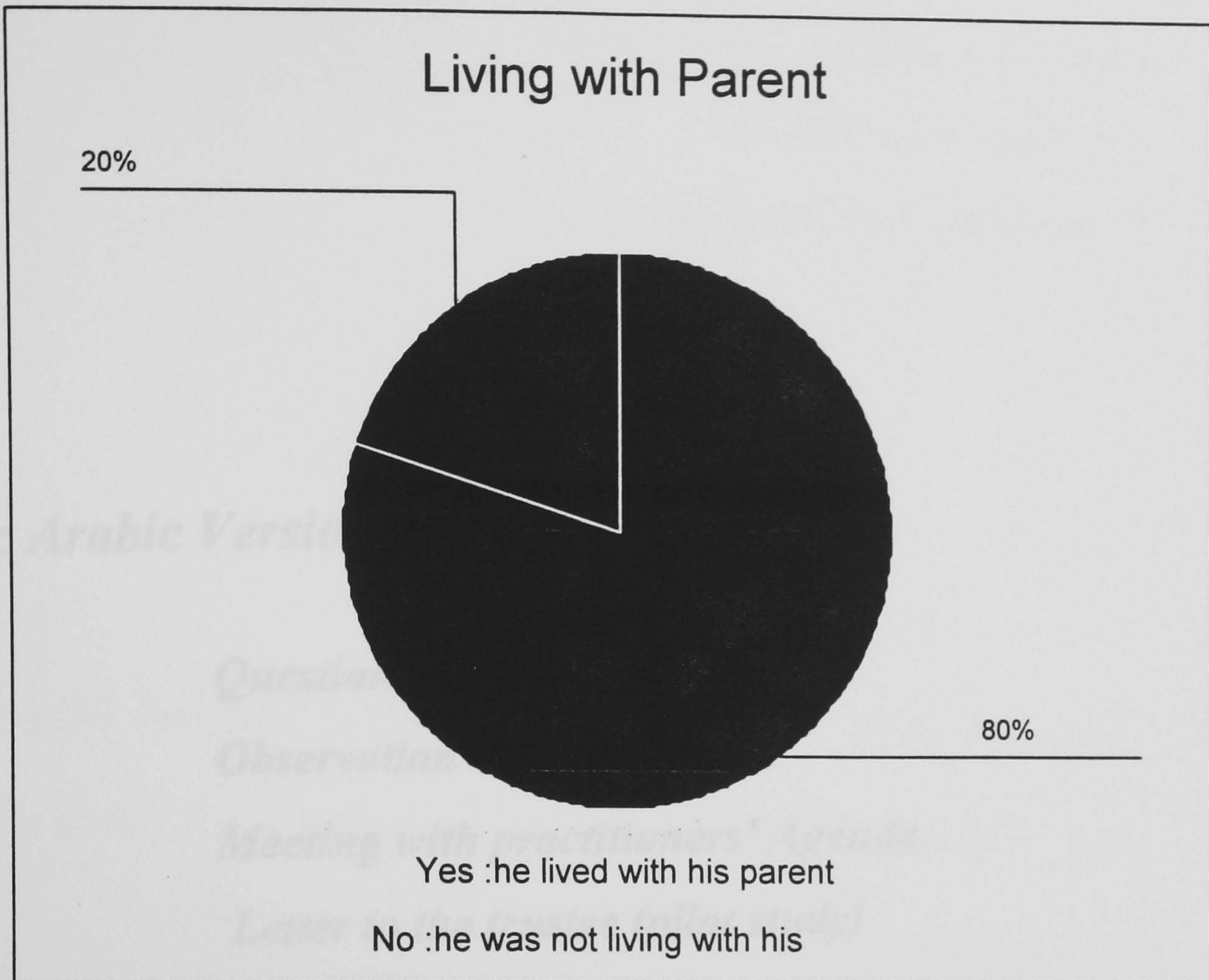
Appendix Table 1. 39 Correlation between achieving considerable progress in the rehabilitative programme and the educational programme at the S.O.A in Jaddah

Appendix Table 1. 40 Chi-Square Test (Clients achieve considerable progress in the educational rehabilitative programme in correlation with educational programme according to the view of staff at S.O.A in Jaddah.

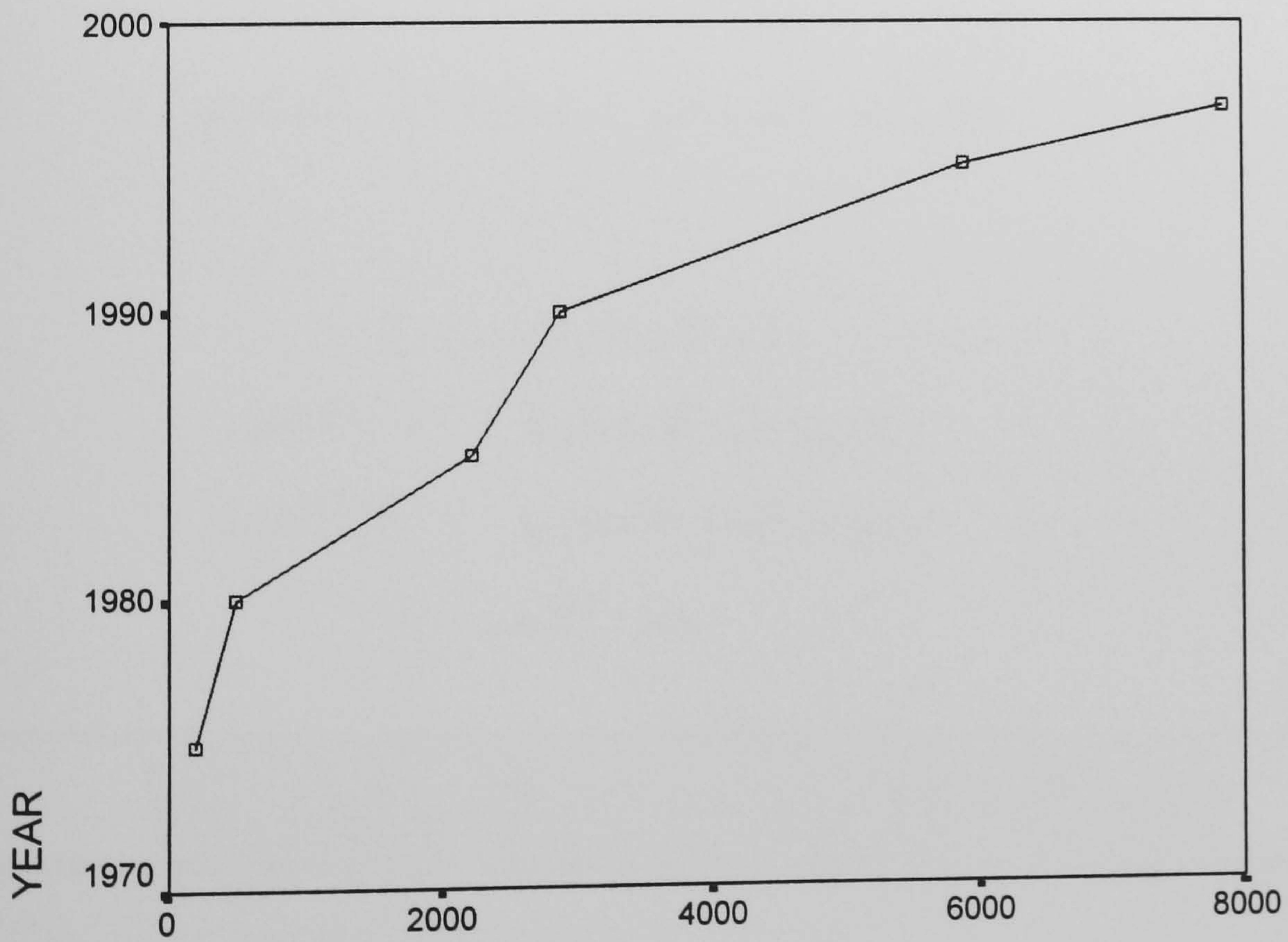
	Value	df	Asymp. Sig. (2-sided)
<b>Pearson Chi-Square</b>	<b>11.440</b>	<b>12</b>	<b>.495</b>
<b>Likelihood Ratio</b>	<b>13.019</b>	<b>12</b>	<b>.368</b>
<b>Linear- by -Linear association</b>	<b>2.640</b>	<b>1</b>	<b>.104</b>
<b>N of valid cases</b>	<b>18</b>		

a. 20 cells (100.0%) have expected count less than 5. The minimum expected count is .06.





**Figure 6.7** *Living with parents at S.O.As in Riyadh and Jaddah*



Average number of young offenders in K.S.A since 1972-1997

**Figure 3.1** *Average number of Young offenders in K.S.A From 1972-1997*  
*Quoted from Social and Labour Services Evolution and Development in K.S.A.*



## ***Basic Arabic Versions***

***Questionnaires Interview***

***Observation Guide checklist***

***Meeting with practitioners' Agenda***

***Letter to the trustee (pilot study)***

***Correspondences for conducting the study***

المملكة العربية السعودية  
وزارة التعليم العالي  
جامعة الإمام محمد بن سعود الإسلامية  
كلية العلوم الاجتماعية  
قسم الدراسات الاجتماعية

استمارة بحث " فعالية البرامج التأهيلية": دراسة تقييمية ببعض  
دور الملاحظة الاجتماعية بالمملكة العربية السعودية  
دراسة حالة في كل من الرياض وجدة

إعداد المحاضر / عطية الله السلمي

رقم الاستمارة (.....)

تاريخ ملء الاستمارة / / ١٤٢٠هـ

تاريخ مراجعة الاستمارة / / ١٤٢٠هـ

عام ١٤٢٠هـ

بيانات الاستمارة سرية للأغراض البحث العلمي فقط



بسم الله الرحمن الرحيم

أخي الكريم:

يقوم المحاضر عطية الله السلمي من جامعة الأمام محمد بن سعود الإسلامية / قسم الخدمة الاجتماعية والمبتعث حاليا للمملكة المتحدة جامعة هل لدراسة الدكتوراه بأجراء دراسة ميدانية بعنوان " فعالية البرامج التأهيلية": دراسة تقييمية ببعض دور الملاحظة الاجتماعية بالمملكة العربية السعودية(دراسة حالة في كل من الرياض وجدة).  
لذا نأمل تعاونك , فوجهة نظرك ومقترحاتك سيكون لها الأثر الكبير في تحقيق أهداف هذه الدراسة أن شاء الله.

علما بأن بيانات الاستمارة ستكون سرية ولأغراض البحث العلمي فقط.

استبيان العاملين " مدير الدار والأخصائيون الاجتماعيون ومشرفي الأنشطة"

أولاً: البيان ت الأوليات

١. الاسم (اختياري).....

٢. المؤهل التعليمي:

١. بكالوريوس

٢. ثانوي

٣. متوسط

٤. أخرى تذكر

١. ٢. ٣.

٣. في حالة حصولك على البكالوريوس اذكر التخصص الدقيق؟

١. الخدمة الاجتماعية

٢. علم الاجتماع

٣. علم النفس

٤. تربية رياضية

٥. أخرى  فضلاً حدد .....

٤. هل تحمل مؤهلات أخرى؟ نعم  لا

إذا كانت الإجابة بنعم فضلاً أجب السؤال رقم ٥

٥. ماهي المؤهلات الحاصل عليها؟

دراسات عليا حدد  ١. دبلوم  ٢. ماجستير  ٣. دكتوراه  أخرى تذكر

٦. ماهي مدة العمل في مجال الأحداث بالدار؟

أقل من ٥ سنوات  ٥-١٠ سنوات  أكثر من ١٠ سنوات

٧. هل سبق وأن عملت في مؤسسات رعاية الأحداث قبل ذلك؟ نعم  لا

٨. هل سبق وأن حصلت على دورات تدريبية في مجال رعاية الأحداث؟ نعم  لا

في حالة الإجابة بنعم فضلاً أجب السؤال رقم ٩

٩. ما عدد ونوعية هذه الدورات؟

الرقم	نوع الدورة	مدتها	الجهة المنفذة	مدى الاستفادة
١				
٢				
٣				
٤				



١٠. طبيعة العمل:

مدير الدار  أخصائي اجتماعي  مشرف نشاط  فضلا حدد .....

أخرى تذكر

١١. العمل اليومي بالدار:

الفترة الصباحية  الفترة المسائية  الفترة الليلية  أخرى تذكر .....

١٢. الحالة الاجتماعية:

متزوج  أعزب  مطلق  أرمل

### ثانياً: البرامج التأهيلية:

فضلاً اختر الإجابة المناسبة ١. موافق كلياً ٢. موافق ٣. غير متأكد ٤. غير موافق ٥. غير موافق مطلقاً

الرقم	المشكلات	١	٢	٣	٤	٥
١٣	بداية وقت البرنامج التأهيلي مناسب وفعال					
١٤	البرنامج التأهيلي مصمم ومخطط طبقاً لاحتياجات العملاء					
١٥	هناك برنامج تأهيلي موحد يلحق به جميع العملاء					
١٦	البرنامج التأهيلي يتم تصميمه سنوياً بصفة دورية طبقاً لاحتياجات العملاء ونوعية مشكلاتهم في ضوء البرنامج التأهيلي الحالي					
١٧	آراء العملاء واقتراحاتهم تؤخذ في الاعتبار عند تصميم البرنامج التأهيلي					
١٨	العملاء يشاركون جزئياً في تصميم البرنامج التأهيلي					
١٩	الأخصائيون الاجتماعيون ومشرفو الأنشطة يعملون سوياً في لجنة واحدة لتصميم البرنامج التأهيلي					
٢٠	البرامج التأهيلية متعددة وقادرة على إشباع احتياجات العملاء المتجددة والمتزايدة					
٢١	البرامج التأهيلية بدار الملاحظة الاجتماعية قادرة على أحداث التغيير المرغوب في سلوكيات الأحداث					
٢٢	البرنامج التأهيلي فعال ويحد من أحداث العود					
٢٣	وزارة العمل والشؤون الاجتماعية تعمل على تقويم البرنامج التأهيلي بدور الملاحظة الاجتماعية بصفة دورية					
٢٤	يشارك الأخصائيون الاجتماعيون ومشرفو الأنشطة ومدير الدار وأولياء الأمور في تقويم البرنامج التأهيلي بصفة دورية					
٢٥	الوقت المحدد للبرنامج التأهيلي يؤخذ في الاعتبار طبقاً لحالة الحدث وسلوكه					
٢٦	هناك تعاون وتنسيق بين دور الملاحظة الاجتماعية في المملكة العربية السعودية لتخطيط وتقويم البرامج التأهيلية وتبادل الخبرات					
٢٧	هناك تعاون جيد بين دار الملاحظة والمجتمع المحلي لأعداد البرنامج التأهيلي					
٢٨	يتأقلم العملاء سريعاً مع البرنامج التأهيلي					



					يحقق العملاء تقدم ملموسا في البرنامج التأهيلي المهني	٢٩
					يحقق العملاء تقدم ملموسا في البرنامج التعليمي	٣٠
					هناك تغير ايجابي ملموس في سلوكيات الأحداث نتيجة لتأثير البرنامج التأهيلي	٣١
					البرنامج التأهيلي يساعد العملاء للتكيف سريعا مع البيئة الخارجية	٣٢
					البرامج اللاحقة فعالة للحد من أحداث العود	٣٣
					أنا مقتنع بالتأثير الذي يحدثه البرنامج التأهيلي في سلوكيات الأحداث	٣٤
					الأخصائيون الاجتماعيون ومدير الدار ومشرفي الأنشطة مقتنعون كليا بالتغيير الحادث في سلوكيات الأحداث نتيجة التأثير الإيجابي للبرنامج التأهيلي	٣٥
					البرنامج التأهيلي المهني قادر على إمداد العملاء بالمهارات الفنية اللازمة	٣٦
					البرنامج التأهيلي يضم إرشاد اجتماعي و علاج جماعي وعلاج فردي في حالة أن البرنامج التأهيلي لا يضم أحد هذه الجوانب أو يضم جوانب أخرى فضلا حدد..... ..... .....	٣٧
					البرنامج التأهيلي يشارك مشاركة فعالة في إطلاق سراح الحدث مبكرا	٣٨
					يحتفظ العملاء بعلاقتهم بدار الملاحظة الاجتماعية بعد إطلاق سراحهم ويقومون بتنفيذ أعمال تطوعية	٣٩
					أرى أن هناك بعض التغيرات التي يجب أن تجرى على البرنامج التأهيلي	٤٠

### ثالثا: فعالية البرنامج التأهيلي

٤١. ما هي العوامل التي تؤثر على قرار إطلاق سراح الحدث مبكرا؟

- صلاح سلوكيات الحدث نتيجة لتأثير البرنامج التأهيلي
- صلاح البيئة الاجتماعية
- العفو العام في شهر رمضان
- أخرى فضلا حدد

٤٢. أي البرامج التالية أكثر فعالية وتأثيرا على سلوكيات الأحداث؟ هناك خمس خيارات فضلا اختر الإجابة المناسبة. ١. مؤثر جدا ٢. مؤثر ٣. غير متأكد ٤. غير مؤثر ٥. غير مؤثر إطلاقا

الرقم	البرامج	١	٢	٣	٤	٥
١/٤٢	البرنامج الديني					
٢/٤٢	البرنامج التعليمي					
٣/٤٢	البرنامج الاجتماعي					
٤/٤٢	البرنامج المهني					
٥/٤٢	البرنامج الرياضي					
٦/٤٢	البرنامج الصيفي					



٤٣. ما أهمية الجوانب التالية من حيث التأثير على فعالية البرنامج التأهيلي؟ فضلا عن الإجابة المناسبة:

١. مهم جدا ٢. مهم ٣. غير متأكد ٤. غير مهم ٥. غير مهم على الإطلاق

الرقم	الموضوع	١	٢	٣	٤	٥
١/٤٣	قصر الفترة المحددة لبقاء الحدث بالدار					
٢/٤٣	الطريقة المتبعة في تصميم البرنامج التأهيلي					
٣/٤٣	قلة عدد الممارسين بدار الملاحظة الاجتماعية					
٤/٤٣	قصور في الموارد بدار الملاحظة الاجتماعية (إمكانات)					
٥/٤٣	ضعف التعاون بين الدار والأسرة (أولياء الأمور)					
٦/٤٣	ضعف التعاون بين دور الملاحظة الاجتماعية					
٧/٤٣	ضعف العلاقة بين الدار والمتخصصين الأكاديميين في الجامعات					
٨/٤٣	قصور في إعداد الأخصائيين الاجتماعيين بدور الملاحظة الاجتماعية					
٩/٤٣	دور البيئة الخارجية كالإعلام والمجتمع المحلي					
١٠/٤٣	إغفال أهمية التقويم الدوري للبرنامج التأهيلي					
١١/٤٣	قصور في الوسائل اللازمة لتنفيذ البرنامج التأهيلي بدار الملاحظة الاجتماعية					
١٢/٤٣	ضعف في قدرة البرنامج التأهيلي نفسه					
١٣/٤٣	نوعية وطبيعة العملاء					
١٤/٤٣	ارتفاع عدد العملاء بدار الملاحظة الاجتماعية					
١٥/٤٣	غموض أهداف البرنامج التأهيلي بالنسبة للممارسين					
١٦/٤٣	الطريقة التي تعامل بها الأسرة أو المجتمع الحدث. إذا أحدهما فضلا حدد .....					
١٧/٤٣	قصور في الاجتماعات المشتركة بين الممارسين في دور الملاحظة الاجتماعية و الأكاديميين في الجامعات فيما يتعلق بتصميم البرامج التأهيلية					
١٨/٤٣	قوة العلاقة بين العميل وأسرته					
١٩/٤٣	قصور برامج الرعاية اللاحقة					
٢٠/٤٣	عدم زيارة الحدث للمؤسسات والجمعيات الحكومية والأهلية لربطه بالمجتمع					
٢١/٤٣	ربط العميل بالمؤسسة عن طريق الاجتماعات الدورية					
٢٢/٤٣	عدم وجود اجتماعات تقويمية دورية بين الممارسين والمدراء بدور الملاحظة من ناحية وبين العملاء وأولياء الأمور من ناحية أخرى					



## رابعاً: تطوير فعالية البرامج التأهيلية بدور الملاحظة الاجتماعية بالمملكة العربية السعودية

٤٤. ما هي أنسب الوسائل لقياس فاعلية البرامج التأهيلية من وجهة نظرك؟

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٤٥. كيف يتم تسجيل التغير الحادث في سلوكيات العملاء؟

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٤٦. كيف يمكن تطوير البرنامج التأهيلي بدار الملاحظة الاجتماعية في ضوء البرنامج الحالي؟

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٤٧. هل ترى أن تأهيل الحدث من خلال المؤسسة هو الأسلوب الأمثل أما أن هناك طرق أخرى يجب استخدامها؟

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٤٨. كيف ترى دور الإعلام في تدعيم فعالية البرامج التأهيلية بدور الملاحظة الاجتماعية بالمملكة العربية السعودية؟

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٤٩. هل ترى أن استحداث بعض الأحكام (الأساليب) الجديدة سيؤدي إلى زيادة فعالية البرنامج التأهيلي بدور الملاحظة الاجتماعية بالمملكة العربية السعودية؟ ما هي وجهة نظرك في استخدام الأساليب التالية:

١/٤٩	أسلوب (نظام) الخدمات الاجتماعية وذلك تأهيل الحدث من خلال المجتمع "القيام بأعمال تطوعية من غير مقابل
٢/٤٩	نظام الحظر بحيث تقيد حرية الحدث وتمنعه من الخروج أو مزاوله النشاط بحرية وهو في البيئة الطبيعية أن كانت صالحه لبقائه فيها
٣/٤٩	أسلوب الأشراف المكثف لمتابعة الحدث في بيئة الطبيعية
٤/٤٩	أسلوب الغرامات وفرض غرامات مالية تدفعها الأسرة أو ولي الأمر في حالة إهماله للحدث
٥/٤٩	أسلوب حرمان الحدث أو منعه من امتلاك بعض المقتنيات التي لها علاقة بالجراحة (مثال منعه من قيادة السيارة إذا لم يلتزم بقواعد السير)

٥٠. ما هي وجهة نظرك في إشراك بعض الجهات والأفراد من أجل زيادة فعالية البرامج التأهيلية بدور الملاحظة الاجتماعية والاستفادة من إمكاناتهم كالاستفادة من إمكانات الرئاسة العامة لرعاية الشباب أو خبراتهم كالاستفادة من خبرات أولياء الأمور أو المتقاعدين من الجهات الأكاديمية؟

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٥١. ما هي وجهة نظرك من حيث إنشاء مراكز يطلق عليها المراكز الاجتماعية في المناطق السكنية مهمتها تنفيذ بعض البرامج والأنشطة الاجتماعية والثقافية والرياضية لامتنصاص طاقات الشباب وملئ وقت فراغهم وكذلك متابعة الأحداث المطلق سراحهم لتدعيم فعالية البرنامج التأهيلي على الأمد البعيد؟

٥٢. ما هو الدور الذي يمكن أن تلعبه معاهد التدريب المهني من أجل تدعيم وزيادة فعالية البرامج التأهيلية بدور الملاحظة الاجتماعية بالمملكة العربية السعودية؟

٥٣. ما هي آرائك ومقترحاتك لتطوير وتدعيم فعالية البرامج التأهيلية بدور الملاحظة الاجتماعية؟



٥٤. ماهي وجهة نظرك في الاقتراحات التالية من أجل تدعيم وزيادة فعالية البرامج التأهيلية بدور الملاحظة الاجتماعية بالمملكة العربية السعودية؟ فضلا أختار الإجابة التي تراها مناسبة هناك خمس خيارات:  
 ١. مهمة جدا ٢. مهمة ٣. غير متأكد ٤. غير مهمة ٥. غير مهمة على الإطلاق

الرقم	المؤشرات	١	٢	٣	٤	٥
١/٥٤	زيادة عدد الإحصائيين الاجتماعيين المؤهلين					
٢/٥٤	زيادة عدد مشرفي الأنشطة المؤهلين					
٣/٥٤	اهتمام الممارسين (الأخصائيين الاجتماعيين ومشرفي الأنشطة) بالتقويم الدوري للبرنامج التأهيلي بدور الملاحظة الاجتماعية					
٤/٥٤	العمل على إيجاد اجتماعات تقويمية دورية يشارك فيها أولياء الأمور من ناحية والممارسين ومدير الدار من ناحية أخرى					
٥/٥٤	الاهتمام باللقاءات والاجتماعات الدورية بين الممارسين بدور الملاحظة الاجتماعية والمدراء من أجل الاستشارة وتبادل الخبرات					
٦/٥٤	الاهتمام بتأهيل الحدث من خلال المجتمع مثلا القيام بأعمال تطوعية وبدون أجر مادي					
٧/٥٤	ربط الحدث بالمؤسسة عن طريق الاجتماعات الدورية					
٨/٥٤	متابعة الحدث في بيئة الطبيعية					
٩/٥٤	تشجيع دور المجتمع المحلي (الأعلام والأسر والمدارس والجامعات للمشاركة في البرامج التأهيلية بدور الملاحظة الاجتماعية					
١٠/٥٤	الاهتمام ببرامج الرعاية اللاحقة واستحداث برامج أشرف فيه مؤثرة لحفظ التأثير الإيجابي للبرنامج التأهيلي على المدى البعيد					
١١/٥٤	استحداث أساليب وأنظمة جديدة كحرمان الحدث من امتلاك أشياء محببة أو من أشياء لها علاقة بالجنحة من أجل تدعيم فعالية البرامج التأهيلية					
١٢/٥٤	تكليف الحدث في القيام ببعض الأعمال التطوعية					
١٣/٥٤	العمل على إيجاد بعض المراكز الاجتماعية في المناطق السكنية للقيام بتنفيذ بعض الأنشطة الاجتماعية والثقافية والرياضية لامتناس طاقات الشباب وملئ وقت فراغهم ومتابعة الأحداث المطلق سراحهم في بيئاتهم الطبيعية					
١٤/٥٤	تحسين نوعية البرامج التأهيلية لإشباع الاحتياجات المتجددة والمتزايدة للعملاء					
١٥/٥٤	إتاحة الفرصة للعملاء للمشاركة جزئيا في أعداد وتصميم برامجهم التأهيلية					
١٦/٥٤	إيضاح أهداف البرنامج التأهيلي للعملاء					
١٧/٥٤	شرح أهداف البرنامج التأهيلي لأولياء الأمور					
١٨/٥٤	تطبيق المهارات والأساليب المهنية في الخدمة الاجتماعية للعمل مع الأحداث					

٥٥. هل هناك جوانب ترى أهميتها وتوصي ببحثها مستقبلا؟ نعم لا  
 فضلا أذكر تلك الجوانب:



## استمارة مقابلة (العملاء)

### أولاً. البيانات الأولية:

١. الاسم (اختياري): .....
٢. المستوى التعليمي:-  
 في المرحلة الثانوية  
 في المرحلة المتوسطة  
 في المرحلة الابتدائية  
 أخرى تذكر .....
٣. كم عمرك؟:  
 أقل من ١٠ سنوات  
 ١٠-١٥ سنة  
 أكبر من ١٥ سنة  
 ٤. السكن (الحي الذي تسكن فيه أسرتك قبل دخولك الدار)  
 .....
٥. هل تسكن مع والديك؟  
 نعم  
 لا
- إذا كانت الإجابة بلا أجب السؤال رقم ٧
٦. مع من تسكن إذا؟  
 مع الوالد  
 مع الوالدة  
 مع قريبي  
 أخرى تذكر  
 ٧. هل والديك على قيد الحياة؟ نعم جميعاً  نعم أحدهما (فضلاً حدد الوالد أو الوالدة)  لا جميعاً
٨. هل هناك أحد من أخوتك أو أقاربك سبق وأن حكم عليه في جنحة أو سلوك إجرامي؟  
 نعم  
 لا
٩. كم عدد مرات الجنوح بالنسبة لك؟  
 للمرة الأولى  
 للمرة الثانية  
 أكثر من مرة  
 إذا كان كذلك أجب السؤال رقم ١١  
 .....
١٠. ما نوع الجنحة الحالية والتي أدخلت على أثرها الدار وهل تختلف عن نوع الجنح السابقة أن وجدت أم لا؟  
 .....
١١. كم طول الفترة التي قضيتها بالدار هذه المرة؟  
 أقل من ٦ أشهر  
 من ٦ أشهر إلى سنة  
 أكثر من سنة فضلاً حدد .....
١٢. إذا سبق وأن ارتكبت أكثر من جنحة فضلاً حدد الفترة التي قضيتها في كل مرة؟  
 المرة الأولى  
 المرة الثانية  
 المرة الثالثة  
 المرات الأخرى .....

## ثانياً: البرنامج التأهيلي

١٣. أي البرامج التأهيلية التالية تم إلحاقك به؟

- البرنامج الديني  
 البرنامج التعليمي  
 البرنامج الاجتماعي  
 البرنامج المهني  
 البرنامج الرياضي  
 كل ما سبق  
 البرنامج الصيفي  
 برامج أخرى خاصة تذكر

١٤. هل يلحق جميع الأحداث ببرنامج تأهيلي واحد؟

- نعم  لا

في حالة الإجابة بلا أجب على السؤال رقم ١٥

١٥. هل تم إلحاقك ببرنامج تأهيلي خاص؟

- نعم  لا

١٦. هل أتاحت لك الفرصة لاختيار البرنامج التأهيلي الذي ترغبه؟

- دائماً  أحيانا  لا على الإطلاق

١٧. هل هناك مرونة في اختيار الأنشطة التي ترغبها؟

- نعم  أحيانا  لا

١٨. هل احتياجاتك يتم أخذها بعين الاعتبار عند تصميم البرنامج التأهيلي؟

- نعم  أحيانا  لا

١٩. هل يشبع البرنامج التأهيلي احتياجاتك المتعددة؟

- دائماً  أحيانا  لا على الإطلاق



٢٠. كيف ترى مدى الاستفادة من البرامج التأهيلية التالية؟ فضلا أختار الإجابة التي تراها مناسبة للبرنامج الذي ألحقت به؟

					١. مفيد جدا	٢. مفيد	٣. طبيعي	٤. غير مفيد	٥. غير مفيد إطلاقا
الرقم	البرنامج	ج	١	٢	٣	٤	٥		
١/٢٠	البرنامج الديني								
٢/٢٠	البرنامج التعليمي								
٣/٢٠	البرنامج الاجتماعي								
٤/٢٠	البرنامج المهني								
٥/٢٠	البرنامج الرياضي								
٦/٢٠	البرنامج الصيفي								

٢١. هل استفدت من البرنامج التأهيلي سريعا؟

نعم  لا

٢٢. هل سبق لك المشاركة في اجتماعات أو لقاءات مع الأخصائيين الاجتماعيين أو مشرفي الأنشطة من أجل تقويم مدى فعالية البرامج التأهيلية؟ إذا كان إحداهما فضلا حدد.....

نعم  لا

إذا كانت الإجابة بنعم فضلا أجب السؤال رقم ٢٣

٢٣. ما هي طبيعة الأسئلة التي تم طرحها مناقشتها؟

- أرائك حول البرنامج التأهيلي بصفة عامة
- مدى الاستفادة من البرنامج التأهيلي
- ما هي احتياجاتك في ضوء البرنامج التأهيلي الحالي
- كيف يتم تحسين فعالية البرنامج التأهيلي بدار الملاحظة الاجتماعية
- جوانب أخرى فضلا حدد:



## ثالثاً - فعالية البرنامج - ج التأهيلي

٢٤. ما أهمية الجوانب التالية من حيث تأثيرها على فعالية البرامج التأهيلية بدور الملاحظة الاجتماعية؟

هناك خمس خيارات فضلاً اختر الإجابة التي تراها مناسبة من وجهة نظرك:  
 ١. موافق كلياً ٢. موافق ٣. غير متأكد ٤. غير موافق ٥. غير موافق مطلقاً

الرقم	المؤشرات	١	٢	٣	٤	٥
١/٢٤	المدة المحددة لبقاء العميل بالمؤسسة (الدار)					
٢/٢٤	قصور في إمكانات المؤسسة (الدار)					
٣/٢٤	قصور في قدرات الممارسين (الأخصائيين الاجتماعيين و مشرفي الأنشطة)					
٤/٢٤	إغفال أهمية التقييم الدوري للبرنامج التأهيلي					
٥/٢٤	قصور في قدرة البرنامج على مقابلة احتياجات العملاء المتجددة والمتزايدة					
٦/٢٤	ارتفاع عدد العملاء في البرنامج التأهيلي					
٧/٢٤	غموض في أهداف البرنامج التأهيلي بالنسبة للعملاء					
٨/٢٤	الطريقة التي تعامل بها الأسرة الحدث أو نظرة المجتمع للحدث إذا إحداهما فضلاً حدد .....					
٩/٢٤	مدى قوة العلاقة بين الحدث والأسرة أو ولي الأمر					
١٠/٢٤	قصور في البرامج اللاحقة					
١١/٢٤	عدم تأهيل العميل من خلال المجتمع من خلال زيارة الجمعيات والمؤسسات الحكومية والأهلية					
١٢/٢٤	ربط العميل بالمؤسسة عن طريق اجتماعات دورية					
١٣/٢٤	عدم وجود اجتماعات تقويمية دورية للبرنامج التأهيلي تضم الممارسين والأحداث					
١٤/٢٤	تهيئة العملاء و تشجيعهم للاستفادة من البرنامج التأهيلي					
١٥/٢٤	عدم أخذ آراء العملاء بعين الاعتبار عند تصميم البرنامج التأهيلي					
١٦/٢٤	قصور في التقييم الدوري للاحتياجات العملاء					
١٧/٢٤	عدم تهيئة البيئة الخارجية قبل إطلاق سراح الحدث					





# استمارة مقابلة (لأولياء الأمور)

## أولا. البيانات الأولية

١. الاسم اختياري: .....

٢. ما هي علاقتك بالعميل؟

- علاقة أبوية  
 علاقة قرابة

فضلا حدد: .....

٣. المستوى التعليمي:

- البكالوريوس  
 الثانوي  
 المتوسط  
 الابتدائي  
 تفر أو تكتب  
 أخرى تذكر

٤. الحالة الاجتماعية:

- أعزب  
 متزوج  
 مطلق  
 أرمل

٥. العمر:

- أقل من ٣٠ عاما  
 ٣٠-٤٠ عاما  
 ٤١-٥٠ عاما  
 أكبر من ٥٠ عاما

٦. هل سبق وان حكم على أحد من أبنائك بجنحة أو بحكم متعلق بها؟

- ليس لدي أبناء  
 لا أحد على الإطلاق  
 فقط شخص واحد  
 فقط شخصين  
 أكثر من اثنين

فضلا حدد: .....

لا

نعم

٧. هل تعمل؟

إذا كانت الإجابة بنعم فضلا انتقل إلى السؤال رقم ٩

٨. هل تعمل بالقطاع العام أم الخاص فضلا حدد؟  القطاع العام  القطاع الخاص

٩. إن كنت تعمل بالقطاع العام فضلا حدد؟  القطاع المدني  القطاع العسكري

١٠. إن كنت تعمل بالقطاع الخاص فضلا حدد: .....



## ثانياً البرنامج التأهيلي

١١. هل سمعت عن طبيعة البرامج التأهيلية بدور الملاحظة الاجتماعية قبل دخول ابنك/ قريبك الدار؟  
 نعم  لا

١٢. ماذا تعرف عن البرامج التأهيلية بدور الملاحظة الاجتماعية بشكل عام؟

.....  
 .....  
 .....

١٣. ماهي البرامج التأهيلي التي يستفيد منها ابنك / قريبك؟

.....  
 .....  
 .....

١٤. هل لك شاركت في تصميم وتخطيط البرنامج التأهيلي بدار الملاحظة؟ فضلا ضع علامة ( X ) فيما تراه مناسباً. ١. نعم تماما ٢. نعم ٣. غير متأكد ٤. لا ٥. لا لم أشارك مطلقاً

الرقم	الملاحظات	١	٢	٣	٤	٥
١/١٤	أنا على علم تام بطبيعة البرنامج التأهيلي الملحق به ابني/قريبي					
٢/١٤	البرامج التأهيلية بدار الملاحظة شاملة ومتنوعة					
٣/١٤	أشارك في تخطيط البرنامج التأهيلي					
٤/١٤	أرأنا واقترحاتنا تؤخذ بعين الاعتبار عند أعداد وتخطيط البرنامج التأهيلي الخاص بأبني/ قريبي					
٥/١٤	أحضر بصفة دورية لمتابعة ابني/ قريبي لمعرفة مدى تقدمه في الاستفادة من البرنامج التأهيلي					
٦/١٤	أشارك في التقييم الدوري للبرامج التأهيلية بدار الملاحظة الاجتماعية عموماً					
٧/١٤	أشارك الأخصائيين ومشرفي الأنشطة بصفة دورية لمناقشة الاحتياجات المتعددة و المتجددة والمتزايدة لأبننا / قريبي					
٨/١٤	أقوم بزيارة المؤسسة بصفة دورية لتشجيع ابني/ قريبي للاستفادة من البرنامج التأهيلي المعد له					
٩/١٤	لا أدخر جهد في إمداد القائمين على دار الملاحظة الاجتماعية بالأفكار التي من شأنها تطوير فعالية البرنامج التأهيلي					
١٠/١٤	يتم دعوتي من الحين للآخر للمشاركة في تنفيذ بعض الأنشطة والبرامج التأهيلية بدار الملاحظة الاجتماعية					
١١/١٤	الأسرة تلعب دوراً هاماً في دعم فعالية البرنامج التأهيلي					
١٢/١٤	القطاع الخاص يلعب دوراً هاماً في تدعيم فعالية البرنامج التأهيلي وذلك بإمداد الدار بالوسائل المطلوبة لتنفيذ الأنشطة					
١٣/١٤	يعي المجتمع المحلي (السكان , المدرسة ....) طبيعة البرامج التأهيلية بدور الملاحظة الاجتماعية ويعمل على تدعيمها					
١٤/١٤	أناقش باستمرار آراء الممارسين وأبني فيما يتعلق بالبرنامج التأهيلي					
١٥/١٤	يقوم الممارسون بدار الملاحظة الاجتماعية بإبلاغي و بصفة دورية بالتغيرات التي طرأت على سلوكيات ابني/ قريبي					
١٦/١٤	ابني / قريبي قادر على أدراك أهمية البرنامج التأهيلي					



## ثالثاً: فعالية البرنامج التأهيلي

١٥. أي البرامج أكثر فعالية من وجهة نظرك؟ فضلاً ضع علامة (X) على الإجابة التي تراها مناسبة من الخيارات التالية: ١. فعال جداً ٢. فعال ٣. طبيعي ٤. غير فعال ٥. غير فعال مطلقاً

نوع البرنامج	١	٢	٣	٤	٥
البرنامج الديني					
البرنامج التعليمي					
البرنامج الاجتماعي					
البرنامج المهني					
البرنامج الرياضي					

١٦. ما أهمية الجوانب التالية فيما يتعلق بفعالية البرامج التأهيلية بدور الملاحظة الاجتماعية؟ فضلاً ضع علامة (X) على الإجابة التي تراها مناسبة.  
١. موافق كلياً ٢. موافق ٣. غير متأكد ٤. غير موافق ٥. لا أوافق كلياً

الرقم	المؤشرات	١	٢	٣	٤	٥
١/١٦	مدة الحكم المحددة لبقاء الحدث بالمؤسسة					
٢/١٦	قصور في إمكانيات ووسائل المؤسسة					
٣/١٦	ضعف التعاون بين الدار والأسرة					
٤/١٦	نوعية البرامج التأهيلية					
٥/١٦	الغموض في أهداف البرنامج التأهيلي بالنسبة لأولياء الأمور					
٦/١٦	قصور في الاجتماعات الدورية بين أولياء الأمور و الممارسين بدار الملاحظة الاجتماعية من أجل تقييم احتياجات العملاء في ضوء البرنامج التأهيلي الحالي					
٧/١٦	قصور في ربط الحدث بالدار عن طريق الاجتماعات الدورية					
٨/١٦	قصور في برامج الرعاية اللاحقة					
٩/١٦	عدم وجود برنامج أشرف للحدث في بيئة الطبيعية					
١٠/١٦	تأثير رفقاء السوء					
١١/١٦	الدور السيئ للأعلام					
١٢/١٦	ضعف العلاقة بين الحدث وأسرته					
١٣/١٦	قصور في خبرات ومهارات الممارسين بدار الملاحظة الاجتماعية					
١٤/١٦	التزام البرنامج بالضوابط الإسلامية في العمل مع المنحرفين					

١٧. ماهي أرائك ومقترحاتك لدعم فعالية البرامج التأهيلية بدور الملاحظة الاجتماعية بالمملكة العربية السعودية؟

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قائمة (Checklist) تضم بعض الأسئلة والتي يجب الحصول عليها من سجلات المؤسسة وملفات العملاء

١. كم عدد الأحداث المحولين إلى الدار خلال السنة الماضية؟

٢. هل هناك نسبة كبيرة من أحداث العود؟ نعم  إلى حد ما  لا

٣. كم عدد الأحداث الذين أكملوا الفترة المحددة لبقائهم في الدار خلال السنة الماضية؟

٤. كم عدد الأحداث الذين عادوا إلى الدار بعد إطلاق سراحهم من الذين أكملوا الفترة المحددة لبقائهم بالدار؟

٥. كم عدد الأحداث الذين أطلق سراحهم قبل انتهاء الفترة المحددة لبقائهم بالدار؟

٦. كم عدد أحداث العود من الذين أطلق قبل انتهاء الفترة المحددة لبقائهم في الدار؟

٧. إلى أي مدى تكيف الأحداث مع الحياة داخل الدار؟

٨. إلى أي مدى تكيف الأحداث مع البيئة الخارجية بعد إطلاق سراحهم؟

٩. إلى أي مدى تأثر سلوكيات العملاء بالبرامج التأهيلية داخل دور الملاحظة الاجتماعية؟

١٠. ما التقدم الذي حققه العملاء فيما يتعلق بالبرامج التأهيلية المهنية؟

١١. ما التقدم الذي حققه العملاء فيما يتعلق بالبرنامج التعليمي؟

قائمة (Checklist) ببعض الجوانب التي يجب ملاحظتها و التي لها صلة بفعالية البرنامج التأهيلي

١. التفاعل بين العملاء و الأخصائيين الاجتماعيين ومشرفي الأنشطة.

٢. الوسائل المتاحة بدور الملاحظة الاجتماعية والتي تساعد على تنفيذ البرنامج التأهيلي بفعالية.

٣. طبيعة تنفيذ البرامج التأهيلية بدور الملاحظة الاجتماعية.

٤. ملاحظة سلوكيات الأحداث خلال تنفيذ البرامج التأهيلية.

٥. ملاحظات حول مهارات الأخصائيين الاجتماعيين ومشرفي الأنشطة عند التعامل ومعالجة المواقف المختلفة خلال تنفيذ البرنامج التأهيلي.

٦. التعاون بين دور الملاحظة الاجتماعية وأولياء الأمور.

٧. التعاون بين دور الملاحظة الاجتماعية والمؤسسات الحكومية والقطاع الخاص.

٨. ملاحظات عامة حول الجو العام بالدار ومعايشة الأحداث عن قرب.



١. التفاعل بين العملاء والأخصائيين الاجتماعيين ومشرفي الأنشطة:

١. التقبل
٢. التوجيه
٣. مهارات الاتصال
٤. زيادة التفاعل بين أعضاء الجماعة
٥. القدرة على تطبيق مهارات الخدمة الاجتماعية

٢. الوسائل المتاحة:

١. أماكن لمزاولة البرامج والأنشطة (ملاعب , أدوات رياضية , مسرح, ...)
٢. وسائل تتعلق بالتدريب المهني (أماكن , وسائل , متخصصين, ...)
٣. المدرسة , السكن , المرافق العامة

٣. تنفيذ البرامج التأهيلية:

١. التخطيط لتنفيذ البرامج التأهيلية (أعداد المكان , عدد الحضور , الزمن المحدد.....)
٢. أثناء البرنامج التأهيلي (المشاركة , التفاعل , التوجيه , إنهاء البرنامج, ...)
٣. بعد انتهاء البرنامج التأهيلي (التسجيل , ملاحظات عامة حول الممارسين, ...)

٤. سلوكيات الأحداث من خلال تنفيذ البرنامج:

١. التعاون
٢. التنافس
٣. الانطباع
٤. النظرة لبعضهم البعض والنظرة للأخصائي أو مشرف النشاط

٥. مهارات الأخصائيين الاجتماعيين ومشرفي الأنشطة في معالجة المواقف:

١. البعد المهني
٢. التعامل (عقابي , حرمان , توجيهي, ...)

٦. التعاون بين دار الملاحظة الاجتماعية وأولياء الأمور:

١. الزيارات
٢. حضور تنفيذ الأنشطة
٣. المشاركة في تنفيذ الأنشطة
٤. الاتصالات بالأخصائيين ومشرفي الأنشطة

٧. التعاون بين دار الملاحظة الاجتماعية والقطاع الأكاديمي والقطاع الخاص:

١. الحضور
٢. دعم البرامج والأنشطة بالخبرة والوسائل
٣. الاهتمام العلمي (التدريب المهني للطلاب , إجراء البحوث , عقد دورات تدريبية للقائمين على تنفيذ الأنشطة , الاستشارة , توجيه البحوث)

٨. ملاحظات عامة:

- الجو العام بالدار , معاشة الواقع, .....

الم	وشر	غير	١	٢	٣	٤	٥
		منطبق					
<b>أولا: التفاعل بين العملاء والأخصائيين الاجتماعيين ومشرفي الأنشطة</b>							
١. التقبل							
٢. التوجيه							
٣. مهارات الاتصال							
٤. زيادة التفاعل بين أعضاء الجماعة							
٥. القدرة على تطبيق مهارات الخدمة الاجتماعية							
<b>ثانيا: تنفيذ البرامج التأهيلية</b>							
١. التخطيط لتنفيذ لبرامج							
* أعداد المكان							
* عدد الحضور							
* الزمن المحدد							
٢. أثناء البرنامج							
* المشاركة							
* التفاعل							
* التوجيه							
* إنهاء البرنامج							
٣. بعد انتهاء البرنامج التأهيلي							
* التسجيل							
* ملاحظات عامة حول الممارسين							
<b>ثالثا: سلوكيات خلال تنفيذ البرنامج</b>							
١. التعاون							
٢. التنافس							
٣. الانطباع							
٤. النظرة للبعث أو الممارسين							
<b>رابعا: مهارات الأخصائيين الاجتماعيين و مشرفي الأنشطة في معالجة المواقف</b>							
١. البعد المهني							
٢. التعامل (عقابي, حرمان, توجيهي...)							
<b>خامسا: التعاون بين دار الملاحظة وأولياء الأمور</b>							
١. الزيارات							
٢. حضور تنفيذ النشاط							
٣. المشاركة في تنفيذ الأنشطة							
٤. الاتصالات الممارسين							
<b>سادسا: التعاون مع القطاع الأكاديمي والخاص</b>							
١. الحضور							
٢. دعم البرامج والأنشطة							
٣. الاهتمام العلمي (التدريب, إجراء البحوث, الاستشارة, التقويم, توجيه البحوث)							



حفظهم الله  
وبعد,,,

الأخوة الأعزاء  
سلام الله عليكم ورحمته وبركاته

اشكر لكم تفضلكم بتحكيم استمارات المقابلة (الاستبار) التالية (للعاملين الممارسين "الأخصائيين الاجتماعيين ومشرفي الأنشطة" ومدير الدار, والعلماء و أولياء الأمور). واعتذر لكم إن كانت الترجمة ليست كما ينبغي وأستبيحكم عذرا في ذلك وهناك بعض النقاط التي ارتأيت الإشارة إليها:

١. الأستبار تم تحكيمه من بعض المتخصصين في السياسة الاجتماعية ورعاية الأحداث بالقسم.  
٢. الأستبار ليس هو الأداة الوحيدة للحصول على البيانات المستخدمة في هذه الدراسة بل هناك بعض الأسئلة لا يمكن الحصول عليها إلا من خلال الوثائق الرسمية بالمؤسسات من خلال تحليل الوثائق واستخدام الملاحظة والتي يعزم أن يقوم بها الباحث خلال تنفيذ الدراسة الميدانية ويقوم الباحث حاليا بإعدادها.  
٣. تقويم البرنامج التأهيلي بدور الملاحظة الاجتماعية يتم في ضوء تحقيق أهداف البرنامج في تأثيره على سلوكيات الأحداث في ضوء المعايير (المؤشرات) التالية:

١. معدلات أحداث العود للجريمة (الجنح)

٢. التأقلم داخل الدار

٣. النجاح المهني

٤. التحسن في المستوى الدراسي

٥. التغيير في السلوك الشخصي

٦. التأقلم مع البيئة الخارجية

٧. مدى رضاء الممارسين والعلماء وأولياء الأمور عن البرنامج التأهيلي بدار الملاحظة

مرة أخرى لكم مني جزيل الشكر و ادعوا الله سبحانه وتعالى أن يجزل لكم المثوبة وأن يجمع بيننا في مستقر رحمته وان يوفقنا لتحقيق أهداف هذا البحث و ينفع به كما نسأله سبحانه أن يجعله لبنة في طريق تحسين فعالية البرامج التأهيلية بدور الملاحظة الاجتماعية بالمملكة العربية السعودية.

أخوكم / عطية الله السلمي  
براد فورد ١٠/٢/١٤٢٠هـ

حفظه الله

وبعد،،،،

فضيلة عميد كلية العلوم الاجتماعية

السلام عليكم ورحمة الله وبركاته

أفيدكم بأنني أحد مبتعثي الكلية لدراسة الدكتوراه بجامعة هل بالمملكة المتحدة بعنوان " تقويم فعالية البرامج التأهيلية: دراسة تقويمية ببعض دور الملاحظة الاجتماعية بالمملكة العربية السعودية (دراسة حاله في كل من الرياض وجدة)، وأقوم حاليا برحلة علمية لتطبيق الدراسة الميدانية علما بأن الدراسة تتطلب استخدام مجموعة من أدوات جمع البيانات (ك أستبار المقابلة المقننة , الملاحظة و تحليل السجلات) وعينة الدراسة تضم كل من المدراء و الممارسين (الأخصائيين الاجتماعيين ومشرفي الأنشطة) والعملاء وأولياء الأمور. لذا أمل من فضيلتكم التكرم بمخاطبة وزارة العمل والشئون الاجتماعية لتسهيل مهمة تنفيذ الدراسة الميدانية وإمدادي بالمعلومات اللازمة لإنجاز البحث.

والسلام عليكم ورحمة الله وبركاته

المبتعث / عطية الله بن حظيظ السلمي  
قسم الخدمة الاجتماعية



بسم الله الرحمن الرحيم  
الموضوع / حلقة نقاش حول فعالية البرامج التأهيلية للأحداث بدور الملاحظة الاجتماعية  
التاريخ/٢٤/٦/١٤٢٠هـ  
الزمن /بعد صلاة العشاء  
المكان/ دار الملاحظة الاجتماعية بالرياض/مكتبة الدار

### مباحث النقاش:

١. كيف نعمل دور البرامج التأهيلية بدور الملاحظة الاجتماعية؟  
تخطيط البرنامج التأهيلي؟ كيف؟ ومن المشاركين في ذلك؟  
تنفيذ البرنامج التأهيلي؟ الإمكانيات المتاحة، القدرة على تحقيق أهداف البرنامج؟  
محتويات البرنامج التأهيلي؟ و ما مدى مقابله لحاجات الأحداث المتجددة والمتزايدة؟  
مراعاة الجوانب والمهارات المهنية في التعامل مع الأحداث؟  
- التسجيل  
- التقييم الدوري لمدى تحقق الأهداف؟ كيف يتم التقييم؟ من المشاركين في التقييم؟ و ما هو دور المؤسسات ذات العلاقة؟
٢. تقييم مدى فعالية البرنامج التأهيلي في ضوء المعايير التالية:
  - \* أحداث العود
  - \* النجاح المهني
  - \* التقدم الدراسي
  - \* التكيف مع الحياة داخل الدار
  - \* التكيف مع المجتمع الخارجي
  - \* مدى رضا الممارسين عن فعالية البرنامج التأهيلي؟
  - \* مدى توفر الإمكانيات الفنية والمهنية
٣. النظرة المستقبلية لزيادة فعالية البرامج التأهيلية:
  - \* إدارة النشاط؟ أهدافها، الهيكل التنظيمي لها، كيفية عملها، موقعها.....
  - \* برامج الرعاية اللاحقة ودورها في الحفاظ على فعالية البرنامج التأهيلي على المدى البعيد
  - \* إنشاء مراكز اجتماعية في الأحياء .... دورها، موقعها، كيفية أدائها، من المشاركين فيها،.....
  - \* تفعيل دور الأسرة و علاقته بفعالية البرنامج التأهيلي (الاتجاهات التنموية)
  - \* محكمة الأحداث ودورها في التعامل مع قضايا الأحداث
  - \* بدائل أخرى للرعاية غير أسلوب الحجز (غرامات، حرمان، إشراق مكثف، حضر .....)
  - \* العلاقة بين دور الملاحظة الاجتماعية فيما يتعلق بالتقييم وتبادل الخبرات و علاقة ذلك بفعالية البرنامج التأهيلي