

**EXPERIENCES IN A REHABILITATION PROGRAMME: CASE STUDIES OF MALE JUVENILE  
OFFENDERS IN A CORRECTIONAL SCHOOL IN VIETNAM**

**By**

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## **ABSTRACT**

While the challenge of rehabilitating juvenile offenders has attracted international research interest, the rehabilitation of juvenile offenders in Vietnam has received little research attention. This study employed a qualitative collective case study approach to gain insights into how eight juvenile offenders perceived and experienced a rehabilitation programme in a correctional school in Vietnam. It drew on the perspectives of juvenile offenders, teachers and one manager. Deprivation, importation and Aker's social learning theories provided a theoretical framework to explore the juvenile offenders' experiences. Data were collected through observations, interviews and document analysis supplemented by field notes and a research journal. Data were then analysed thematically. The findings suggest that individual characteristics, family and peers played roles in the development of juvenile offenders' antisocial behaviours and in their engagement with the rehabilitation programme. These roles could be positive and negative. The case studies illustrate the ways in which the programme was perceived to influence the young people's thinking and behaviour in positive and negative ways. For instance, the eight young participants all recounted examples of modifying their behaviour in a deliberate attempt to 'game' the staff. This was done in order to gain preferential treatment, and as a means to coping with the 'pains' of incarceration.

The case studies illustrated short coming in the current provision of educational and vocational training programmes intended to support reintegration into the community. A lack of alignment between the school programmes and future educational and labour market opportunities is likely to potentially undermine the policy goal of successful reintegration into the community. Based on the findings of this study, it is proposed that rehabilitation policy and practice in Vietnam should be reviewed and reformed. This study highlights the need to better meet the social, emotional and educational needs of young people in the Vietnamese juvenile justice system. Future research and policy initiatives should be focussed on minimising recidivism and supporting reintegration into society on release. There should be guidelines to ensure there is active cooperation between families, the correctional schools and local authorities. It is recommended that the family should be involved in youth rehabilitation processes in the correctional school.

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## DEDICATION

*I dedicate this thesis to my beloved mother, Bui Thi Kim Doanh, who has sacrificed her life to my happiness and to my uncle, Do Xuan Anh, who used to work in a correctional school in Vietnam.*

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## **ABBREVIATIONS**

BEI: Interview data from Beckham

BEO: Observation data obtained from Beckham

BI: Interview data obtained from Barcelona

BO: Observation data obtained from Barcelona

BL: Data from Barcelona's letters

CI: Interview data obtained from Chelsea

CO: Observation data obtained from Chelsea

DR: Document review

GI: Interview data obtained from Giant

GO: Observation data obtained from Giant

HPI: Interview data obtained from Harry Potter

HPO: Observation data obtained from Harry Potter

MI: Interview data obtained from Martin

MO: Observation data obtained from Martin

PI: Interview data obtained from Prince

PO: Observation data obtained from Prince

SI: Interview data obtained from Spring

SO: Observation data obtained from Spring

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## **CHAPTER ONE: INTRODUCTION**

This thesis considers how young people experience rehabilitation programmes in a correctional school in Vietnam. It also provides a description of the research journey I undertook in an attempt to answer this question. I begin this thesis by introducing the research journey. This chapter starts by addressing the research problem and making explicit my interest in relation to juvenile offenders. The background to the research is outlined to provide information relevant to the project. Furthermore, in this chapter, the purpose and significance of conducting research into juvenile offenders' experiences is justified. Towards the end of the chapter, core concepts and terms used in this thesis are defined, and finally, an outline of the thesis organisation is provided.

### **1.1. The research problem**

The problem of how to successfully integrate young people back into society following incarceration has received attention internationally (Niriella, 2011). There have been a number of international studies of young people and the rehabilitation process with most focusing on either evaluating the effectiveness of programmes (Davis, Bozick, Steele, Saunders, & Miles, 2013; Mackenzie, 2008; Shuker, 2013) or on identifying risk factors for recidivism (Pollard, Hawkins, & Arthur, 1999; Shader, 2004). Most research on young people's perceptions and experiences of rehabilitation programmes and correctional facilities has occurred in Western countries, with little research being conducted in Vietnam (e.g. Blomberg, Bales, Mann, Piquero, & Berk, 2011; Koehler, Hamilton, & Lösel, 2013; Lipsey & Cullen, 2007). There is a dearth of literature on the experiences of young people in Vietnamese correctional facilities. Importantly, there are cultural differences between Vietnamese and Western societies, therefore, it is imperative that research on the ground in the realities of Vietnamese correctional schools be completed, and that such research includes the voices of young people.

The situation in Vietnam in regard to young people and their rehabilitation is similar to that of many other countries. In Vietnam, youth offending has been identified as a major issue. There has been a 34.8% increase in the youth crime rate from 2007 to 2013 (Department of Child Care and Protection, 2013). Notably, the recidivism rate for young people who have received interventions and punishment is still high (cited in Le, 2017).

To address the problem of reoffending, the Vietnamese Government has created policies and programmes to facilitate rehabilitation and to support young people to reintegrate into the community after release. Rehabilitation programmes in correctional schools have been established for this purpose. While these programmes have become reasonably common in Vietnam, it is uncertain as to what extent these programmes influence young people; what challenges young people meet; and what they experience while participating in these programmes (Bon, 2013; Duc, 2013; Quy, 2011). Furthermore, Western research literature has shown that young people's experiences while incarcerated may influence their subsequent behaviours (Steinberg, 2009a). Therefore, it is necessary for a study to be conducted on young people's perceptions of their experiences in rehabilitation programmes in correctional schools to help understand young people, programmes, rehabilitation policy and practice in Vietnam. This may help to identify future directions and intervention areas for rehabilitation policy and practice in Vietnam.

## **1.2. Personal rationale**

A personal interest often informs research on a topic (Middleton, 2001) and this study is no exception. During my childhood I was fascinated by my uncle's stories of young people in the correctional schools he worked in. The most memorable story was about a boy who was sent to a correctional school for manslaughter when he was 14. His stepmother's rude and cruel behaviours towards him led to them arguing. The boy was angry and unable to control himself and he pushed his step mother; she fell and died from her injuries. When he was sent to the correctional school, his father never visited him, and he felt sad and guilty. My uncle told me that the boy was very kind and nice. The boy supported other children and he helped my uncle understand other children's needs and desires. The boy is now a successful man who runs an advisory centre for juveniles. Since I was a little girl, the boy's story has provoked my interest to do something helpful for young people.

I chose this topic as this is the direction my career has taken me. I worked for the Vietnam Youth Academy belonging to the Ho Chi Minh Communist Youth Union—a socio-political organisation. My colleagues and I often made reports on youth issues, so meeting and chatting to young people was part of our annual activities. Dealing with young people, I have realised that young offenders desire to be useful people who can contribute to the

community. Through my work, I have harboured a dream of establishing a support service for juvenile offenders.

The experiences from my childhood and my work have motivated me to focus on this study in the hope that it may contribute to a better understanding of juvenile offenders; and that understanding may lead people to more support and appropriate behaviours towards them.

### **1.3. Overview of the youth justice system, youth offending and youth rehabilitation policy and practice in Vietnam**

#### **Youth justice system**

Vietnam's youth justice system is underpinned by a variety of decrees, ordinances and legal codes which provide a regulatory framework governing protection, policing, and rehabilitation education for juvenile offenders. Responsibility for young offenders is divided between a number of State and local agencies. For example, the Ministry of Justice sets out decrees, legal codes, ordinances and court procedures, the Ministry of Public Security manages the custodial estate and delivers educational programmes and rehabilitation, the Ministry of Labour- Invalids, and Social Affairs provides support for juvenile offenders and has oversight of children's rights and the care and protection juvenile offenders. At provincial, district and commune levels, local authorities, called people's committees, handle violations or offences that come under the administrative code. Local authorities also cooperate with the organisations that make up the Communist Party such as the Farmers' Union, the Youth Union and Vietnam's Women Union to support young people to rehabilitate and reintegrate into society.

Vietnam has separate judicial processes for juveniles set out in penal and administrative codes (see Figure 1.1). The administrative code applies to juveniles aged 12 to 18 years who violate laws related to security, order and social safety which do not constitute a crime (Vietnamese National Assembly, 2012). For instance, fighting is considered a violation of the law. It is noted that prior to 2012, there were no laws on 'Handling of administrative violations', but the decree 'Handling administrative violations' was used instead. The Laws on 'Handling of administrative violations' were based on the decree, with some modifications such as ages and levels of seriousness of delinquent behaviour were amended to better



address young people's welfare. The offences of the young people in my study came under the administrative code, and the young people were dealt with by the local authorities.

The penal code applies to juveniles aged from 16 years and under 18 years who commit any offence, or those aged from 14 and under 16 years old who commit a very or extremely serious offence such as murder, serious assault and rape (Vietnamese National Assembly, 2015). Vietnam does not have a separate youth court, and young people charged under the penal code are dealt with in the same courts as adults.

Local courts cover very serious and extremely serious offences and reoffending (Vietnamese National Assembly, 2012, 2015). Based on young people's profiles including their age at the time the offence is committed and the level of seriousness of their offences, local courts decide on punishment or sentences ranging from the administrative (for example, cautions, family supervision, fines, community-based education and education in schools) to penal such as imprisonment in prisons (see Figure 1.1). It is noted that young people, aged 14 and 15, who commit very or extremely serious offences without requisite intent (for example manslaughter) are sent to correctional schools. However, there will be a lessor punishment for young people than if the same act was committed by adults. This policy is noted in Article 91 of the Penal Code for State agencies who handle crimes committed by young people:

*The handling of young offenders under 18 years must ensure the best benefits for them and aims mainly to educate and help them redress their wrongs; develop healthily and to become useful citizens of society.*

*The handling of young offenders under 18 years must be based on their ages when they commit crimes, their capability of being aware of the danger to society that they pose in light of their crimes and the causes and conditions relating to such offences.*

(Vietnamese National Assembly, 2015, Article 91)

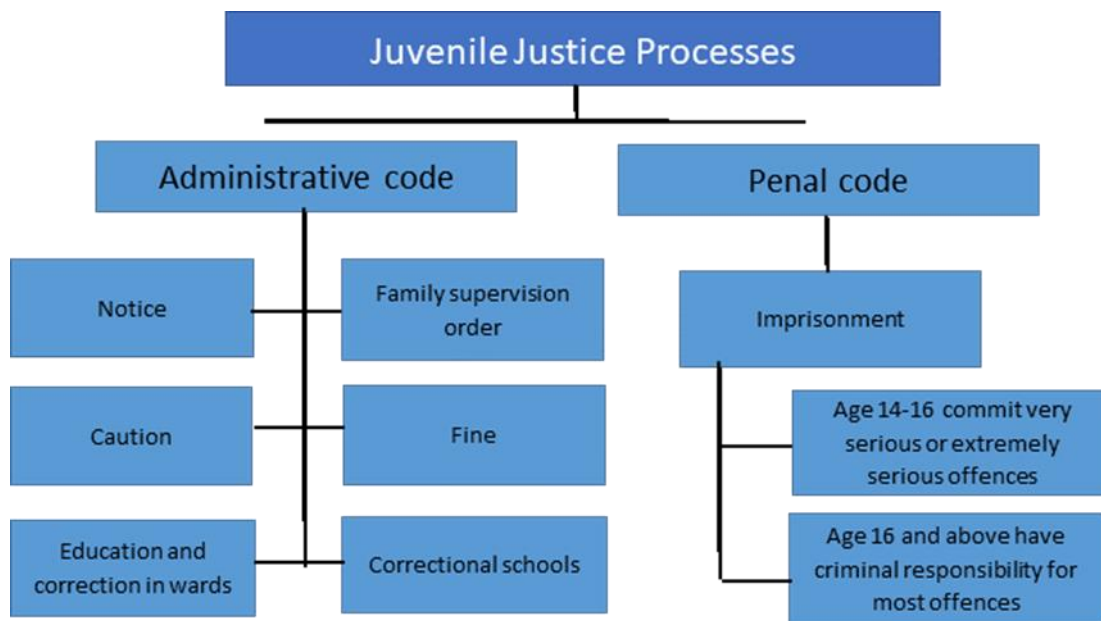


Figure 1. 1: Juvenile justice processes

Approximately 63% of juvenile offences are dealt with under the administrative code from 2006 to 2018 (Ministry of Public Security, 2018). Such offences include theft, public disorder or physical assault. Young people treated under the administrative code avoid a criminal record that might impede their reintegration into the community (Vietnamese National Assembly, 2015). The administrative code in Vietnam provides the mechanisms for offending to be dealt with at a local community level. The local authority (i.e. the people's committee) is responsible for cooperating with the police and handling community-based sanctions including fines, community-based interventions and surveillance. In keeping with cultural and Communist party practices, an emphasis is placed on re-education. Re-education aims to rehabilitate young people through a range of programmes from community-based to correctional school-based programmes. Community-based programmes are run by local authorities with support from family. The family is in charge of supervising and educating young people as part of their community order. Sentencing young people to participate in rehabilitation programmes in correctional schools is seen as a last resort if, after receiving education or intervention from the local authorities and families a young person reoffends or has committed a serious offence. The establishment of correctional schools under the management of the Ministry of Public Security in the 1960s and 1970s was a turning point in Vietnamese Juvenile Justice (Dat, 2013; Thanh, 2017). It was considered a preferable response to youth delinquency compared to sending young people to prison. The purpose of

correctional schools is to provide young people with opportunities to rehabilitate through educational and vocational training approaches. In Vietnam, there are 3 correctional schools located in the South, North and Middle.

### **Youth offending**

In recent times, youth offending has become a major concern in Vietnam. According to the Ministry of Public Security (2018), from 2006 to 2018, on average there were 13,000 juveniles dealt with under the administrative and penal code each year. It was noted that the number of those dealt with under the administrative was about 8190 (accounting for 63%) among whom the number of entrants to correctional schools was over 1100 on average. However, the percentage of juvenile offenders convicted rose from 27% in 2006 to 42% in 2018 while youth caution decreased from 73% in 2006 to 58 % in 2018. Most offences were committed by those aged from 16 to under 18 years accounting for 90% of total young offenders. There was an increase in this group from 56% in 2006 to 71% in 2018 for both youth conviction and caution.

The rate of juvenile offending nationwide was 14.94 per 100,000 people (Ministry of Public Security, 2018). The magnitude of juvenile crime in Vietnam is low in comparison with other countries (Cox, 2010; Hayden, Nguyen, & Twigg, 2017). In the United Kingdom, for example, the number of first time entrants to the youth justice system was 14,400 in 2017-2018 and this produced an average rate of 22 per 100,000 people (Ministry of Justice, 2019). However, the recidivism rate in Vietnam was higher than other countries with 44.8% of young offenders repeating crimes after they had been caught and punished (cited in Le, 2017, p. 24). This percentage did not include young people who had turned 19 years of age by the time of reoffending. In contrast, in 2017, the re-offending rate for juveniles was 40.9 % in the UK (Ministry of Justice, 2019).

Common offences committed by juveniles and dealt with under both the administrative and penal codes from 2012 to 2018, were theft, physical assault and public disorder as can be seen in figure 1.2. Among these three offences, theft was the most common offences with 23,404 offenders prosecuted. Physical assault and public disorder were ranked second with 9,776 offenders and third with 5,679 offenders these three being the most common juvenile crimes leading to prosecution in Vietnam.

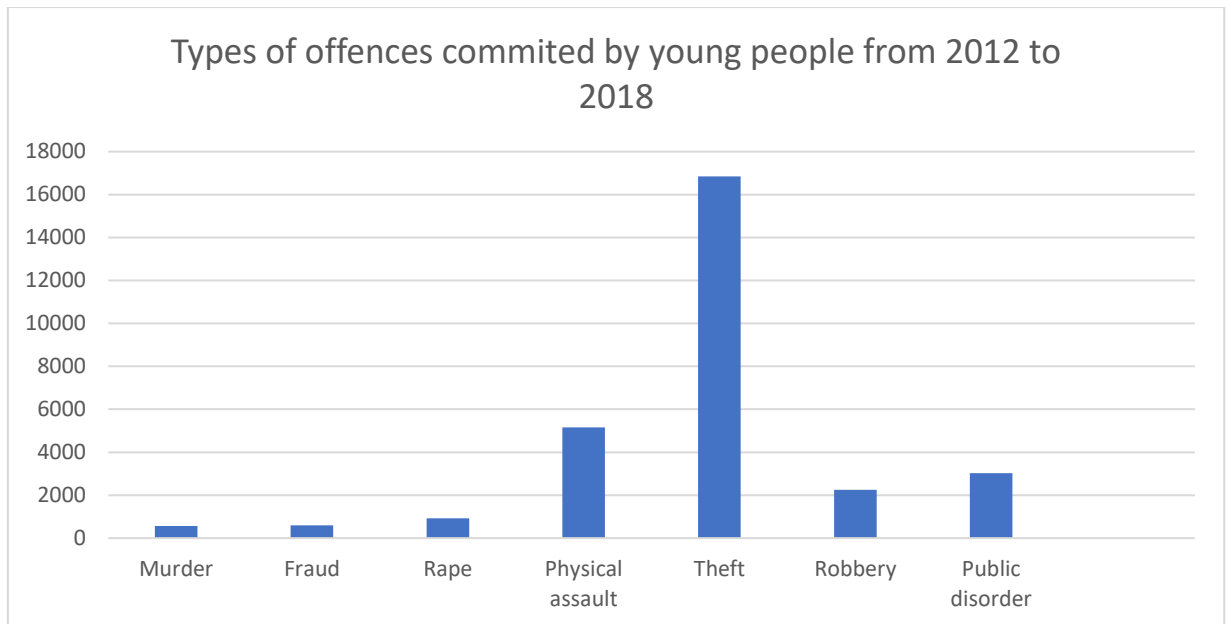


Figure 1. 2: Types of offences committed by young people from 2012 to 2018

(Source:Ministry of Public Security, 2018)

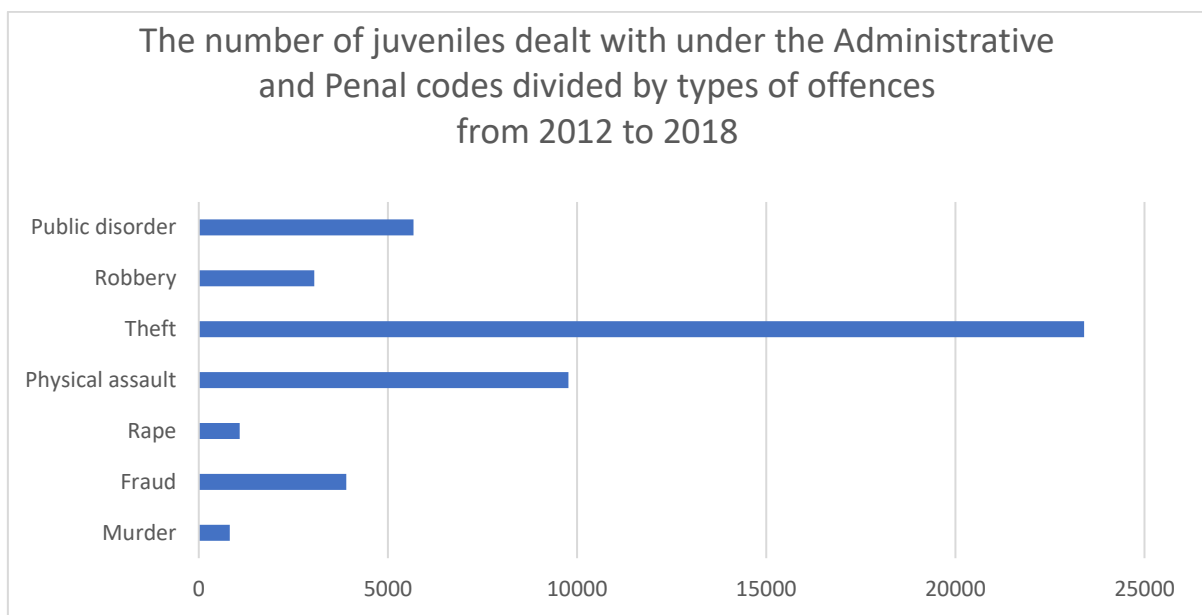


Figure 1. 3: The number of juveniles dealt with under the Administrative and Penal codes divided by types of offences from 2012 to 2018

(Source:Ministry of Public Security, 2018)

According to the Ministry of Public Security (2018), among young offenders, illiteracy was 4%, those at primary school were 17%, young people at junior high school were 44% and those at high school was 35% (see figure 1.4). However, among the young people at junior

high school and high school, 48% dropped out of school. This suggested that low level of education be potential factor related with juvenile offending in Vietnam.

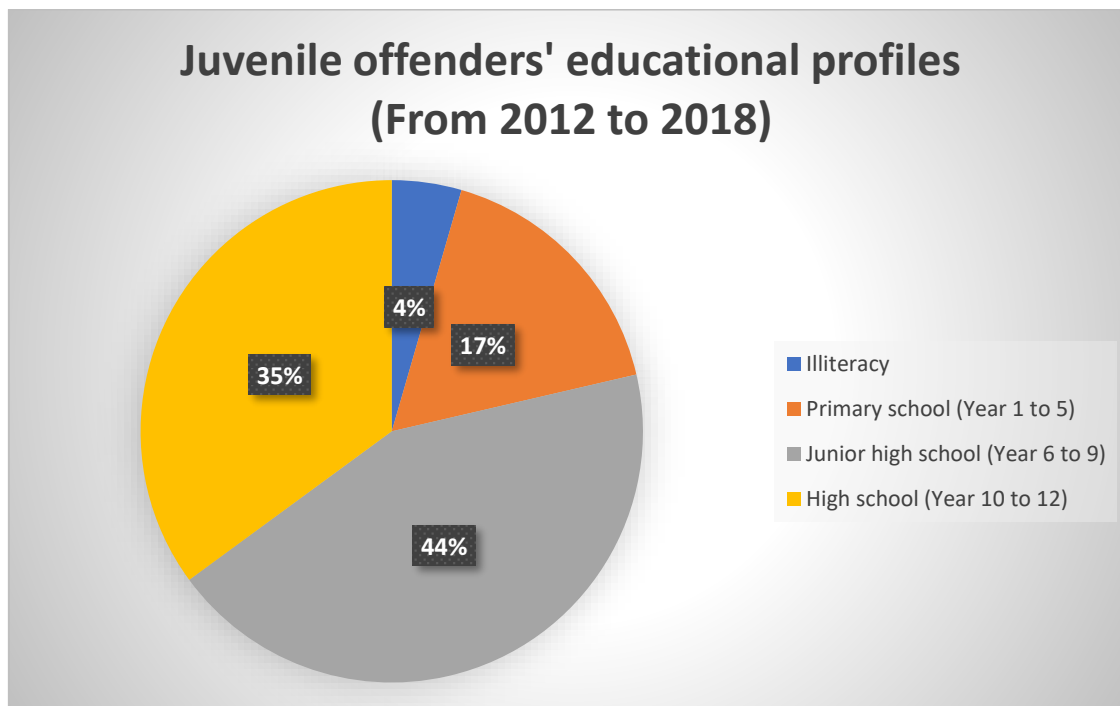


Figure 1. 4: Juvenile offenders' educational profiles from 2012 to 2018

(Source:Ministry of Public Security, 2018)

### Youth rehabilitation policy and practice

In Vietnam, youth justice policy has focused on welfare and rehabilitation, especially since Vietnam signed the United Nations Convention on the Rights of the Child (UNCRC) in 1990. In 2004, the Education, Protection and Care for Children Law was passed by the Vietnamese National Assembly. This law puts an emphasis on considering juveniles' welfare when applying a juvenile justice response. For juveniles who have committed an offence, the aim of intervention is to help with rehabilitation into society as mentioned in the document of Vietnamese National Assembly: *"The handling of juvenile offenders aims mainly to educate and help them redress their wrongs, develop healthily and become useful citizens to society"* (Vietnamese National Assembly, 1999, Clause 69)

The process of young people's rehabilitation has two phases as set out in the Children Law (Vietnamese National Assembly, 2018): a period conducted in prison or correctional schools

and later a post-release period. In the period in prison or correctional schools, educating and helping young people to reform themselves is the main thrust of governmental rehabilitation policies. Hence, rehabilitation programmes focus on providing young people with educational and vocational courses and life skill programmes with the aim of addressing gaps in their learning and skills, improving their employability and changing their personal attitudes and perceptions (Bon, 2013; Hung, 2013; Vê, 2014).

The Vietnamese schooling system is overseen by the Ministry of Education and Training. Vietnamese general education starts at Year One (six years old) and goes through to Year 12 (around 18 years old). During general education, from year 8 to year 12, it is compulsory for students to participate in vocationally-oriented activities run by the Ministry of Labour, Invalids, and Social Affairs in preparation for their future careers. However, according to the Ministry of Public Security, correctional schools only provide general education to grade 9, so after being released, it is difficult for young people to continue with their education. In addition, a criticism of correctional schools has been the lack of diverse and up-to-date vocational training that meets the social needs and requirements of young people and contributes to future employability (Bon, 2013).

The post-release period in the community is a difficult period for juveniles and they may experience prejudice and alienation from society while adapting to their new lives (Bon, 2013; Duc, 2013). Therefore, according to the Law on Children (Vietnamese National Assembly, 2018), local authorities should support juveniles to reintegrate into their community. However, in reality, there is a lack of rehabilitation and reintegration services in the community to support juveniles after release from prison or correctional schools (Cox, 2010). There has been little research on young people in the justice system in Vietnam, including on their experiences prior to being sentenced to correctional schools, their experiences within correctional schools and their experiences post release. What happens in correctional facilities is likely to be pivotal in the future reintegration of the young people into community.

#### **1.4. Purpose of the study**

The main purpose of this case study is to explore juvenile offenders' experiences and perception of a rehabilitation programme in a correctional school in order to gain a deeper

understanding of the world of juvenile offenders. The key objectives of this study are to gain insight into:

- young people's diverse experiences including how they interact with peers, teachers, the school environment, the school regulations and programmes.
- the challenges that the young people experience during the initial transition period and over the duration of their time at a correctional school.
- what factors contribute to young people's engagement in the programmes and what encouraged young people to reform themselves.
- diverse perspectives on the same issues from people working with young people in the correctional school.
- Young people's, teachers' and leaders' perspectives of effectiveness of rehabilitation programmes.

In order to achieve these objectives, the following questions guide this study:

**Key question:**

- *How do young people perceive and experience a rehabilitation programme within a correctional school in Vietnam?*

**Sub-questions:**

1. What do young people experience in a rehabilitation programme?
2. What difficulties do young people experience at a correctional school?
3. What motivates young people to be engaged in a rehabilitation programme?
4. What are teachers' and leaders' perceptions of how young people experience the rehabilitation programme?
5. What views do young people, leaders and teachers have on the effectiveness of the school's rehabilitation programme, including the curriculum and its delivery?

**1.5. Significance of the study**

Firstly, this study will provide a voice for juvenile offenders and an understanding of their world, perspective and a voice which is currently absent. It has the potential to identify the difficulties that juvenile offenders may experience in a correctional school and to discover what motivates them to participate in a rehabilitation programme. Secondly, the findings will contribute knowledge about juvenile offenders in the Vietnamese context and add to the existing literature on juvenile offenders and rehabilitation education for young offenders.

Thirdly, the findings of this study may raise stakeholders' awareness of juvenile offenders' experiences by providing access to the voices of juvenile offenders about living and learning in a correctional school. More importantly, such awareness may improve the treatment of and the attitudes towards juvenile offenders which may lead to more positive outcomes. Lastly, the findings may provide information to curriculum designers and educators as well as programme providers in correctional schools who are interested in effective rehabilitation programmes.

## **1.6. Definitions**

### **1.6.1. Juvenile offenders**

Juvenile offender is a term used in popular and official discourse to refer to a young person who has committed an offence and been caught and processed by the juvenile justice system (Ashkar & Kenny, 2008; Richards, 2011). However, the definition of who is classed as a juvenile offender varies depending on the country. Differences in ages and the level of offense seriousness are used to conceptualise the juvenile offender differently in different countries. In New Zealand, for example, children aged from 10 to 13 years are only charged with murder and manslaughter, or with serious crimes. Youth from the age of 14 to up to 17 years can be charged with any offence. However, children under the age of 10 cannot be charged with their crime. Thus, they are not considered juvenile offenders ("Children, Young Persons and Their Families Act," 1989). In Japan, a juvenile is a person under the age of 20, however, the minimum age of criminal responsibility is 14. A child under the age of 14 years who has committed a criminal offence is considered a law-breaking child (Korff, 2010). Like Japan, in Vietnam, the term 'a juvenile offender' refers to a child or younger person aged 16 to and up to 18 years who commits any offence or a 14 or 15-year-old child who commits a serious offence such as rape, robbery or murder (Vietnamese National Assembly, 2015). The term 'a child or a juvenile in conflict with the law' (UNICEF, 2006) is commonly used as an indication of a child or young person aged from 12 to under 18 years whose antisocial acts do not constitute a crime and who has committed criminal acts when they are under the age of criminal responsibility (Vietnamese National Assembly, 2012).

This study focuses on juveniles in a correctional school in Vietnam who have been in conflict with the law, however, instead of using the term 'juveniles in conflict with the law' as in



Vietnamese law, the terms 'juveniles' or 'youth' or 'young people' or 'students' are used to avoid labelling and stigmatisation (UNICEF, 1998).

### **1.6.2. Antisocial behaviours, delinquency and offending**

The concepts of antisocial behaviour, delinquency and offending have been used alternatively in a variety of studies (e.g. Burk, Kerr, & Stattin, 2008; Derzon, 2010). However, the concepts are not necessarily interchangeable. For example, antisocial behaviour may refer to activities or behaviours that are aggressive and hostile, and violate social rules (Piquero, Farrington, Nagin, & Moffitt, 2010). Similarly, delinquency involves "the violation of social rules that regulate the behaviour of participants in a social system" (Cloward & Ohlin, 2013, p. 2). In contrast to violating social rules, offending is defined as criminal behaviours or activities that are forbidden by criminal law (McLaughlin & Muncie, 2013). Therefore, the meaning behind the concepts of 'antisocial behaviour' and 'juvenile delinquency' are similar. However, compared to the definition of offending, they are broader and include activities against social rules which possibly lead to later criminal activities. This study focuses on juveniles in conflict with the law who were under the age of 18 years when they committed criminal activities and were handled by the administrative code of the juvenile justice system. The terms 'antisocial behaviours' or 'delinquency' or 'offending' are used interchangeably in line with the understanding that the definition refers to the violation of social rules as best serves for this study.

### **1.7. Thesis organisation**

This thesis is comprised of components of a research process. These components include my personal reflection of the research process, examination of the literature, considerations of methodology and theory, collections of participants' perspectives through diverse sources, and analyses of information gained from these sources.

It is a thesis that consists of eight chapters. The current chapter, Chapter One provides a context for this research project and establishes some definitions which are used in this thesis. Chapter Two presents a review of the literature on young people and rehabilitation programmes and demonstrates the need for the current study. Chapter Three details the methodological approach, the data collection methods and data analysis process. The chapter addresses the important issues of research trustworthiness and ethical considerations. Chapter Four introduces the correctional school where this study was

conducted. The following two chapters present participants' perspectives of young people's experiences in a rehabilitation programme in a correctional school in the form of individual cases and from across case analysis. The chapter Seven discusses the significance of findings in relation to the five research sub-questions, to the literature, and to the Vietnamese culture. The final chapter summarises the findings and considers the implications and limitations of this study and offers suggestions for future research.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1. Introduction**

The previous chapter has outlined important information on the juvenile justice system, youth offending, rehabilitation policy and practice in Vietnam. The purpose of the current chapter is to situate this study within the existing theoretical and empirical literature related to young people and juvenile detention facilities. Attention will be paid to both the international literature and to the literature published in English language journals to date from Vietnam. Social policy and practice in is profoundly influenced by historic, social and cultural contexts (Healy, 2014). Hence, this chapter begins an overview of contextual factors that may impact policy for and implementation of rehabilitation programmes in Vietnam. Attention is paid to the history, and to the social and cultural conditions and values shaping policies and practices. I draw attention to factors identified in literature contributing to youth antisocial behaviours to examine how these factors play a role in youth offending and in participation in rehabilitation programmes. I then review recent international research, and studies from Vietnam relevant to the experience of young people in rehabilitation programmes in detention facilities. My review contributes by identifying a number of limitations in terms of how such programmes have been researched and understood. Lastly, I locate this study within the contemporary theoretical explanations of incarceration and relate these to youth. The theories drawn on are those of deprivation, importation and social learning. By doing so, I endeavour to provide a strong platform through which to explain young people's lived experience of participation in rehabilitation programmes in a correctional school.

## **2.2. The historical, cultural and social background to Vietnam**

Vietnam is located in South East Asia and has a population of over 90 million people. Those under the age of 18 comprise nearly a third of the population (Vietnam Demographics Profile, 2013).

Over the last 2,000 years, Vietnam has experienced civil wars to reunite the country and wars to protect the country from foreign invaders such as China, France and America. Such wars and invasions have influenced Vietnamese culture, society and development. Notably, through being under the domination of China for over 1000 years, Vietnam has been strongly impacted by Chinese culture, including the Chinese legalist bureaucracy, Confucian ideology, Buddhism and Taoism (McLeod & Nguyen, 2001). The influence of Chinese culture and Confucianism on Vietnam has been significant. According to *Đại Việt sử ký toàn thư* [Complete Historical Annals of Dai Viet] (1993), the Chinese propagated the Chinese lifestyle, belief and literature with the espoused aim of civilising Vietnamese people. When Vietnam gained independence from China in 1428, the Chinese culture was not abandoned (Truong, 2013). In the ensuing years most Vietnamese dynasties continued with Chinese-style oriented government, and with Confucian thinking (Truong, 2013). For example, the Le dynasty (1428-1527, 1593-1788), the Mac dynasty (1527-1592) and the Nguyen dynasty (1802-1945) imposed Confucian ideology and discipline on Vietnamese society. Confucianism is considered to have shaped traditional Vietnamese culture (*Đại Việt sử ký toàn thư* [Complete Historical Annals of Dai Viet], 1993), influencing society, philosophy, economy and politics (Aswill & Diep, 2005; Jamieson, 1993). The Vietnamese historian, Dao Duy Anh summed up this influence as follows:

We can say that throughout one's life, whether in Chinese society or in Vietnamese society, one breathed a Confucian atmosphere, fed on the milk of Confucianism, ate Confucianism, and even died with Confucian rites. From thought, language, and the actions of individuals to learning and the social system, nothing escaped the control of Confucian philosophy and ritual teaching (cited in McHale, 2002, p. 422).

Confucianism has been identified as an ethical system, a worldview and as a political ideology to maintain social order (Goldin, 2011; Yao, 2000). The core Confucian ideology is humanism. The basic principles of humanism are based on the belief that through self-creation and self-cultivation, people are teachable, correctable and improvable (Yao, 2000). Such principles

resonate with re-education and rehabilitation. Confucianism spiritual component is constructed around the concepts of filial piety, self-cultivation and ancestor worship (Hinton, Tran, Tran, & Hinton, 2008).

In Confucian ideology, virtuous behaviours are associated with good outcomes and virtue is considered the fundamental value to be cultivated so an individual can become a virtuous person (Goldin, 2011; Yao, 2000). According to Yao (2000) and Goldin (2011), within Confucianism, human beings should treat each other in empathetic, humane and caring ways. Moreover, their behaviours and actions should be in accordance with their status, role and position in society. In addition, Confucianism puts an emphasis on building trust with others through honest behaviours and on cultivating oneself through learning to improve one's knowledge

Pertinent to contemporary Vietnam and to the current study Confucianism highlights the hierarchical values that are believed necessary to maintain social order. In education, society and family, hierarchy is emphasised by the authority of parents, teachers, elders and superiors, and on absolute obedience to them (Slote, 1998a, 1998b). For example, hierarchy in the family and society is shown in the proverb "*Kính trên, nhường dưới*" (You must respect those older and above, you must give up what is your due to those younger). Within hierarchical relationships such as between the older and the younger members of a family, between teachers and students, and between those in higher social status and those in lower higher social status, the authority of people in a higher position is assumed and those above rarely accept opinions of those in a lower position (Aswill & Diep, 2005; Lan, 2002). Furthermore, in the structure of society, Confucianism places an emphasis on family roles as the foundation of social order and a good society (Yao, 2000), and this view of the family is echoed in contemporary Vietnamese views of the role of the family (Cox, 2010). Another cardinal value which governs people's lives is piety. According to Confucianism, piety refers to human relationships between parents and children, between husbands and wives and among people in society (Nguyen & Hoang, 2016). The main concept of piety is filial piety which puts an emphasis on children's attitudes and behaviours towards their parents such as respect, physical care, obedience and love. Especially, ancestor worship is a remarkable practice of filial piety (Nguyen & Hoang, 2016).

Apart from Confucianism which is viewed more as a philosophy than a religion, Vietnam is characterised by a variety of religions for example, Buddhism, Christianity, and other religions which influence people's lives, behaviours and attitudes. However, the number of people following one kind of religions is of a low proportion. For example, there are 15.6 million people following a religion, including 7 million following Buddhism, 6.3 million following Christianity and 2.3 million following other religions (General Statistics Office, 2009). In addition, Taoism is another philosophy which focuses on "right action", morality and harmony which is also espoused by Confucianism (Hinton et al., 2008). Furthermore, Vietnam has also been influenced by such popular beliefs as the ancestor cult, and cults that worship of local spirits and genies (Tran, 2013). It is noteworthy that rather than opposing religions the contemporary Communist Party of Vietnam has articulated the viewpoint that no matter what religions are, they all play a role in increasing community solidarity, transmitting moral values and helping people toward a better life (Propaganda and Training Commission, 2017).

Another historical influence on Vietnam is the experience of successive regimes or cultures of control for example, first under French colonial regulation (1862-1954), second after 1955 under the Republic of Vietnam in the south and under the Communist Party rule in the north, and then since 1975 the whole country has been under the leadership of the Vietnamese Communist Party (Cox, 2010). In the post-1975 period, Vietnam experienced a variety of difficulties in reconstructing the country and the economy as a result of war and of a punishing American embargo. The period from 1975 to 1986 came to be known as the 'Subsidy period' (Thời Bao Cấp) and has been described as "the decade of high socialism" characterised by economic stagnation and high inflation (McLean, 2008, p. 282). During this period Confucian values continued to influence Vietnamese society and "hidden values" were transmitted through being embedded within Communist ethics, principles and doctrines (Jamieson, 1993). These values were reflected in the Vietnamese education system where Confucian values were evident in policy and practice for example, the motto of Confucianism: "Tiên học lễ, hậu học văn" (Learn proper manners first, then knowledge is taught) was used in the banner hung at schools and in the classrooms (Truong, 2013). Hence Confucian thinking became interwoven with Communist and state ideologies.

Since "Đổi Mới" (Renovation) in 1986, and particularly since the lifting of the US embargo, Vietnam has focused on the development of a new socialist-oriented market economy and

becoming open to the world (Irvin, 1995). Economic and cultural interactions with other countries have contributed to the development of new social norms, values, beliefs and lifestyles (Jamieson, 1993). However, traditional values remain important in Vietnamese society. Jamieson identified two words to reflect the state of Vietnamese culture: 'change' and 'continuity'. He used 'Change' to refer to the process of accepting new cultural values from other countries and 'continuity' to refer to the process of maintaining traditional Vietnamese cultural values based on Confucianism. For example, many generations living together in a house was common in the past, but this no longer exists in many households in modern Vietnamese society. However, family roles and the traditional hierarchy in family and society have not changed (Truong, 2013).

In present-day Vietnam, Confucian values and beliefs still exist in the way people construct their thinking and in their social behaviours. Importantly, there is an association between Confucian values and Vietnamese educational philosophy. This is reflected in not only social life but also in national legal documents (Truong, 2013) for example, the Educational Law of Vietnam, puts an emphasis on moral education for students. In particular, it is considered important for students to develop virtues such as love, respect and piety towards grandparents, parents, teachers and older people (Ministry of Education and Training, 2004).

In summary, a number of historical, and cultural aspects have influenced different aspects of life in Vietnam. How these have impacted on young people, staff, their behaviours and the youth rehabilitation process in correctional school will be discussed in chapter 7. Apart from historical and cultural factors, there are other factors contributing to youth behaviours which are addressed in the following section.

### **2.3. Factors contributing to youth antisocial behaviours and youth experiences during a period of incarceration**

This section provides an overview of factors contributing to youth antisocial behaviours and to their experiences in correctional facilities. These include individuals, family and peers. Reviewing those factors aims to identify the mechanisms underlying youth antisocial behaviours and the link between those factors and youth experiences while incarcerated.

### **2.3.1. Individual characteristics**

#### **General characteristics of adolescent development**

Adolescence is a transitional period from childhood when parents have a large degree of responsibility for their children's behaviours, to adulthood, when an individual is held to be responsible for their own behaviours (Casey et al., 2010). In addition, adolescence is a developmental period between childhood and adulthood during which there are changes in brain and cognition (Collins & Steinberg, 2006; Monahan, Steinberg, & Piquero, 2015; National Research Council, 2013). Empirical studies have identified three key characteristics of young people during adolescence: a general lack of mature capacity, heightened sensitivity to external influences and a limited ability to make decisions and judgments related to future orientation (Gardner & Steinberg, 2005; Somerville, Fani, & McClure-Tone, 2011; Steinberg, 2009b).

First, in the rubric of a general lack of mature capacity, adolescents at times can be short-sighted, incapable of planning ahead, unable to envision "longer term consequences of their decisions and actions" (Steinberg et al., 2009, p. 28), and show a lack of mature capacity for self-regulation of emotions and behaviour (National Research Council, 2013). Adolescents can be challenged when required to show emotional self-control. For instance, an experimental study testing responses to emotional stimuli found that during adolescence self-control of emotion developed more slowly than other forms of self-control (Tottenham, Hare, & Casey, 2011). Adolescents can respond to emotional cues without weighing up the resulting consequences. Emotionally charged situations have an impact on judgment and decision making, especially for male adolescents (Somerville et al., 2011). Notably, male adolescents had greater difficulty in suppressing their reaction to an emotional cue than females.

The second key characteristic is heightened sensitivity to external influences, which refers to incentives and peer influence. Incentives refer to "reward-based cues" that "modulate behaviours by enhancing or diminishing the behaviours" (National Research Council, 2013, p. 93). Rewarding an individual's behaviours can lead him or her to greater efforts and better performance, whereas behaviours can be diminished when not rewarded. Reward-based cues are found to have a unique influence on cognition during adolescence (National Research Council, 2013). For example, a quasi-experimental study of 50 adolescents examining the influence of incentive cues on inhibitory control found that adolescents' improvement in performance such as cognitive control was associated with monetary



incentives. In other words, rewards facilitated adolescents' cognitive control, specifically inhibitory control (Hardin et al., 2009).

The academic literature has provided evidence that during adolescence, individuals can be influenced by peers which can lead to risk taking. The presence of peers affects individuals' decision making and actions (Chein, Albert, O'Brien, Uckert, & Steinberg, 2011; Gardner & Steinberg, 2005). In particular, the presence of peers may encourage adolescent risk taking by "heightening sensitivity to the potential reward value of risky decisions" (Chein et al., 2011, p. F1). In addition, previous studies have identified peers as a factor that leads young people to both antisocial and prosocial behaviours. This domain is presented below in section 2.2.3. A limited ability of making decisions and judgments related to future orientation is a third key characteristic of adolescence. As mentioned above, during adolescence, individuals can be short-sighted and lack the ability to consider the long-term consequences of their decisions, behaviours and actions. Notably, they have limited practical knowledge and experience for making decisions (Steinberg et al., 2008; Steinberg et al., 2009). These factors have been identified as a reason for risky decision making, poor judgment and limited future orientation in a variety of studies (National Research Council, 2013; Steinberg et al., 2009). For example, in the USA, Steinberg et al. (2009) conducted a comparative study of 935 individuals aged from 10 to 30 years to examine age differences in future orientation. They found that young adolescents under 16 years old had a weaker future orientation and were less concerned about the future and less capable of envisioning the consequences of their decisions, behaviours and actions than other older individuals.

### **Psychological characteristics of juvenile offenders**

Apart from general characteristics presented above, juvenile offenders have their own psychological characteristics that may contribute to their trajectory of delinquency (Démuthová, 2012; Seck, Singer, & Flannery, 2010). One of the common psychological characteristics that juvenile offenders possess is impulsivity (Seck et al., 2010). Impulsivity refers to "the tendency to engage in inappropriate or maladaptive behaviours" (Wit, 2008, p. 23) which is due to lacking the ability to control the expression of behavioural impulses and the ability to see the future results of behaviours (McAllister-Williams, Massey, & Fairchild, 2007). In other words, impulsivity was defined "as an inability to wait for a larger reward" and "as responding without adequate assessment of context" (Swann, Bjork, Moeller, & Dougherty, 2002, p. 988). Impulsivity is strongly linked to antisocial behaviours (Dalley,

Everitt, & Robbin, 2011; Higgins & Mahoney, 2014; Jones, Miller, & Lynam, 2011; Swann, Dougherty, Pham, & Moeller, 2004; Wit, 2008). There is evidence that young people with high impulsivity are prone to violence (Calvete, 2007; Zhou et al., 2014). For instance, in China, a quasi-experimental study of 323 boys aged between 15 and 18 years found that violent juvenile offenders had higher levels of impulsivity (Zhou et al., 2014). Furthermore, impulsivity is closely related with substance use (Swann et al., 2004; Tarter, Kirisci, Feske, & Vanyukov, 2007; Wit, 2008). Impulsivity is identified as a determinant of drug abuse because “as a determinant, both the trait of impulsivity and momentary ‘state’ increases in impulsivity may increase the tendency to use drugs” (Wit, 2008, p. 29). Importantly, there is a mutual relationship between substance use and impulsivity among young people which significantly leads to an increase in the likelihood of youth offending (Le, 2017).

Another psychological characteristic of juvenile offenders is lack of self-control. Previous research has identified a low level of self-control as a factor increasing the likelihood of involvement in antisocial behaviours (Gottfredson & Hirschi, 1990; Higgins & Mahoney, 2014; Sukyirun, 2016). Young people with a low level of self-control tend to be delinquent to satisfy their gratification without considering potential consequences of their acts (Higgins & Mahoney, 2014; Hirschi & Gottfredson, 1990). In self-control theory, Gottfredson and Hirschi (1990) explain that people with low self-control might be prone to impatience, risk-taking, self-centredness, hot-temperedness and impulsive physical responses. This possibly leads to their delinquency, especially when they are provided with an opportunity of committing a crime. Supporting this theory, Sukyirun (2016), in a questionnaire-based study with 294 Thai juveniles aged between 14 and 19 years, identified lack of self-control as the most influential factor associated with delinquent behaviours in young people.

Another factor identified as contributing not only to individuals’ low self-control but also to delinquent behaviours was ineffective parental management and monitoring (Gottfredson & Hirschi, 1990; Higgins & Mahoney, 2014; Nguyen, 2015). This is discussed in the next section.

### **2.3.2. Family**

Family is regarded as “the first unit with which children have a continuous contact and the first context in which socialization patterns develop” (Elkin & Handel, 1978, p. 118). The influence of family on juveniles’ involvement in antisocial behaviours and delinquency and on their incarceration period have been acknowledged in an array of research (Cassidy, 2011;

Corchran, 2012; Derzon, 2010; Farrington, 2011; Nguyen, 2015; Oanh, 2011; Walker & Bishop, 2016).

Previous studies conducted in Europe and North America have identified family structure and family process as factors contributing to youth or juvenile delinquency. First, family structure including disrupted or broken, single-parent and no-parent families has been correlated with children's delinquency (Cullen, 2014; Farrington, 2011; Hirschi & Gottfredson, 1990; Mansourabadi, Mirkhalili, & Farokhiani, 2014; Nguyen, 2015; Sogar, 2017). This relationship has been found in a number of studies including a longitudinal survey of 411 young people in London (Juby & Farrington, 2001) and a meta-analysis of 72 studies (Price & Kunz, 2003). These studies provided evidence that boys living in non-intact families had higher delinquency rates than those living in intact families. More specifically, in the UK, a quasi-experimental study of 219 young people aged between 12 to 17 years found that divorce or family disruption was associated with the likelihood of these young people being involved in theft and substance use (Cassidy, 2011). However, it can be argued that divorce or family disruption itself is not associated with young people's delinquency, but rather, divorce may create hardships for the young people involved which can increase the likelihood of them being involved in delinquency (Mack, Leiber, Featherstone, & Monserud, 2007; Rebellon, 2002; Sogar, 2017). These hardships include life responsibility and demands that they must deal with independently (Mack et al., 2007), an absence of a parent, loss of time spent with a parent, reduced parental supervision and support (Juby & Farrington, 2001; Mack et al., 2007) and financial stress and strain (Sogar, 2017). These hardships were found to increase the likelihood of a child's developing weak parental attachment which was subsequently linked to delinquency (Sogar, 2017).

Furthermore, a number of studies carried out in the USA have suggested that children raised by grandparents, specifically by grandmothers, are prone to behaviour problems (Campbell, Hu, & Oberle, 2006; Goulette, Evans, & King, 2016; Kelly, Whitley, & Campos, 2011). For example, a correlational study involving 230 children aged between 2 to 16 years in the USA, found that children living with grandmothers had a less supportive home environment, more psychological problems such as emotional distress and less social support (Kelly et al., 2011). These factors correlated to an increase in behaviour problems. Importantly, boys raised by distressed grandmothers have a greater likelihood of experiencing maladaptive behaviours

(Goulette et al., 2016; Neely-Barnes, Graff, & Washington, 2010) which makes them likely to have to deal with the justice system (Campbell et al., 2006; Goulette et al., 2016; Ryan, Hong, Herz, & Hernandez, 2010). Furthermore, juveniles living in a grandparent-headed family have more likelihood of reoffending through an increased risk of association with delinquent peers (Campbell et al., 2006).

Family structure has been found to have a significant relationship to family processes which may lead to a child's externalising and internalising behaviours (Mack, Peck, & Leiber, 2015). Hirschi and Gottfredson (1990) argue that family disruption brings with it a deficit in close parental supervision which limits parents' ability to recognise their children's lack of self-control over their behaviour. Mack et al. (2015) and Sogar (2017) found that young people living in a single-parent home had more parental permissiveness and less supervision than those living in a two-parent home. They linked these factors to an increase in the likelihood of children adopting delinquent behaviours.

Second, family processes or child-rearing methods (e.g., maternal attachment, maternal involvement, parental permissiveness and maternal supervision) have been identified as factors contributing to a child's delinquency (Derzon, 2010; Farrington, 2011). Farrington (2011) lists four types of child-rearing methods-supervision and monitoring of children, discipline or parental reinforcement, emotional relationships (warmth or coldness) and parents' involvement with children-as predictors of a young person's delinquency.

Parental supervision is the extent to which a child's activities are monitored and supervised by their parents, and the degree of parents' knowledge of the child's activities (Farrington, 2011) and of the child's relationships with others (Lahey, Van Hulle, D'Onofrio, Rodgers, & Walman, 2008; Racz & McMahon, 2011; Stattin & Kerr, 2000). For instance, a longitudinal study with 2,568 young people aged from 14 to 18 years in the USA which indicated that parental monitoring had a direct impact on a child's likelihood of involvement in conduct problems (Fletcher, Steinberg, & Williams-Wheeler, 2004). Likewise parental knowledge, referring to the extent to which parents know about their child's activities and their child's relationship with others, has been associated with a child's behavioural problems (Froijid, Kaltiala-Heino, & Rimpela, 2007; Hamza & Willoughby, 2011).

The second type of child-rearing method, parental discipline or parental reinforcement involves parents' reactions to their child's behaviours (Farrington, 2011). This has been found to have an impact on children's behaviours, with the potential to lead to internalising and externalising problem behaviours (Fosco, Stormshak, Thomas, & Winter, 2012; Racz & McMahon, 2011; Steinberg, Blatt-Eisengart, & Cauffman, 2006). This is illustrated in a correlational research project conducted in Belgium with 599 children which found that parenting behaviours including overreactive and coercive behaviours such as "verbal and psychological aggression, arguing, and over expressions of anger" (Prinz et al., 2003, p. 109) had an association with children's externalizing behaviours. Furthermore, children's delinquency is partly associated with parental discipline or parental reinforcement (Garthe, Sullivan, & Kliewer, 2015). Farrington (2011) suggests that harsh discipline such as physical punishment and low reinforcement, such as parents not praising a child's good behaviour, were risk factors for a child's delinquency. A number of studies have found parental corporal punishment to be associated with a child's high level of aggression and with antisocial behaviours (Ferguson, 2013; Gershoff & Grogan-Kaylor, 2016). But conversely, it has been suggested that young people raised indulgently by parents are also prone to delinquency (Garthe et al., 2015; Steinberg et al., 2006).

The third type of child-rearing method refers to the degree of warmth or coldness and closeness in the relationship between the parent and children (Farrington, 2011; Keijsers, Branje, VanderValk, & Meeus, 2010). Parental warmth was found to help to reduce the effects of corporal punishment, whereas parents' coldness was likely to push the child towards delinquent behaviours (Farrington, 2011). In addition, closeness between parents and children is associated with a reduction in children's delinquency because closeness brings with it more disclosure and parental knowledge of their children's activities which in turn has the potential to reduce the child's deviant behaviours and acts (Keijsers et al., 2010; Ksinan & Vazsonyi, 2016; Yau, Tasopoulos-Chan, & Smetana, 2009).

The fourth type of child-rearing method is parental involvement in a child's activities which refers to parents joining in a child's leisure activities and parent-child communication (Farrington, 2011). There is evidence that good communication between parents and children leads to reducing children's externalising behaviours (Davidson & Cardemil, 2009). It is suggested that a child's good communication gives parents opportunities to give advice on

whether a child's behaviours are acceptable or not (Davalos, Chavez, & Guardiola, 2005). This increases the likelihood of reducing the risk for antisocial behaviours. In addition, parental involvement in school and personal activities was linked with a reduction in a child's externalising problems (Davalos et al., 2005).

In the Vietnamese context, the limited literature to date includes studies that have identified family conflict, family circumstances, separation from parents and lack of supervision from family as being associated with youth delinquency (Le, 2017; Nguyen, 2015). In particular, a mixed method study with 2786 young people aged from 12 to 18 years in four correctional schools identified family circumstances (such as family breakdown, poor family and family with a substance-addicted parent) as factors contributing to young people's negative emotions and related to subsequent offending (Nguyen, 2015). Notably, family conflict is linked to antisocial behaviour (Le, 2017). One example is intra-family conflict between parents and between parents and children, which may result in children running away from home or poor bonding to parents. Additionally, parental abandonment or divorce is correlated with youth offending. In particular, divorce may lead to a lack of relationship with parents and a lack of parental involvement in children's activities and these increase the likelihood of young people being involved in offending (Le, 2017). Furthermore, childrearing methods appear to influence children's behaviours (Le, 2017; Nguyen, 2015). For example, indulgence from parents but lack of care and supervision has been associated with children's delinquency (Nguyen, 2015).

With regard to the influence of family on young people while they are incarcerated, a small number of studies focusing on this domain have found that family has an impact on young people's psychological characteristics (Mears, Corchran, Siennick, & Bales, 2012; Monahan, Goldweber, & Cauffman, 2011) and their behaviours (Agudelo, 2013). For example, a correlational study conducted with 276 juveniles aged between 14 and 17 years in South California identified that parents' visits had positive effects on their children's depressive symptoms leading to their children's positive adaptation to imprisonment (Monahan et al., 2011). A similar study found juveniles who were visited by parents had a rapid decrease in depressive symptoms (Corchran, 2012; Mears et al., 2012). Furthermore, there is evidence that family visits are associated with a decrease in youth antisocial behaviours (Agudelo, 2013). In particular, young people who received regular visits had fewer behavioural

incidents than those who were visited infrequently and those who were never visited (Agudelo, 2013). Additionally, parental contacts and visits have been found to be associated with young people's skill acquisition and with their improvement in academic education results, for example, increases in their grade-point-average (GPA), while they were in the correctional facilities (Agudelo, 2013; Walker & Bishop, 2016).

### **2.3.3. Peers**

In parallel with family factors, the role of peers is acknowledged as a factor contributing to young people's antisocial behaviours and to their experiences in correctional facilities. This contribution occurs either through an attachment to delinquent peers, or through rejection by non-delinquent peers (Laird, Pettit, Dodge, & Bates, 2005; Sutherland, 2011).

A number of studies have identified that relationships with antisocial peers give juveniles opportunities to participate in antisocial behaviours and to develop new forms of antisocial behaviours (Burk et al., 2008; Burk, Steglich, & Snijders, 2007; Giordano, Cernkovish, & Holland, 2003; Haynie, 2001; Haynie, Doogan, & Soller, 2014). In other words, young people's relationships with deviant friends brings with it the increased likelihood of delinquency in the form of imitation and exacerbation of antisocial behaviours (Gifford-Smith, Dodge, Dishon, & McCord, 2005; Haynie et al., 2014; Meldrum, Miller, & Flexon, 2013; Simons-Morton & Farhat, 2010). It also increases the likelihood of gang membership (Howell & Egley, 2005) especially when the bond between young people and their family is low (Nguyen, 2015). For instance, in a study using data from a national longitudinal school-based study conducted in USA with high school students, Haynie et al. (2014) found that boys had greater susceptibility towards antisocial behaviours and acts when they had exposure to more deviant friends. In addition, whether young males increased, maintained, or reduced their delinquent behaviours depended on their exposure to more delinquent or less delinquent friends. Furthermore, having antisocial boys in a group with prosocial boys could increase the potential for antisocial behaviours among the whole group (Haynie et al., 2014).

The literature has demonstrated a relationship between antisocial peers and specific types of antisocial behaviours such as violence and substance use. For instance, exposure to more violent friends increases the likelihood of young people maintaining and increasing their violence (Haynie et al., 2014). Apart from violence, young people associating with friends who use substances, for example, cigarettes, drugs and alcohol have increased the likelihood of

smoking, drinking and using drugs (Schofield, Conger, & Robins, 2015; Simons-Morton & Farhat, 2010). In seeking to explain how peers' substance use influences young people, Le, Monfared, and Stockdale (2005) considered that through association with deviant peers, young people may learn behaviours, beliefs and values. In addition, being part of a friendship group gives young people opportunities not only to persuade others in the group to conform to their behaviours but also to imitate others' behaviours (Simons-Morton & Farhat, 2010).

Likewise, in the Vietnamese context, researchers have argued that the influence of peers is significant. Le (2017) and Nguyen (2015) in their studies linked young people joining groups with negative peers to the potential for delinquency. In particular they found gang affiliation to be closely related to young people's involvement in delinquency (Le, 2017). However, Le and Nguyen considered peer influence to be a secondary issue to the impact on young people of a weak bond between them and their families.

With regards to peers' influence on young people's experiences in correctional facilities, the literature has shown that peers may have either or both a positive and/or negative impact on young people during incarceration. From the positive perspective, a relationship with peers helps young people to reduce the pain of imprisonment (Harvey, 2007; Sykes, 2007). A longitudinal study conducted with 100 young people aged between 12 and 17 years in Canada found that peer relations and supportive interactions with peers were associated with a decrease in levels of stress while incarcerated (Cesaroni & Peterson-Badali, 2010). In addition, positive interactions with peers bring "stronger feelings of safety, autonomy, and well-being" for the individual in the institution (Van der Laan & Eichelsheim, 2013, p. 437). Particularly, "tactical and beneficial" bonds formed among young people help them to survive while incarcerated (Van der Laan & Eichelsheim, 2013, p. 437) .

In contrast to their positive impact, peers may play a role in reinforcing existing antisocial behaviours. Importantly, through living with other deviant peers, young people gain more knowledge about specific criminal acts and behaviours that may lead to an increase in their propensity to commit those criminal acts upon release (Bayer, Hjalmarsson, & Pozen, 2009).

An additional negative aspect of inmate-on-inmate influence relates to conflicts with other young offenders in the correctional facilities which many youth find hard to deal with (Cesaroni & Peterson-Badali, 2010). Such conflicts bring with them a preoccupation with



personal safety which leads to a greater likelihood of young people having "clinical levels of internalizing" anxiety and depression (Cesaroni & Peterson-Badali, 2005, p. 264).

## **2.4. Correctional facilities and rehabilitation programmes**

### **2.4.1. Correctional facilities: Transition and adjustment**

Moving from the freedom of life in the community into an incarceration is a challenging and stressful process for young people (Harvey, 2007; Shulman & Cauffman, 2011). They have to give up their previous lifestyles and accept the living conditions of what Goffman (1961) calls a "total institution" (p. 17). Such a total institution is regimented and has several characteristics:

First, all aspects of life are conducted in the same place and under the same single authority. Second, each phase of the member's daily activities is carried on in the immediate company of a large batch of others, all of whom are treated alike and required to do the same things together. Third, all phases of the day's activities are tightly scheduled, with one activity leading to a prearranged time into the next, the whole sequence of activities being imposed from above by a system of explicit formal rulings and a body of officials. Finally, the various enforced activities are brought together into a single rational plan purportedly designed to fulfil the official aims of the institution (Goffman, 1961, p. 17).

A number of studies have identified psychological problems that may surface for incarcerated juveniles during the transitional period. These include feeling unsafe, fear or anxiety, loss of control and freedom, separation, stress and shock (Cesaroni & Peterson-Badali, 2010; Deuchar, Morck, Matemba, McLean, & Riaz, 2016; Gibbs, 1982; Gover, MacKenzie, & Armstrong, 2000; Harvey, 2007; Inderbitzin, 2005). For youth, entry into prison or correctional settings brings with it shock, an experience like death, and a situation they may react "to with shock and disbelief" (Gibbs, 1982, p. 34). For example, a mixed-method study conducted with 70 young offenders in England found that young prisoners were depressed in the first few days of incarceration and had feelings that their "life has stopped but is (also) going on" without them (Harvey, 2007, pp. 31,34).

In parallel with shock, the feeling of being unsafe in the new environment occurs as young people know very little about prison or correctional settings and they may be scared of

meeting potential enemies. This may be exacerbated by stories of incarcerated life which young people hear from others which make them feel unsafe and worried about victimisation (Deuchar et al., 2016). Knowing nothing about prison also contributes to young people's fear or anxiety due to their feelings of disorientation (Harvey, 2007).

Furthermore, young people may experience negative feelings which are the result of deprived freedom, reduced autonomy and dislocation from family and friends (Ashkar & Kenny, 2008; Harvey, 2007). Harvey (2007) in a mixed method study in England and Ashkar and Kenny (2008) in a phenomenon study in Australia both found that young people felt frustrated by facility management practices and by the lack of autonomy and privacy. They also felt worried, lonely, sad and guilty as a result of being dislocated from family and friends. This led to their feelings of losing their lifestyles and identities (Ashkar & Kenny, 2008; Harvey, 2007). Notably, incarceration may heighten young people feelings of helplessness and depression (Deuchar et al., 2016; Harvey, 2007).

It is important to understand young people's adjustment in the transitional period to have a better understanding of their experiences during the period of incarceration. Previous research has identified different ways young people use to adjust to incarceration in the transitional or liminal period (Cesaroni & Peterson-Badali, 2010; Jones & Schmid, 2000). A case study in the USA identified three strategies used by young people to cope with concerns, uncertainty, and fear in the liminal period. The first strategy was for young people to isolate themselves, a process described as "an extreme version of doing time" (Jones & Schmid, 2000, p. 45). The second strategy involved observing others and learning how to behave and act with others in different locations in the prison. Then in the third strategy, their isolation lessened, and they started to form relationships and to interact with others which helped them to explain and interpret incarcerated life. However, in this strategy, young people still saw themselves as different from other offenders (Jones & Schmid, 2000). A poignant addition to these strategies, Deuchar et al. (2016) identified was crying at night and trying to put up a facade during the day as ways young people adjusted to incarceration.

#### **2.4.2. The interrelationship between young people and prison or institutional characteristics and their behaviours**

Different institutional or prison characteristics can be considered factors that explain young people's experiences. However, the institutional or prison environment and staff are seen as

the determining factors that contribute to young people's experiences, behaviours and acts (Ashkar & Kenny, 2008; Mathys, 2017; Schubert, Mulvey, Loughran, & Losoya, 2012; Van der Laan & Eichelsheim, 2013)

First, the environment of correctional facilities or prison has been found to impact on young people's experiences in prison (Steiner, 2009; Wortley, 2002). In particular, conditions such as physical deterioration and overcrowding are associated with various problems for young people, especially, with their misconduct (Lahm, 2008; Steiner, 2009; Wortley, 2002). This is presented in section 2.4.1. Notably, the quality of the institutional or prison environment shapes the quality of youths' adaptation during incarceration (Mathys, 2017; Schubert et al., 2012; Van der Laan & Eichelsheim, 2013), which may have an impact on youth rehabilitation (Schubert et al., 2012; Vidal, Oudekerk, Reppucci, & Woolard, 2015).

Second, staff have been found to play an important role in prison organisation, including programme delivery and prison operation and in influencing young people's behaviour (Ashkar & Kenny, 2008; Maas, Kuiper, & Van der Helm, 2016; Marsh & Evans, 2009; Souverein, Van der Helm, & Stams, 2013). In particular, staff treatment styles and attitudes towards young people are believed to influence their experiences in prison (Deuchar et al., 2016; Liebling, 2011; Lyon, Dennison, & Wilson, 2000). A group-focused study with 84 young offenders in the United Kingdom reported that juvenile offenders experienced being frustrated, scared, humiliated and depersonalised by staff treatment and the petty rules (Lyon et al., 2000). These findings are consistent with those of Deuchar et al. (2016). Likewise, a qualitative study of 12 juveniles in a correctional school in Vietnam found that the way officers supervised and communicated with juveniles prompted fear and worry (Vê, 2014). As a consequence, the young people kept things close instead of opening up to staff (Deuchar et al., 2016).

Staff may abuse power over young people through coercing, punishing or limiting young people's autonomy (Pérez, Gover, Tennyson, & Santos, 2010; Peterson-Badali & Koegl, 2002; Valk, Kuiper, Van der Helm, Maas, & Stams, 2016). Peterson-Badali and Koegl (2002) in a mixed method study of 100 male juvenile offenders in Canada found that there was inmate victimisation from peer violence and punishment by staff. In particular, violence among prisoners was ignored and even encouraged and allowed by staff. Although, coercion and punishment are believed by some to be a necessary part of the structure to set up boundaries,

and to prevent anarchy and chaos (Van der Helm, Beunk, Stams, & Van der Laan, 2014), they have also been found to influence inmate behaviour (Abrams, 2006; Valk et al., 2016). For instance Valk et al. (2016), in their review, assert that staff repression via acts such as unfair and harsh control and punishment could increase prisoners' likelihood for aggression. Additionally, punishment led inmates to exchange less information with staff, and to a lack of trust between staff and prisoners (Valk et al., 2016; Vê, 2014). Punishment has also been found to be associated with young people using 'fake behaviours' (Abrams, 2006).

With regards to fake behaviours, the term 'faking it' has been used in previous studies to refer to inmates putting on a pretence of changing or modifying their behaviour (Abrams, 2006; Cox, 2011; Fader, 2013; Inderbitzin, 2007). Fake behaviours have been identified as a way young people use to cope with staff, and to react to secure confinement (Abrams, 2006; Cox, 2011; Fader, 2013; Inderbitzin, 2007). For example, young offenders pretend they have changed to please staff (Cox, 2011; Fader, 2013; Sankofa et al., 2017). This may extend to developing a positive rapport with staff in the hope of reducing the likelihood of victimisation (Pérez et al., 2010), or to get privileges or earn release (Cox, 2011).

There is also evidence that staff may positively influence young people and their characters. Notably, a positive relationship and interaction between young people and staff has been found to reduce young people's negative psychological issues (Harvey, 2007; Schubert et al., 2012; Van der Laan & Eichelsheim, 2013) and I will discuss this in more detail in section 2.4.1.

### **2.4.3. Rehabilitation for young people**

Providing youth with fundamental knowledge and skills while they are in correctional facilities or prisons to help them overcome the difficult initial steps of re-entering society is a paramount consideration in rehabilitation in many countries. Rehabilitation is considered to play an important part in youth reintegrating into the community (Aos, Miller, & Drake, 2006; Clark, 2010; MacKenzie, 2006).

Rehabilitation refers to both a process and to an intervention approach which support offenders' successful reintegration into the community (Ward & Maruna, 2007; Ward & Salmon, 2009). The goal of rehabilitation is to change offenders' behaviours and to reduce the likelihood of recidivism after release by providing them with necessary social skills and education (Shoemaker, 2017; Ward & Salmon, 2009). In Vietnam policy documents,

rehabilitation refers to a process in which offenders are provided with knowledge about laws, morality and culture and with skill development through education and job training to help them acknowledge their wrongdoing and to prepare for their life after release (Vietnamese National Assembly, 2011).

There is evidence that the treatment method, the implementation of programmes and the context of programmes play an important role in the effectiveness of a rehabilitation approach (Fortune, 2018; Mackenzie, 2008). First, in considering treatment, there is a need to consider evidence of effectiveness. For instance, there is some evidence that cognitive behavioural therapy (CBT) is an effective approach for juveniles. (Abrams & Aguilar, 2005; Hollin, Palmer, & Hatcher, 2013; Koehler, Hamilton, et al., 2013). CBT is discussed in more detail in the section “Treatment method”.

Second, how programmes are implemented is considered to play an important part in young people’s rehabilitation process. In particular, implementation of programmes targeted at meeting young people’s needs and their developmental stage facilitates engagement in rehabilitation programmes (Fortune, 2018; Naar-King & Suarez, 2011; Prescott, 2013). Third, the context of rehabilitation programmes has been identified as an important factor in supporting young people to gain employment or to return to school through providing them with the requisite knowledge and skills. There is some evidence that rehabilitation programmes which focus on education and vocational training are associated with successful rehabilitation (Blomberg, Bales, & Piquero, 2012; Varghese, 2012; Wexler, Pyle, Flower, Williams, & Cole, 2014). I will elaborate on this in the section 2.3.5.

#### **2.4.4. Rehabilitation methods and models**

##### **Rehabilitation methods**

During adolescence, there are changes in the development of cognition in adolescents. Hence, providing young people with treatments which help them improve their cognition in order to change their behaviour is the goal of the rehabilitation programmes (Ward & Maruna, 2007; Ward & Salmon, 2009). Among the various approaches, cognitive-behavioural therapy (CBT) has been found to meet these goals in correctional institutions (Abrams & Aguilar, 2005; Baglivio & Jackowski, 2015; Cohen et al., 2016; Hollin et al., 2013; Koehler, Hamilton, et al., 2013; Mathys, 2017).

Cognitive behavioural therapy refers to a variety of interventions that focus on the operation of cognitive processes for emotion and thought patterns that can be managed and reformed (Hyatt, 2013). CBT assumes that an individual's experiences bring about thoughts which influence and prompt their later behaviours, however, thoughts sometimes become distorted (Clark, 2010). From this perspective, reformation of an individual's negative cognition and thoughts through learning plays an important part in changing behaviours. CBT identifies individual perceptions as an important factor influencing individual behaviours. Therefore, it emphasises an individual's changes in their thoughts about their life circumstances and in the way they perceive those circumstances. This may help an individual achieve demonstrable behavioural changes (Clark, 2010; Dobson & Khatri, 2000).

CBT has been applied in interventions or treatment for offenders including youth in correctional facilities or prison (Abrams & Aguilar, 2005; Hollin et al., 2013; Koehler, Hamilton, et al., 2013). Programmes utilising CBT focus on providing offenders with cognition, cognitive skills, social skills, means-ends problem solving skills and self-efficacy which are very important for their rehabilitative process (Abrams & Aguilar, 2005; Clark, 2010; Hollin et al., 2013; Koehler, Hamilton, et al., 2013). For CBT, it is necessary that the treatment provides young people with opportunities to "rehearse new skills and behaviours in the environments where they naturally occur, i.e. in society back home" (Armeliuss & Andreassen, 2007, p. 3). However, correctional facilities bring young people with very limited contact with their usual environment and this partly influences the quality of implementing the treatment (Armeliuss & Andreassen, 2007).

CBT has been found to be related to a reduction in offenders' recidivism or reconviction (Hollin et al., 2013; Koehler, Lösel, Akoensi, & Humphreys, 2013; Lipsey & Cullen, 2007; Lowenkamp, Makarios, Latessa, Lemke, & Smith, 2010; Selm & Ann, 2001; Shuker, 2013). In a research review of 58 studies to examine how effective programmes based on CBT were with juveniles and adults, CBT was found to lead to a significant reduction in recidivism even among high-risk offenders (Landenberger & Lipsey, 2005). Likewise, a meta-analysis of 361 research reports about intervention programmes for juveniles also found that CBT was the most effective therapeutic intervention in reducing reoffending among juvenile offenders (Lipsey, 2009).

## **Rehabilitation models**

There are many rehabilitation models for offenders including for adult offenders, however, two major rehabilitation models applied in the juvenile justice area appear to be supported by robust empirical research: the Risk-Need-Responsivity model (Andrews & Bonta, 2010b; Andrews, Bonta, & Wormith, 2006) and the Good Lives model (Laws & Ward, 2011; Ward & Maruna, 2007). While both approaches are considered effective for rehabilitation in Western countries, to date neither has been used in Vietnam. Therefore, reviewing these models seeks to establish the extent to which rehabilitation programmes in Vietnam comply with the principles of these models. This may help to draw implications for current Vietnamese rehabilitation programmes.

### *The Risk-Need-Responsivity (RNR) model*

The Risk-Need-Responsivity (RNR) model for rehabilitation interventions is structured around three core principles: risk, need and responsivity (Andrews & Bonta, 2010a). The need principle is considered to be the best-known rehabilitation assumption. It identifies targeting individual dynamic risk factors (e.g. criminogenic needs) related to criminal behaviours as the most effective approach to the treatment of offenders. The risk principle specifies that the treatment should be organised according to the level of risk which offenders pose to the community. Thus, an individual with higher level of risk should be provided with a greater intensity of treatment. The responsivity principle refers to matching treatments to an offenders individual characteristics to engage them with treatments and to help them to change (Bonta & Andrews, 2007).

A number of studies have provided evidence that treatments or programmes employing the principles of RNR have been effective in reducing recidivism (Andrews & Bonta, 2010a; Koehler, Lösel, et al., 2013; Lipsey & Cullen, 2007; Luong & Wormith, 2011). For example, Luong and Wormith (2011) and Koehler, Lösel, et al. (2013) found that programmes in Europe and Canada that adhered to RNR principles were effective in reducing recidivism. However, RNR has been criticised for merely focusing on reducing and managing dynamic risk factors, but not paying attention to young people's strengths and needs (Laws & Ward, 2011; Ward & Maruna, 2007; Ward & Stewart, 2003; Ward, Vess, Collie, & Gannon, 2006). Ward (2002) argues that the goals of rehabilitation should focus on personal identity and factors

comprising a beneficial life for a person. Hence, Ward and his colleagues expanded and developed a model called the Good Lives model (Laws & Ward, 2011; Ward & Maruna, 2007).

### *The Good Lives Model (GLM)*

The Good Lives Model (GLM) is a strengths-based approach that is built on the RNR model and extends its scope via personal priorities with the aim of providing offenders with resources to improve their quality of life (Laws & Ward, 2011; Ward, Yates, & Willis, 2012). First, the GLM focuses on the utilisation of offenders' "primary human goods" which refers to knowledge; inner peace (e.g. "freedom from emotional turmoil and stress"); friendships and relationships (e.g. family and romantic relationships); community (joining in a group); and happiness and creativity (Ward et al., 2012, p. 95). The GLM recognises that each individual has priorities around the primary goods which reflect his or her own specific values and needs.

However, in order to achieve primary goods, offenders need a means identified as secondary goods. Secondary goods are defined as activities that individuals engage in to meet their goals in life (Willis, Ward, & Levenson, 2014). For example, the primary good of knowledge might be achieved via individuals' participation in educational courses. Hence, with regard to the criminological field, delinquency is regarded as the result of flaws in the pursuit of primary goods which are associated with inappropriate secondary goods, for example, using alcohol or drugs to relieve bad moods (Ward & Maruna, 2007; Ward et al., 2012; Willis et al., 2014). However, using inappropriate secondary goods to achieve primary goods also results from a lack of internal capacity (e.g. poor problem-solving or poor regulation skills), a lack of external capacity (e.g., a lack of employment opportunities or a lack of prosocial relationships), and conflicts between means and a lack of scope (Ward et al., 2012; Willis et al., 2014). Therefore, treatments based on the GLM focus on building capacities that an individual lacks and then working to address these deficits during the programme as well as reducing dynamic risk factors (Fortune, 2018; Ward et al., 2012).

The GLM functions as a rehabilitation framework providing a structure for a rehabilitative treatment process (Fortune, 2018). Hence, programmes applying or reflecting GLM assumptions can be regarded as GLM adherent programmes (Laws & Ward, 2011; Willis, 2007). There is some empirical support for the underlying assumptions of the GLM (Barnett & Wood, 2008; Wainwright & Nee, 2014). For example, the GLM has been applied to



programmes for treatment of juvenile sex offenders in America, the United Kingdom and Singapore (e.g., Chu, Koh, Zeng, & Teoh, 2015; Print, 2013; Simons, McCullar, & Tyler, 2006) and for treatment of youth offending in the UK (e.g., Wainwright & Nee, 2014). A small-scale qualitative study with seven young people aged between 10 and 18 years in the UK investigated young people's experiences in the process of avoiding crime. It found that treatment led to young people changing from "a self with no prospects to a self with ambition and direction" (Wainwright & Nee, 2014, p. 178). This meant that treatment helped young people to develop a sense of autonomy, one of the important primary goods of the GLM.

#### **2.4.5. Educational programmes and recreational activities in correctional facilities**

##### **Educational programmes**

As previously indicated, in alignment with government policy, Vietnamese correctional schools are expected to have a rehabilitation focus. They implement educational programmes including vocational training and social skill programmes in detention facilities.

Education in correctional facilities is regarded as the most important part of the rehabilitation process (Wexler et al., 2014). Young people's success in education while incarcerated may increase the chance of a successful transition into society (Blomberg et al., 2012; Bolson, Quinn, & Nelson, 2004). Additionally, education in correctional facilities may motivate and facilitate young people's access to education in community schools after release. Importantly, education partly contributes to "community adjustment in the form of increased involvement in gainful activity and a decrease in self-reported delinquency" (Jäggi, 2016, p. 97).

Educational programmes which focus on providing young people with academic education, vocational education and social or life skill training have been found to impact on young people (Foley, 2001; Leone & Cutting, 2004). First, academic education including school-level curriculum or General Education Programmes (GEP), for example, literacy and mathematics is provided for young people to maintain or accelerate their academic process and progress during the period of incarceration (Foley, 2001; Wexler et al., 2014). There is evidence that academic education while incarcerated has an association with the likelihood of returning to school after release (Blomberg et al., 2011; Blomberg et al., 2012; Cavendish, 2014). In particular, young people with high academic educational achievement while incarcerated are more likely to return to school after release and those young people who go back to school

and have regular attendance at school are less likely to be rearrested (Blomberg et al., 2011). Additionally, among rearrested young people, those who attend school more regularly have less serious offenses (Blomberg et al., 2011). Notably, the age of young people at release has an impact on the likelihood of returning to school. Specifically, the older juveniles on release are less likely to return to school (Cavendish, 2014).

Explaining the reasons for youth academic failure or success while incarcerated, there is evidence that young people with an “average intelligence level, good academic motivation, and/or relatively few externalising behavioural problems” have better academic achievement than young people without those traits (Harder et al., 2014, p. 263). This indicates that young people’s success or failure in academic education while incarcerated partly depends on personal characteristics. In addition, a reason for failure is that most young people enter the correctional facilities with a history of school failure and a low level of engagement in schooling (Foley, 2001; Gagnon, Barber, Van Loan, & Leone, 2009; Rogers-Adkinson, Melloy, Stuart, Fletcher, & Rinaldi, 2008; Vê, 2014). Furthermore, the population of correctional facilities and a the short duration of youth incarceration also affect youth academic achievement (Gagnon et al., 2009; Koyama, 2012).

Second, vocational training programmes (VTP) have been developed to counteract the effect of educational failure and lowered employability among offenders. VTP is intended to provide offenders, including youths, with opportunities to acquire basic work-related knowledge and skills (Bouffard, MacKenzie, & Hickman, 2000; Varghese, 2012; Wilson, Gallagher, & MacKenzie, 2000). In addition, VTP aims at helping offenders to gain a vocational education qualification (Varghese, 2012).

VTP is diverse and the effectiveness of VTP in juvenile correctional facilities is of interest. While VTP has been found to be effective in reducing recidivism among adult offenders (Bouffard et al., 2000; Van Voorhis, Spruance, Ritchey, Listwan, & Seabrook, 2004), it has been suggested that it may be ineffective in reducing recidivism among young offenders in the USA (Roos, 2006; Steele, Bozick, & David, 2016). For instance, two studies conducted in juvenile correctional institutions in the USA, including a correlational study conducted with 50 incarcerated young offenders aged from 18 to 21 years and a meta-analysis of 18 studies of interventions, did not find VTP reduced recidivism (Roos, 2006; Steele et al., 2016).

The effectiveness of VTP on youth employment is a matter for debate. There is evidence that VTP is effective in helping young people to gain employment (Roos, 2006; Schaeffer et al., 2014). For instance, a quasi-experimental study in the USA to evaluate VTP with 97 high-risk juvenile offenders aged 15 to 18 years found that young offenders who participated in VTP had a significantly greater likelihood of being employed (Schaeffer et al., 2014). However, VTP has also been found to fail to improve employment chances when young people are not prepared well enough to meet a “competitive and dynamic labour market” (Steele et al., 2016, p. 76).

Evaluating the effects of VTP on reducing juvenile offenders’ antisocial behaviours, Schaeffer et al. (2014) found that VTP was not related to decreased criminal behaviour. However, in an interview-based qualitative study with juveniles aged from 12 to 18 years in a correctional school in Vietnam (Vệ, 2014) VTP was found to be effective in changing juvenile offenders’ attitudes towards work.

Third, apart from providing academic and vocational education for young people, educational programmes also focus on developing social skills. The literature shows that a lack of social skills is associated with a high risk for recidivism (Loeber, Farrington, Stouthamer-Loeber, & White, 2008; Van der Put et al., 2012). Hence, Social Skill Training (SST) programmes are designed to help young people to improve their social skills and then to reduce the risk of recidivism (Van der Stouwe, Asscher, Hoeve, Van der Laan, & Stams, 2016). In SST programmes, juvenile offenders participate in structured interventions with skilled psychologists or officers during their incarceration. The interventions will include role-playing, modelling, positive reinforcement and coaching to promote interpersonal problem-solving skills, self-regulation and monitoring skills and developmental task-related skills (Lösel & Bender, 2012; Van der Stouwe et al., 2016). In addition, SST uses a cognitive behavioral approach not only to train young people to cope with risky situations, for example, conflict, peer pressure and heightened emotions, but also to develop prosocial behaviours (e.g. Gresham, Cook, Crews, & Kern, 2004; Van der Stouwe et al., 2016).

Empirical research has shown that SST generally has positive effects (Lipsey, 2009; Lipsey, Howell, Kelly, Chapman, & Carver, 2010; Van der Stouwe et al., 2016). A meta analysis of 38 SST studies involving antisocial young people aged from 6 years to 18 years concluded that young people who received SST intervention outperformed those who did not (Ang & Hughes,

2001). Another quasi-experimental study with 33 juveniles (23 boys and 10 girls) aged from 15 years to 20 years in Spain found that the intervention had an effect on improving juveniles' self-esteem and social skills and reducing their aggressiveness (Redondo, Martínez-Catena, & Andrés-Pueyo, 2012). In addition, SST is effective in reducing impulsivity and cognitive distortions (for example, "less self-centering and assuming the worst") (Van der Stouwe et al., 2016, p. 529). However, SST has been found to have no effects on "developmental task-related skills", specifically those related to social acceptance and self-worth (Van der Stouwe et al., 2016, p. 529)

With regard to SST in correctional facilities in Vietnam, Social Skill Development Programmes (SSDP) have been applied in Vietnamese correctional schools. Curriculum of SSDP are a product of the United Nation Population Fund (UNFPA), Education Science Institution, the Ministry of Public Security and Koto Vocational training centre. They are designed to provide young people in Vietnamese correctional schools with social knowledge and skills (Vệ, 2014). Young people are trained by teachers of correctional schools to improve their communication, positive-thinking, problem-solving and emotion-management skills while they are incarcerated in correctional schools. SSDP has been linked with an improvement in self-esteem, specifically, participants becoming more confident in conversations with others (Vệ, 2014). In addition, SSDP is intended to influence juveniles' cognition (Vệ, 2014). Specifically, Vệ (2014) found that young people gained awareness of their wrongdoing and started to think carefully before acting.

### **Recreational activities**

Activities in programmes such as sports, reparation referring to activities assisting community and group activities have an impact on young people's attitudes and behaviours (Dubberley, Parry, & Baker, 2011; H M Prison Service, 2009; Meek & Lewis, 2014). For instance, a focus group and interview-based study with young offenders aged from 14 years to 21 years in correctional institutions in England and Wales found that group activities such as playing games, cleaning living quarters and doing community service were enjoyed and helped in developing relationships between young people and between young people and staff (Dubberley et al., 2011). The development of relationships helped the young people to deal with the risks of incarceration. In addition, Dubberley et al. (2011) found that these activities were acknowledged by young people as "potentially assisting their return to, and acceptance

by society” (p. 346). Notably, these activities helped young people to keep out of trouble while incarcerated.

Similarly, physical activities, specifically sports, have been found to have a positive impact on young people’s lives in correctional institutions or prison, on their thinking, attitudes and behaviours, and on helping them desist from crime (Dubberley, 2010; Meek & Lewis, 2014; Murtaza & Uddin, 2011). One qualitative study with 79 young men aged from 18 years to 21 years in England found that sport improved life within prison (Meek & Lewis, 2014). Specifically, sport helped the young men alleviate boredom and to manage the frustration, daily stresses and anger that previously led to conflict. In addition, sport motivated good behaviour. Notably, sports dissipated barriers among the young people and between young people and staff that helped them to improve their relationships. Furthermore, sport helped young people to formalise their goals for reintegration into society (Meek & Lewis, 2014).

It is clear that educational programmes and recreational activities have some relevance to this research because they provide this study with a picture of rehabilitation programmes internationally. They also give useful perspectives from which to consider the programmes and youth experiences reported in the current study.

#### **2.4.6. Listening to young people’s experiences of programmes**

Information about how young people perceived their experiences in detention facilities can help in the development of suitable interventions for them. Programmes for young people are designed and implemented by adults and young people’s perceptions of these programmes may be different from adults (Schubert et al., 2012). In addition, young people’s perceptions of their experiences in the justice system can be expected to impact their later behaviour (Steinberg, 2009a).

Previous studies on young people’s personal experiences in detention facilities provided stakeholders with a chance to enhance the effectiveness of programmes and services (e.g. Abrams, 2006; Schubert et al., 2012). For example, an interview-based study by Lane, Lanza-Kaduce, and Bishop (2002) was conducted with 144 young males aged from 17 to 20 years in Florida who experienced juvenile characteristic-based treatments in adult sanctioned facilities. Young people were given a chance to speak about which programmes influenced them and their behaviour and how they did so. The results offered insight into the realities of

the programme from the youth's perspective and have the potential to be used by policymakers who are keen on developing effective juvenile treatment programmes.

Likewise, an ethnographic study by Abrams (2006) focused on 19 young men sharing their experiences in residential institutions. A rich description of how they perceived their time, relationships with others and programmes in the institutions provided critical information for policy makers, social workers and researchers who sought to improve the quality and effectiveness of programmes and care for juvenile offenders. In addition, in a phenomenological study conducted with 16 juveniles aged from 16 to 19 years in Australia (Ashkar & Kenny, 2008), juveniles' perspectives of their limited access to intensive programmes and treatments such as substance use treatments and educational and vocational programmes raised stakeholders' awareness and caused a renewed focus on rehabilitation programmes including education, vocational training, specific treatment and social skill trainings.

Professionals working in the juvenile justice system have generally overlooked young people's perspectives of their experiences in facilities as a resource for understanding the relationship between young people's experiences and distal outcomes (Schubert et al., 2012). In particular, youth perspectives of staff's rule enforcement might have an association with their adjustment while incarcerated (Fagan & Tyler, 2005).

Therefore, taking young people's perspectives and perceptions of their experiences into account may provide valuable information about how programmes and life in correctional facilities have an impact on young people and how their perceptions are associated with their behaviours while incarcerated.

#### **2.4.7. Studies of young people and rehabilitation programmes in Vietnam**

Young offenders and their rehabilitation process have received academic attention internationally. However, in Vietnam, the lack of published studies suggests that there is little interest by researchers in this area. Rather, risk factors for youth offending is the area that is the focus of most research. For example, in 2005 and 2006, Le and his colleagues conducted an interview-based study of 329 young people in four Asian countries: Cambodia, Vietnam, Laos and China. Their study was a part of a larger community-based research project to investigate risk and protective factors for youth offending in Asia and the Pacific islands. This

research project developed an interview instrument based on three larger studies of youth development and delinquency (Rochester Youth Study, Denver Youth Study and Pittsburgh Youth Study). Le and his colleagues found that peer delinquency was the strongest predictor of self-reported offending (Le et al., 2005; Le & Wallen, 2006). In addition, cultural factors such as individualism, intercultural conflict and intergenerational conflict were reported to contribute to an increase in violence among young people (Le et al., 2005; Le & Wallen, 2006). Nguyen (2015) designed and conducted a survey of the four correctional schools with 2,786 young offenders aged from 12 to 18 to examine the impact of a range of factors on youth delinquency, plus follow-up by interviews with 98 incarcerated young people and 34 staff members to explore their perception of related issues. Le (2017) conducted interviews with 30 young offenders aged from 18 to 30 years, and staff in three prisons and analysed documents including reports from the Ministries of Public Security, of Justice and of Labour, Invalids and Social Affairs and individual client reports for young offenders. Both Nguyen and Le found that peer influence, gang affiliation and family factors such as family circumstances, and inappropriate child-rearing methods were associated with youth offending.

In addition to investigating risk factors, foreign researchers have been interested in the juvenile justice system in Vietnam. For instance, Cox (2010,2012) conducted a cross-sectional qualitative analysis of juvenile justice in Vietnam between 2006 and 2009 to investigate the potential impacts and challenges of integrating historical research within global criminal justice practice. Cox also explored how old value systems could be re-enforced by new “neo-welfarist” approaches (Cox, 2010, p. 229). Cox collected data through interviews with 60 participants including staff, managers and young offenders from four correctional schools and from observations of social workers’ visits to young people’s homes. Additionally, interviews were conducted with officers from ministries including Public Security; the Labour, Invalids and Social Affairs; and from the National Committee for Population, Families and Children. Cox (2010) concluded that in the Vietnamese neo-welfarist approach, attention was paid to counselling with a focus on advice giving. In addition, Cox (2012) found that historical factors influenced juvenile justice. Cox argued that the Vietnamese juvenile justice was shaped by French colonialism through policy transfer because under French governing, Vietnam adopted a number of degrees of French law including those in relation to juveniles. In particular, correctional facilities for juveniles were established in Vietnam during the period

of French governing and those juveniles serving their custodial sentence in correctional facilities were exploited for their labour in the form of working on farms (Zinoman, 2001). The use of child labour was found to exist in correctional schools in Vietnam today, but it was framed as training (Cox, 2012).

In a study on the implementation of children's human rights in juvenile justice systems, Parèus (2014) conducted a documentary analysis of official papers related to the Vietnamese juvenile justice system and Article Three of the Convention on the Rights of the Child focusing children's rights and interests. He reported that children's human rights were neglected, as corporal punishment still existed in the Vietnamese juvenile justice system.

Within the Vietnamese literature, little research has been conducted on rehabilitation programmes. In particular, only one qualitative study on rehabilitation programmes was identified from the literature search and this was part of a master's degree. The study was with 12 young people aged from 12 to 18 years and eight staff and explored the rehabilitation education activities for young people in a correctional school (Vê, 2014). Data was collected through interviews, observations and documents related to annual reports of the correctional school, young people's files and papers of school policy and practice. That study found that vocational training programmes (VTP) were linked to changes in young people's attitudes towards work, for example, the young people in VTP concentrated on work and started to take responsibility for work. However, the kinds of jobs in VTP at the correctional school did not meet the needs of the labour market. The rehabilitation programme in that correctional school was also found to have a positive influence on the participants' attitudes, with the young people realising their previous behaviours were wrong.

A review of Vietnamese literature has identified a number of areas related to juvenile justice. However, it has also shown the dearth of studies of young people's experiences in correctional schools. Importantly, few of the Vietnamese studies have utilised theories.

To address these gaps, there is a need for research on young people's experiences of rehabilitation programmes in correctional schools in Vietnam. Such a study is required in order to gain a better understanding of young people's lives while incarcerated and the extent to which rehabilitation programmes work for young people.



## **2.5. A theoretical framework for examining youth experiences**

A variety of criminological theories such as sociological, biological and psychological theories have been used to explain youth delinquency (Cullen & Agnew, 2011). Sociological theories, for example, 'strain theory' Cohen (1956), 'labelling theory' Becker (1963), 'self-control theory' Gottfredson and Hirschi (1990) and 'differential association theory' of Sutherland (1947) all focus on aspects of the social environments and social interactions in an attempt to explain the origins of youth delinquency. Biological theories such as the 'gene-based evolutionary theories' of Ellis and Walsh (2011) attempt to establish a relationship between genes and criminal behaviours. In psychological theory, for example, 'personality and crime' Caspi et al. (2011) argues that personal traits including constraint, negative and positive emotion are related to delinquency.

In order to focus on adult experiences, and to a lesser extent youth experiences in detention facilities, previous studies from Western countries have been informed by three main theoretical frameworks that are situated within sociological theory. Deprivation and importation theory focus on the inmate incarceration period. These theories have been used in criminological research to explain inmate experiences and inmate antisocial behaviours in prison or correctional facilities. Social learning theory, a dominant sociological theory of crime, has also been recognised as a way to explain delinquency, and for explaining the influence of personal interaction in detention facilities on recidivism and on rehabilitation (e.g. Cullen, Wright, Gendreau, & Andrews, 2003; Pratt et al., 2010).

Although these theories have mainly been utilised in studies based in Western countries, the wider public discourse in Western countries about young people and specifically their experiences in detention facilities shares some characteristics with the Vietnamese situation. Therefore, these theories may potentially provide some insights into the Vietnamese context where youth experiences in detention facilities based on a theoretical orientation have not developed.

In the following sections, I discuss these theories and how they provide a theoretical framework for this study. I outline the potential of these theories to enriching analysis by demonstrating how they relate to my study of young people's experiences in detention facilities.

### 2.5.1. Deprivation theory

Deprivation theory originated from Sykes (1958, 2007) and his work *"The Society of Captives"*, in which he argued that imprisonment characterised by deprivations resulted in "the pains of imprisonment" (p. xi). Deprivation factors arise from two domains: prison regime and inmate culture (Camp & Gaes, 2005). First, prison regime refers to elements of the prison environment that contribute to "the pains of imprisonment" (Sykes, 2007, p. xi). These elements include programmes, the characteristics of staff, features of the prison, security levels and prison cultures (Ashkar & Kenny, 2008; Sykes, 2007). These factors have been found to negatively impact on inmate behaviour and attitude. For example, prisons with high security levels limit inmate activities, which, in turn, contribute to inmate aggression (Gover et al., 2000). In addition, particular management styles are found to promote antisocial behaviours (Ashkar & Kenny, 2008). In an Australian interview-based study with 16 young people aged from 16 to 19 years, Ashkar and Kenny (2008) found that a prison culture or regime characterised by victimisation and bullying contributed to young people's negative emotions and feelings such as fear and stress.

The second domain of deprivation, inmate culture refers to a conglomeration of inmates' shared values and norms. Inmates bring with them into the prison their own values and norms and share them with other inmates via their interaction and such sharing then creates inmate culture. Inmate culture has been found to influence inmates' likelihood of either being exposed or preventing themselves from being exposed to criminal knowledge, skills and tactics of other inmates (Camp & Gaes, 2005). For instance, living together in the prison or correctional facilities allows inmates to form their own groups based on their criminal backgrounds (e.g. a group of inmates convicted for drug-trafficking offenses), which may help to transmit inmate values, perception and experiences. In a Thai study, the formation of such groups led to negative behaviours and resisting of prison rules occurred as a result of such transmission of values (Warissara & Dittita, 2014). Similar, contagion of antisocial behaviours and acts, specifically brutalisation, in prison or correctional facilities has been found to be related to inmate culture (Camp & Gaes, 2005). Young people who have been victimised by other inmates are more likely to assault another young people than those who have not experienced victimisation (Lahm, 2009; Tasca, Griffin, & Rodriguez, 2010). In other words, a cycle of brutalisation emanates with young people being victimised, which leads to retaliation

in the form of assault (Tasca et al., 2010). Such an inmate culture is thus consistent with deprivation and the pains of imprisonment.

Deprivation variables have been used in a number of empirical studies to help explain and understand either the impact of incarceration or the experiences of juvenile inmates in correctional institutions (see Ashkar & Kenny, 2008; Cox, 2011; Inderbitzin, 2006). A number of studies have found evidence that deprivation factors, are related to an increase in individual misconduct, for example, violence or disciplinary infraction (Klatt, Hagl, Bergmann, & Baier, 2016) or that they conversely produce individual cooperation, adaptation, and development of inmate subcultures (Abrams & Hyun, 2009; Cox, 2011). In other words, individuals may respond in diverse ways depending on the types and levels of deprivation in correctional facilities.

High numbers of inmates and associated overcrowding (exceeding the bed capacity of an institution) have been persistently identified as factors that may have an impact on individuals' safety, confinement conditions, staff-inmate interactions and offenders' access to programmes and prison or institutional activities (Cox, 2012; Dirkzwager & Kruttschnitt, 2012; Lahm, 2008; Van der Laan & Eichelsheim, 2013). Overcrowding leads to limited access to rehabilitation via resources and facilities. In turn, overcrowding leads to inmate misconduct because high numbers of offenders deprive correctional staff of the ability to monitor the institution, which gives inmates more opportunities and freedom to be involved in misconduct (Lahm, 2008).

Another important aspect of deprivation is staff-inmate interactions and relationships. A negative relationship between staff and inmates has been found to be associated with physical prison violence (Klatt et al., 2016). Conversely, there is evidence that if incarcerated youth have positive interactions and relationships with correctional staff, they will likely have an increase in their sense of well-being and feelings of autonomy. Specifically, experiencing positive interactions with staff gives young people "opportunities for some personal control and to relieve stress" (Van der Laan & Eichelsheim, 2013, p. 438). In addition, the perception of fair treatment by staff reduces young people's feelings of fear and the risk of incidents (Harvey, 2007; Kennealy, Skeem, Eno Loudon, & Manchak, 2012; Liebling & Arnold, 2004; Van der Laan & Eichelsheim, 2013).

There is evidence that the relationship between offenders and the outside world such as family and friends affects both adults' and juveniles' serving time in correctional facilities (Harvey, 2007; Schenk & Fremouw, 2012; Tewksbury, Connor, & Denney, 2014). In particular, inmates who are frequently visited are less likely to be involved in disciplinary infractions. From the deprivation perspective, inmates receiving more visits are likely to have a lesser separation from the outside world and have fewer experiences of the deprivations that make their adjustment to prison negative (Tewksbury et al., 2014). In addition, visits not only help juvenile inmates to cope with the strain of incarceration, but also maintain social bonds with family. Notably, visits have the potential to improve inmates' attitudes toward institutions and prison and to reduce infractions (Goncalves, Dirkzwager, Martins, Goncalves, & Laan, 2016). Furthermore, juveniles experiencing social support from friends have a better ability to overcome the stress associated with imprisonment (Goncalves et al., 2016; Harvey, 2007; Van der Laan & Eichelsheim, 2013). This not only makes their incarceration easier (Harvey, 2007; Van der Laan & Eichelsheim, 2013), but also reduces the 'pains of imprisonment' (Sykes, 1958, 2007).

In summary, deprivation theory has been used to explain inmate adjustment or adaption to imprisonment and to examine the influence of prison features on inmates and their behaviours. The bulk of research to date has used correlational, experimental and quasi-experimental research and focused on measuring the associations between deprivation variables and inmate behaviours. With a few exceptions such studies have been located in North America and Europe (e.g. Goncalves et al., 2016; Van der Laan & Eichelsheim, 2013). Notably, few studies utilising deprivation theory have sought to gain young people's views of incarceration experiences (e.g. Ashkar & Kenny, 2008).

### **2.5.2. Importation theory**

In contrast to deprivation theory which emphasises features of prison such as inmate culture, the prison regime and environment, importation theory focuses on the personal characteristics of inmates and pre-prison factors that inmates bring into correctional facilities.

Importation theory was conceived by Irwin and Cressey (1962) and further developed by Innes (1997). It focuses on patterns of behaviours that prisoners bring with them into prison and the impact these have on their behaviours and experiences once there. Importation theory suggests that inmate behaviours and their adaption or mal-adaptation in correctional

facilities are the result of their pre-prison characteristics. These characteristics include values, beliefs, attitudes, personal experiences, family, education (Innes, 1997; Irwin & Cressey, 1962) and criminal history such as gang membership (DeLisi, Trulson, Marquart, Drury, & Kosloski, 2011; Schenk & Fremouw, 2012) as well as social norms that offenders adopt outside prison (Dhami, Ayton, & Loewenstein, 2007).

Since its inception, importation theory has been supported by research investigating the influence of importation variables such as family, personal experiences, individual personality and gang affiliations on serving time of both adult and juvenile offenders in prison or correctional facilities (Berg & DeLisi, 2006; DeLisi et al., 2011; Gover et al., 2000; Lahm, 2008; Van der Laan & Eichelsheim, 2013). Research influenced by importation theory has tended to be correlational or causal in nature, seeking to measure the relationship between pre-prison factors with response to incarceration (Gover et al., 2000; Van der Laan & Eichelsheim, 2013). A correlational study with 3,986 juveniles in 48 correctional facilities in America explored the impact of importation factors on juvenile adjustment via measuring levels of anxiety. It found that age and history of exposure to family violence had an impact on juveniles' levels of anxiety while incarcerated. Specifically, juveniles were more likely to have higher levels of anxiety if they experienced family violence as a child (Gover et al., 2000).

Interestingly, prior experience in prison may be an influential factor in adjustment to prison. For instance, juveniles with previous experiences of incarceration feel a greater degree of safety when incarcerated than those who are being incarcerated for the first time (Van der Laan & Eichelsheim, 2013).

Individual personality is another importation variable associated with violence in correctional settings (Berg & DeLisi, 2006; Jiang & Fisher-Giorlando, 2002; Lahm, 2008). Specifically, individual-level importation such as aggression has a relationship with inmate-on-inmate violence (Lahm, 2008). A critical review of 20 empirical studies related to the association between individual characteristics and violence in prison found that offenders with a history of aggression were more likely to be involved in prison violence. It was also noted that young inmates under 21 years old were more likely to engage in violence in prison than older inmates (Schenk & Fremouw, 2012). Furthermore, the reality that many male young people believe it is not wrong to fight or hit someone, has been found to contribute to their physical violence in prison (Klatt et al., 2016).

Further, individual factors have been found to be associated with institutional infractions (DeLisi et al., 2011; Tasca et al., 2010; Trulson, 2007). For example, in a correlational study with 4684 young people in juvenile correctional facilities in the USA, Trulson (2007) found that juveniles with gang affiliations and with delinquent histories had a greater likelihood of committing institutional infractions. Notably, young people with a history of prior gang membership were found to be more likely to assault other inmates than those with no previous gang affiliation (Tasca et al., 2010). Additionally, other individual factors prior to incarceration such as family background including living in poverty, or living in a chaotic family or living with a family member involved in gangs; delinquent careers; and experiences of out-of-home placements were found to be associated with institutional misconduct (DeLisi et al., 2011). Furthermore, a longitudinal study with 75 young males in Portugal by Goncalves et al. (2016) indicated that young people who had early onset incarceration and an arrest history before 16 years old were highly likely to commit institutional infractions.

In summary, importation theory is dominant in measuring the impact of pre-prison factors on inmate incarceration. There have been a variety of examples in the literature of its utilisation in America and Europe. However, there is a lack of studies using this theory in Asia, especially in Vietnam.

### **2.5.3. Akers' Social Learning Theory (SLT)**

In contrast to deportation theory which focuses on institutional factors and importation theory which emphasises personal characteristics, social learning theory emphasises the interactions between young people and others through which young people learn certain behaviours.

Akers' (2001) social learning theory is a general theory used in research to explain a variety of antisocial behaviours. Akers built on Sutherland's (1947) 'differential association theory' that embraced Sutherland's central point, namely that criminal behaviours are learned through social interaction. However, Akers proposed four fundamental concepts in his theory: differential association; definitions; differential reinforcement; and imitation. According to Akers, in a society, individuals vary in their exposure to norms, values, attitudes and behaviours through their relationships and interactions with others. This is the notion of differential association. Differential association influences individual definitions that are described as "one's own attitudes or meanings that one attaches to given behaviour" (Akers,

2001, p. 195). Elaborating on Sutherland's theory, Akers suggested that an individual may have 'general' definitions (general approving or disapproving of behaviours) and 'specific' definitions (defining behaviours as permissible or impermissible in specific situations) at the same time.

Unlike Sutherland, who focused only on the role of association with others, Akers' theory enhanced the role of modelling. Even so, another concept added by Akers (2001) was 'imitation' which is defined as "the engagement in behaviour after the observation of similar behavior in other" (p. 196). Akers suggests that the observation of others' behaviour leads to imitation. Criminal behaviours may be imitated when an individual is exposed to admired criminal models rather than admired conventional models. With regard to association with others, Akers asserts that antisocial behaviours can be influenced by 'differential reinforcement', which he conceptualises as "the balance of anticipated or actual rewards and punishments that follow or are consequences of behavior" (p. 195). Acts or behaviours that are reinforced are likely to be repeated, whereas acts or behaviours that lead to punishment are less likely to be repeated.

SLT has been applied in criminology field over recent decades to explain the learning and the unlearning of criminal behaviour. It has received strong support from studies exploring how the four fundamental concepts of SLT relate to delinquent involvement (Matsueda, Kreager, & Huizinga, 2006; McGloin, Pratt, & Maahs, 2004; Warr & Stafford, 1991; Winfree & Bernat, 1998). Social learning variables such as differential association and definitions are found to have a significant influence on variation in crime (Kubrin, Stucky, & Krohn, 2009; Pratt & Cullen, 2000; Pratt et al., 2010). Specifically, interaction with family members, peers, and peer groups significantly affect antisocial behaviours (Hoffman, Kiecolt, & Edwards, 2005; Liu, 2003; Simons, Simons, & Wallace, 2004; Tasgin, 2014; Triplett & Payne, 2004; Warr, 2002; Weisner, Capaldi, & Patterson, 2003). Simons et al. (2004) assert that children are exposed to normative values, behavioural models and differential reinforcement through their interactions with other family members. Family factors such as a family's low socioeconomic status, parental drinking and residential mobility not only influenced juveniles' lives but they also served as "starting points for juveniles' negative trajectories" (Tasgin, 2014, p. 985). Apart from family, peer associations have an impact on an individual's likelihood of criminal behaviour (Haynie, 2002; Liu, 2003; Warr, 2002). Young people whose friends are involved in

delinquent behaviours or acts are much more likely to commit a crime than those whose friends are not delinquent (Haynie, 2002). For example, a correlational study with 1725 young people aged from 14 to 21 years in the USA found that deviant peer relations brought with it peer pressure to engage in delinquent behaviours ranging from smoking cigarettes to committing a criminal act. This possibly led to young people's later delinquency (McGloin et al., 2004). Additionally, other factors including duration, frequency, intensity and other characteristics of friends have a strong effect on young people's likelihood of delinquency (Haynie, 2002).

A number of studies found that interventions or programmes based on SLT principles were effective in achieving reductions in offending (Andrews & Bonta, 2010a; Cullen et al., 2003; MacKenzie, 2006). For instance, a programme employing a social development model that focused on peer association and positive reinforcements and rewards known as principles of SLT was found to be effective in preventing young people's misbehaviour (Catalano, Kosterman, & Hawkins, 1996). Likewise, Andrew and his colleagues developed and tested a successful social learning model for the treatment of delinquent behaviours based on the principles of SLT. Their research found that this model was effective in enhancing self-esteem and affecting personality (Andrews & Bonta, 2010a).

In summary, SLT has been used to explain a diverse array of delinquent behaviours and has the potential for informing positive rehabilitation programmes. A number of studies have shown that SLT has the most significant effect when social learning variables are combined with variables from other theories in integrated models (Higgins & Marcum, 2011; Huang, Kosterman, Catalano, Hawkins, & Abbott, 2001; Jang, 2002). However, more salient to the study at hand is the lack of SLT studies located in Vietnam or in Asia more widely.

#### **2.5.4. The relevance and application of deprivation, importation and social learning theories to this study**

In the current study, deprivation, importation and social learning theories are integrated to provide a basis to examine young people's experiences in a rehabilitation programme within a correctional school in Vietnam. This has been done because of the following reasons:

First, in this study, I want to answer research questions about young people's experiences in a rehabilitation programme in a correctional school by examining how inherent factors inside



the correctional school including school regimes, regulations, staff, programmes and inmate cultures influence young people's lives and their engagement in rehabilitation programmes. Therefore, deprivation theory is relevant in addressing young people's experience in the correctional school through their interactions with and reaction to these inherent factors.

Second, as young offenders enter correctional facilities, they bring with them their values, social and family norms, beliefs and attitudes that shape their identities (Abrams & Hyun, 2009). The importation perspective focuses on how identities and factors adopted by inmates before incarceration influence their behaviours, their lives and assimilation while incarcerated (DeLisi et al., 2011; Gover et al., 2000; Innes, 1997; Schenk & Fremouw, 2012). Therefore, this perspective provides this study with a theoretical lens to address personal attributes including individual characteristics, family, previous habits and education that may affect young people and their participation in programmes in the correctional school.

Third, Akers' (2001) social learning theory has been shown to be effective in treatment or interventions for young offenders in many studies (Andrews & Bonta, 2010a; Lowenkamp et al., 2010; MacKenzie, 2006). SLT has also been used to explain young people's behaviours through their interactions with others (Simons et al., 2004; Tasgin, 2012). In this study, young people in the correctional school in Vietnam experienced living with other delinquents in a strict environment. Hence, SLT is employed to examine whether young people may learn behaviours and acts from their peers while participating in rehabilitation programmes. In addition, Akers (2001) asserts that individual antisocial behaviours and acts may be either ceased or continued depending on mainly differential reinforcement. This study is conducted in a correctional school with its own regulations including rewards and punishment. Therefore, an SLT lens allows this study to explore how school rewards and punishment influence youth experiences in taking part in programmes.

Finally, integration of the deprivation, importation and social learning theories help these theories work symbiotically as illustrated in Figure 2.1. This integration helps in examining young people's experiences through mutual influence between deprivation factors (school regime, school culture, inmate cultures, staff, peers, and programmes) and importation factors (individual characteristics, values, beliefs and attitudes). It is noted that this mutual influence occurs through a process of interactions among young people and between young

people and staff (social learning theory). The following figure will illustrate the application of the integration of the three theories to this study.

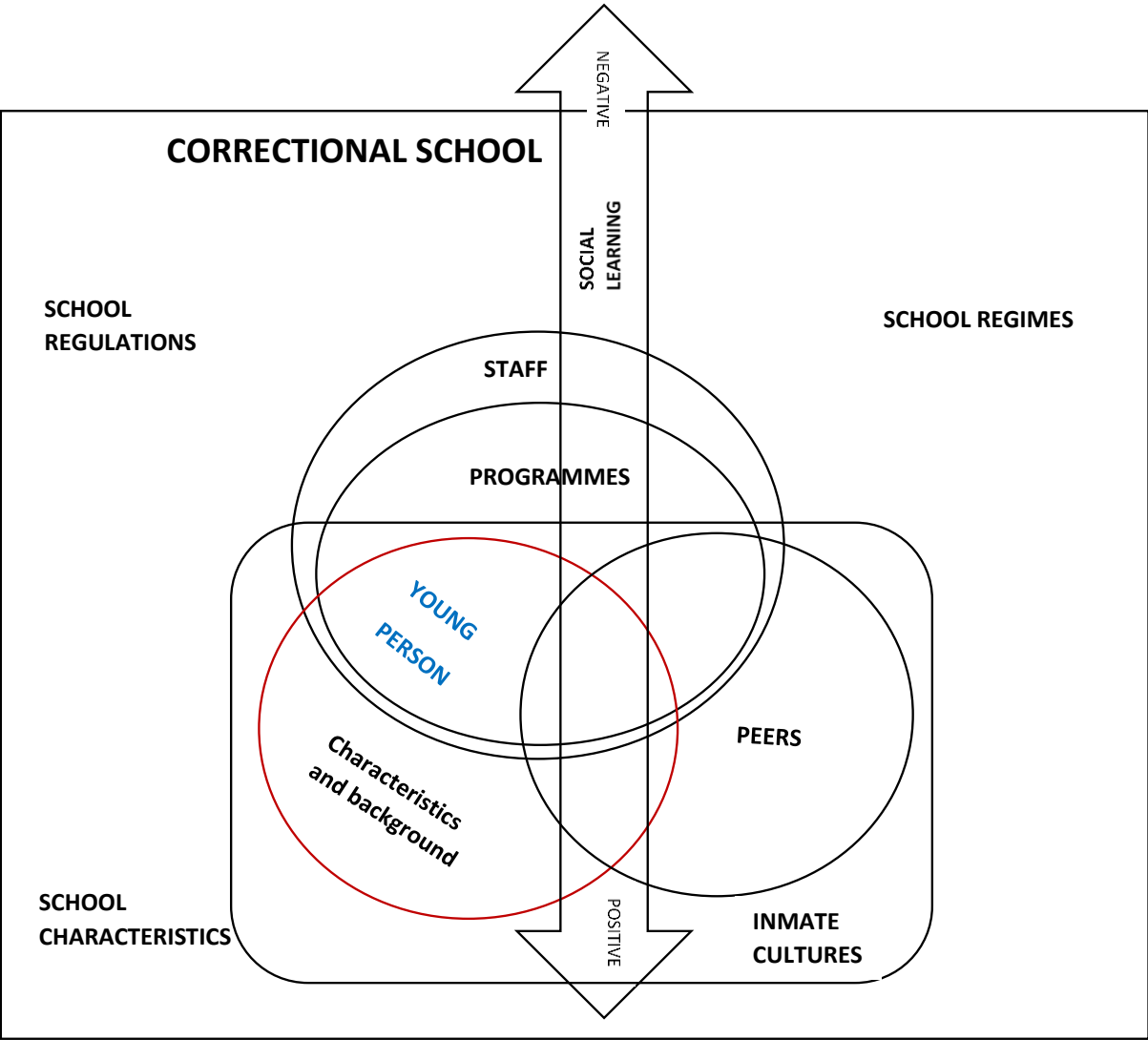


Figure 2. 1: A theoretical framework based on deprivation, importation and social learning theories to explore young people's experiences in the correctional school in Vietnam

The framework in Figure 2.1 illustrates how young people's experiences may be explored in terms of an individual young person including their characteristics, background and their previous experiences – which is illustrated through interactions with other inherent factors inside the correctional facilities. These factors include peers, staff and programmes. Notably, those interactions may bring with them opportunities for a young person not only to be exposed to others' norms, values and behaviours but also to share theirs which creates

inmate cultures. This may lead to their later behaviours both negative and positive. In addition, young people's experiences may be investigated through their daily lives within the correctional school surrounded by school regimes, school characteristics and school regulations.

### **Chapter summary**

The literature has provided an overview of the influence of factors such as the features of prison, prison regimes, personal characteristics and pre-prison factors on inmates through interactions with others while incarcerated. This has been done in light of discussion on theories such as deprivation, importation and social learning and on studies in the field of rehabilitation programmes.

The literature has shown that there is an increasing interest in young people, specifically young people's experiences while incarcerated in detention facilities from both Western and Asian perspectives. However, while Western literature examines in some detail young people's experience, very little has been written from an Asian, let alone a Vietnamese, perspective and none in relation to young people's experiences in detention facilities. Alongside this, there is also an increasing interest in rehabilitation programmes for young people in Western countries, including the improvement of current rehabilitation programmes or models as an important part of what supports young people to reintegrate in society successfully. However, Western studies do not show the importance of cultural and traditional factors for rehabilitation policy and practice. No research illustrates how culture and tradition influence rehabilitation policy and practice, and especially young people's experiences through their response to correctional staff, facility regimes and programmes.

In response to the gaps mentioned above, it is necessary for a study to examine youth voices about rehabilitation programmes in correctional schools in Vietnam. In addition, an in-depth investigation utilising qualitative case study will contribute to a comprehensive understanding of what young people experience in the correctional school and of how rehabilitation programmes work for them. The next chapter presents methodological approach for this study.

## **CHAPTER THREE: METHODOLOGY**

### **3.1. Introduction**

In this chapter, the research design for this study is described. The first section reintroduces research questions and addresses key objectives that guide this study. The second section justifies the appropriateness of the methodological approaches that underpin this study, specifically the research paradigm and research strategy. The data collection and data analysis procedures are then outlined. The chapter concludes with an explanation of how trustworthiness and ethical considerations were addressed in the study.

### **3.2. Research questions and key objectives**

In the previous chapter, the literature review provided an overview of research on young people and rehabilitation programmes. It highlighted the gap in knowledge of young people's experiences in rehabilitation programmes particularly in Vietnam. In addition, much of the previous research used quantitative approaches to measure young people's perception of rehabilitation programmes (e.g. Luong & Wormith, 2011; Roos, 2006; Schaeffer et al., 2014; Van der Stouwe et al., 2016). There have been few studies which have explored young people's perceptions and experiences of rehabilitation programmes and correctional facilities (e.g. Blomberg et al., 2012; Lambie & Randell, 2013; Van der Put et al., 2012). Notably, there is a lack of research conducted on rehabilitation programmes in Vietnam; an exception is a study conducted by Vê (2014). In addition, Vietnam differs to countries in America and Europe. It is likely that social and cultural features will limit the generalisability of findings from North America and Europe to Vietnam (e.g. Blomberg et al., 2011; Koehler, Hamilton, et al., 2013; Lipsey & Cullen, 2007). In order to contribute to rehabilitation policy and practice in Vietnam, there is a need for research that includes young people's voices and that is situated in Vietnam. This prompted me to look for an appropriate methodology for a study seeking an in-depth understanding of young people's perspectives. In order to fill in the gap in the literature review and to seek to explore young people's experiences in a correctional school in Vietnam, the main research question that informed this study was:

- *How do young people perceive and experience a rehabilitation programme within a correctional school in Vietnam?*

This question was designed to gain insight into different aspects of young people's experiences in the correctional school in Vietnam. In particular, it reflects the intention:

- to explore young people's diverse experiences including how they interact with peers, teachers, the school environment, the school regulations and programmes
- to identify the challenges that the young people experience during the initial transition period and over the duration of their time at a correctional school
- to examine what factors contribute to young people's engagement in the programmes and what encouraged young people to reform themselves
- to gain diverse perspectives on the same issues from people working with young people in the correctional school. I was interested in the views of the leadership and staff of the school on young people and their perceptions of what it is like to be a young person confined to the correctional school
- to gain insight into teachers' and leaders' perspectives on the school and on what makes a difference in the rehabilitation of young people.

I hope that the inclusion of diverse perspectives will add to both the credibility of the study and potentially to the usability of the findings.

In order to answer the main question and achieve objectives, five sub-questions were generated:

1. What do young people experience in a rehabilitation programme?
2. What difficulties do young people experience at a correctional school?
3. What motivates young people to be engaged in a rehabilitation programme?
4. What are teachers' and leaders' perceptions of how young people experience the rehabilitation programme?
5. What views do young people, leaders and teachers have on the effectiveness of the school's rehabilitation programme, including the curriculum and its delivery?

### **3.3. Research paradigm**

A research paradigm is the "set of principles" that guides an investigation (Cohen, Manion, & Morrison, 2017, p. 8) or that provides an orientation to the research project based on an array of concepts, values and assumptions (Johnson & Christensen, 2014). Such concepts, values and assumptions guide and direct thinking and action (Mertens, 2010). There are diverse

ways of classifying social research paradigms including positivism, constructivism, advocacy, and pragmatism (Creswell, 2014). A constructivist paradigm (Creswell, 2014) is appropriate for my study for the following reasons: firstly, constructivism recognises the complexity and diversity of participants and their perspectives about the situations under study (Creswell, 2014). It also privileges the ways in which individual knowledge and experiences are constructed through perception, reflection and meaning-making (Klenke, 2008; Shor, 1992). In this study, I am interested in how young people experience and interpret the events of their lives and make sense of their past including offending and of their time at a correctional school. Hence, recognising that experiences and perceptions which are socially constructed by individuals (Mertens, 2010) may be unique, I may access these constructions through narrative interviews, semi-structured interviews and observations. Secondly, a constructivist paradigm acknowledges subjectivity referring to the researcher's own view and intersubjectivity referring to views reconstructed through interactions with others (Grbich, 2007). In other words, constructivist researchers develop an understanding of other people's behaviours and perspectives through their relationships with the participants (Clark, 1997). This study was conducted in a correctional school where the participants both live and study. The participants and researcher interacted to construct and reconstruct understandings of young people's experiences in a rehabilitation programme through an iterative process of interpretation and meaning-making. This process continued from the data collection phase through to the data analysis phase of the project.

Hence, constructivism aligned with my wanting to gain insights into young people's views about and their experiences of programmes. I wanted to hear the young person's voice to have a better understanding of their behaviours. Importantly, constructivism helped me to recognise how I was integrating my own opinions and knowledge gained through interactions with young people.

It is important to develop and identify a research design and data collection methods which are appropriate for the research questions. According to Mutch (2013) and Creswell (2014), the type of research questions directs researchers to the specific type of design as well as to the data collection methods. There have been few published studies on young people's experiences in rehabilitation programmes and if programmes are to be effective, it is important to gain insights into their perspectives. In order to best answer the research

questions, a qualitative case study approach was selected for this study. In the following section, I will justify my choice of a qualitative case study approach.

### **3.4. Qualitative case study approach**

A qualitative case study approach was appropriate for this study for the following reasons. According to Yin (2009), qualitative case studies should be employed when a study focuses on a phenomenon within real-life setting and when the investigator's control of events is limited. In order to get a thick description of participants' experiences of a situation and to capture real life experiences, qualitative case studies are the most appropriate strategy (Cohen et al., 2017). This is especially so when the researcher seeks to understand the world in terms of its participants' viewpoints. In this study, I sought to develop an in-depth understanding of how young people experienced a rehabilitation programmes at a correctional school. Other factors that were likely to be of interest included the young person's story of what led to their being sentenced to the correctional school, how the school and the programmes were designed and organised, social interactions in the school, and what contact the young people had with their family and others outside of the school. Thus, a qualitative case study approach was the approach best suited to this study.

A qualitative case study is an in-depth exploration of an identified case and its context (Stake, 2005). Additionally, in qualitative case studies, researchers typically draw on multiple sources to explore issues through diverse lenses and thus come to understand different aspects of a phenomenon (Baxter & Jack, 2008). The strength of case studies lies in their depth, richness and closeness to real-life situations which enables the researcher to explore a phenomenon unfolding in practice (Flyvbjerg, 2011). In this study, I wanted to be close to young people's actual life situations and to get a variety of evidence, so a qualitative case study was an appropriate approach.

Merriam (2001) suggests that when the focus is on understanding situations with the aim of improving practice, a qualitative case study approach is the best choice. I wanted my research to contribute to improving rehabilitation programmes for young people in Vietnam. In this study, I sought to examine teachers' and young people's perspectives of rehabilitation programmes that may lead to understanding current rehabilitation programmes. This understanding may help in developing ways to improve such programmes.

Qualitative case studies may be categorised into different types based on the purposes of the research such as intrinsic, instrumental and collective case studies (Stake, 2006). A collective or multiple case study (Stake, 2006; Yin, 2009) as illustrated in Figure 3.1 was relevant for this study for the following reasons: firstly, according to Yin (2009), a collective case study should be applied when the research explores ‘how’ questions that investigate phenomenon within a natural settings. This was aligned with the research aim of examining how young people experienced in rehabilitation programmes in a correctional school, specifically, young people’s experiences with peers, teachers and rehabilitations programmes, and their perceptions of a correctional school. Second, a collective case study focusing on a group of cases allows a researcher to develop an in-depth insight into research issues or research phenomenon (Stake, 2006; Yin, 2009). Thus, a collective case study aligned with me wanting to observe, explore, analyse and interpret experiences with and across young people.

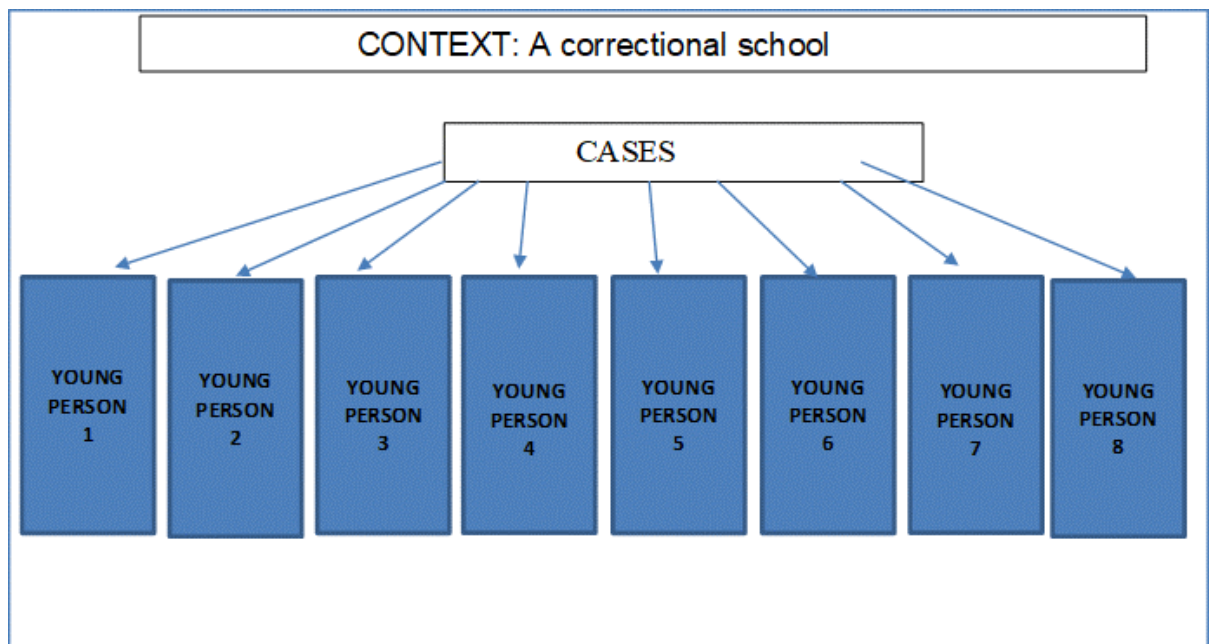


Figure 3. 1: The collective case study adapted from Stake (2006)

Stake (2006) suggests that a study designed as a qualitative collective case study should focus on individual cases to gain an insight into their situational uniqueness and complexity. In this study, in order to provide young people with an opportunity to voice their experiences, the best choice of case was each individual young person living in the correctional school and participating in its rehabilitation programme. Cases are bounded by time, location, activities (Creswell, 2014; Stake, 2005; Yin, 2009) and context (Miles & Huberman, 1994). According to Stake (2006), in order to have a qualitative understanding of a case, experiencing activities of



the case in its contexts and in a particular situation should be of interest. Therefore, in order to generate a picture of the case of this study, I adapted conceptual structure of the graphic design of Stake (2006, p. 5) to design the individual case for the multiple-case study as illustrated in Figure 3.2. Stake (2006) states that each case is a complex entity with “its special contexts or backgrounds” (p. 12). In this study, I sought to explore young people’s experiences in rehabilitation programmes in the correctional school through not only looking at their personal background, family and social context but also in examining their activities in classrooms, work rooms and dormitories, and their interactions with others in the school regime. In addition, historical and cultural contexts are always of interest (Stake, 2006). Therefore, I was interested in Vietnamese culture and ideology that possibly had an impact on each participant’s thoughts, behaviours and acts.

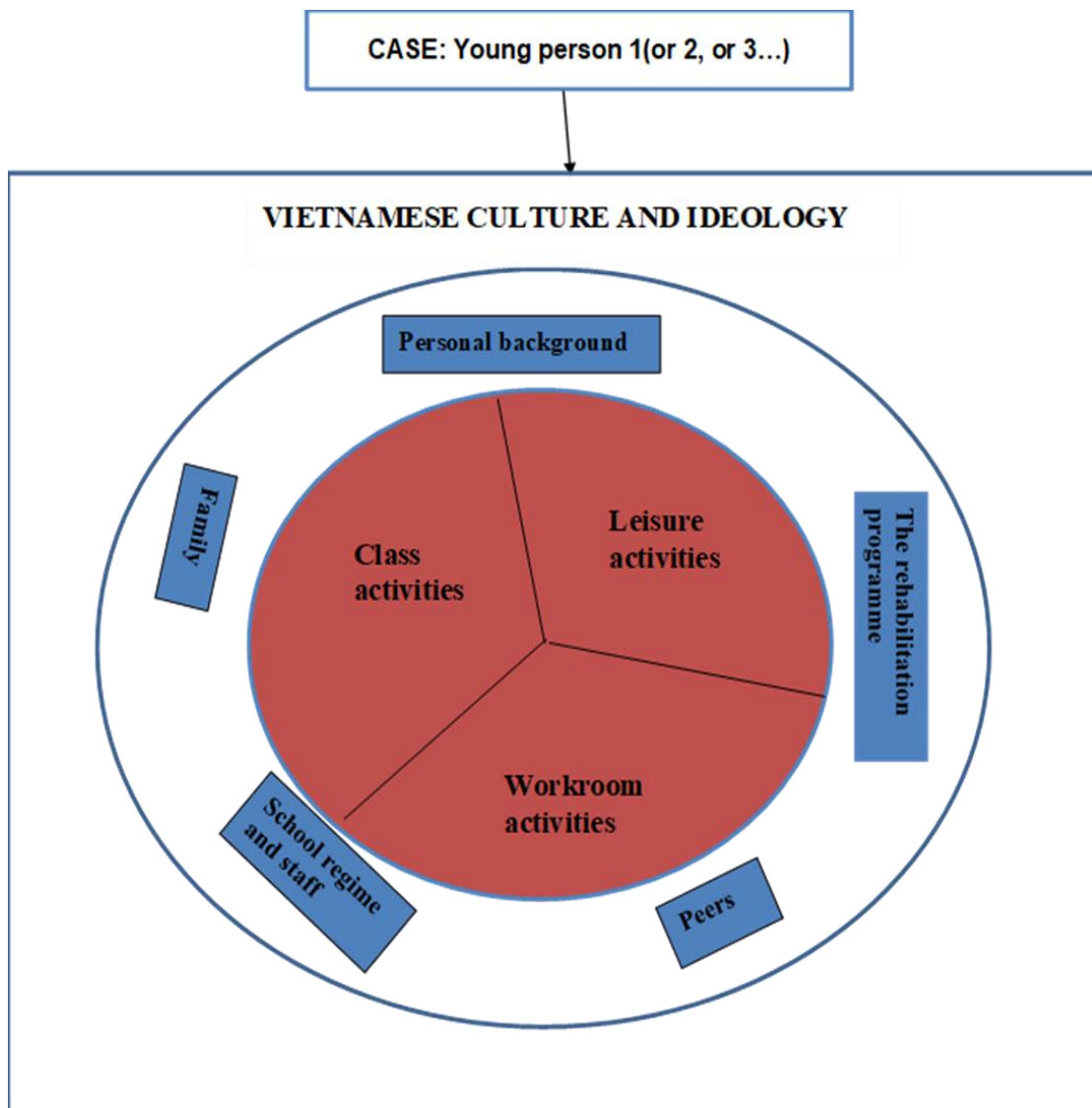


Figure 3. 2: The case diagram adapted from Stake (2006)

In the following section, I will outline and justify procedures of data collection to gain young people's perceptions and experiences of the rehabilitation programme.

### **3.5. Procedures for data collection**

#### **3.5.1. Setting and participant selection**

##### **Gaining access**

There are three correctional schools in Vietnam that are located in the north, in the middle and in the south of Vietnam. All of them are under management of the Ministry of Public Security and they receive only young people aged from 12 years to 18 years. Each school is responsible for reforming and rehabilitating their young inmates through programmes guided by the Ministry of Public Security. By the time of the study, there were 284 young people in three correctional schools.

In part, my selection of the school was influenced by me having a connection with the school, thus, to some extent convenience and in part by the likelihood the school would generate rich data. To minimise the likelihood that the school will be identified, I will not provide geographic features. A detailed description of the school is presented in Chapter Four: Research Setting.

The process of getting permission to conduct this study involved a number of steps of negotiation. The first step was to seek written permission from the Ministry of Public Security as per the regulations for conducting a study at any correctional school in Vietnam. In the next step, the written permission from the Ministry of Public Security gave me an opportunity to gain access to the correctional school and have a meeting with the principal. I gave the principal information on the research project through a letter and my direct explanation (see Appendix 1) to seek permission for me to do research within the school (see Appendix 2).

After gaining permission, the third step involved seeking agreement and support from teachers and the school managers. I was introduced to teachers who were responsible for the general education, vocational training and work programmes and to two managers. I provided information sheets to the teachers and managers outlining my research project and invited them to participate in my research. Consent forms were given to them to complete if they were willing to be part of the study (see Appendices 3,4,5 and 6). The fourth step was to invite young people to participate in the project. I was supported by Mr B, who was

responsible for programmes and teachers. He showed me around the school and introduced me to the young people. He also provided me with the information about the young people which later assisted me to select young people for my project. I met a number of young people and had a discussion with them about my project seeking their agreement to take part. Information sheets and consent forms were provided for young people (see Appendices 7 and 8). The procedure for selecting and recruiting the young people into the research project is presented in the section 3.8, below.

### **Participant selection**

**Young people:** According to Patton (2015), powerful sampling involves selecting cases with rich information on the issues that are relevant to the purpose of the study. Therefore, purposeful sampling was employed in this study. In addition, in keeping with the sample size suggested by Stake (2006) that “benefits of multicase study will be limited if fewer than, say, 4 cases are chosen, or more than 10” (p. 22), eight young people who met the following criteria were chosen as cases for this study (see table 3.1):

- They had been at the school for at least six months
- They volunteered to participate in the research

By the time of this study, there were 149 young people aged from 14 to 19 years including 148 males and 1 female. Among them, 3 were returnees and the rest were the first-time students. Twenty male young people volunteered to take part in this study, all of whom were 16 years old or older (The female did not volunteer to participate in this study). There is evidence about relationship between young people’s ages and their behaviours (e.g. Goncalves et al., 2016; Schenk & Fremouw, 2012), therefore, in order to gain young people’s different perspectives of their experiences, volunteers ranging in ages from 16 years to 19 were chosen.

I was particularly interested in returnees. Returnees had previously been at the school and thus were having their second experience of the school’s rehabilitation programmes. Therefore, among 20 male volunteers, three returnees were chosen first. Then, five other volunteers, who had been at school the longest and would not leave school one month before the research finished, were selected for this research.

The rationale for selecting young people with at least six months of experiences and returnees was based on the purpose of seeking cases that maximised a variety of perspectives and differences in experiences (Patton, 2015). In addition, I wanted participants who would have had sufficient time to engage fully in the programme. The young people who took part in this study are presented in alphabetical order, by the pseudonyms they chose, in the following table:

Table 3 1: List of participating young people

<i><b>Pseudonyms</b></i>	<i><b>Age</b></i>	<i><b>Student type</b></i>	<i><b>Months at school</b></i>
Barcelona	18	1 <sup>st</sup> time	18
Beckham	19	Returnee	19
Chelsea	17	1st time	8
Giant	18	1 <sup>st</sup> time	10
Harry Potter	16	1 <sup>st</sup> time	9
Martin	17	Returnee	Nearly 12
Prince	16	Returnee	15
Spring	17	1 <sup>st</sup> time	13

**Teachers:** The criterion for selection of teachers was their working experience and their duties. Morse (1994) suggests using qualities such as “their knowledge and experience...the ability to reflect, is articulate, [has] time to be interviewed and is willing to participate” (p. 229) to select participants. Based on Morse’s suggestions, the selection criteria for teacher participants were:

- working directly with students
- been at the school for at least four years, and
- volunteered to take part in this study.

By the time of this study, there were 126 staff including 49 females and 77 males. Most of them had been working for a long time in the correctional school. It is noted that it is common for Vietnamese people to work in one place, especially state companies, agencies and schools from a young age until retirement. This leads to a low turnover of staff. However, having worked in the correctional school for a long time brought with it experiences working with

young people, especially an understanding of them including their psychological characteristics and tricks. This enabled teachers to have their own ways and strategies to treat young people including positive and negative ways such as rewards or punishment.

I selected three of the five staff who volunteered. Each of them was in charge of one domain directly related to students that was helpful for my data collection (see table 3.2). In addition, all of three teachers had worked in the school for over 10 years (see table 3.2). This meant that they were experienced with young people and with rehabilitation programmes. Therefore, their perspectives of young people's experiences and programmes were diverse. Other two teachers volunteered were not chosen because their work at school was related to administration.

Table 3.2: List of participating teachers and their responsibility

<b><i>Pseudonym</i></b>	<b><i>Gender</i></b>	<b><i>Position</i></b>	<b><i>Responsibilities and activities</i></b>	<b><i>Years working at school</i></b>
FM	Female	*Head of Division of general education *Teacher in the educational programme	-General educational programmes and personnel management of division	16
MH	Male	*Deputy Head of Division of the form teachers *Form teacher	-Young people in work programmes, vocational training, general education. -Young people's daily life and personnel management. -Reports about young people's study in general educational programme and vocational training were sent to him.	15

			-Manage other form teachers.	
MV	Male	*Form teacher	-Young people in work programmes, vocational training, general education. -Young people's daily life and personnel management. -Reports about young people's study in general educational programme and vocational training were sent to him.	10

**Manager:** There were three people on the management board all of whom had worked at the school for over 30 years. The principal was in charge of general management. The duty vice principal was responsible for programmes including work, vocational training and general education programmes. The second vice principal was responsible for physical facilities and personnel issues. The duty vice principal was selected for this research because he not only volunteered to take part in this research, but he also had a frequent and direct contact with the young people in his role of the duty vice principal.

### 3.5.2. Data collection process

#### Observations

Observation is a way of collecting live data from “naturally occurring social situations” (Wellington, 2015, p. 247). Cohen et al. (2017) suggest that using observations as a method of data collection has the potential to allow a researcher to gain more authentic and valid data. In addition, Patton (2015) states that observations give the researcher an opportunity to look at participants' activities in real situations, which gives the researcher access to things that participants may not share in interviews. Observation also offers the researcher an

opportunity to develop a deeper understanding of what is being investigated. In other words, according to Creswell (2014), observations allow the researcher to notice unusual aspects of the situation. In this study, I used both nonparticipant observation and participant observation.

Non-participant observation is a data collection method that not only helps to gain a deep insight into activities and events at the setting, but it also allows the researcher to capture interaction activities among participants (Liu & Mailis, 2010). In order to have a better understanding of young people's experiences in rehabilitation programmes, I conducted three or four 45-minute non-participant observations in general education, sex education, civic education and life skill classes for each case. The number of observations and sessions were based on young people's participation in classes and their perspectives of those classes provided during interviews. This enabled me to obtain rich data and also to triangulate information gained from interviews. Activities and interactions among young people and between young people and teachers, and young people's attitudes towards lessons were recorded in the observation protocols (Appendix 10). In order to minimise the level of disruption and influence of my presence on teachers' and young people's behaviours, I attended lessons every day for 10 days before starting to record observations, in the hope that participants became accustomed to my presence in the class. This helped me to get to know about daily class activities that led to changes in observation protocols before recording started. In addition, due to getting accustomed to my frequent presence, teachers and young people may not have felt uncomfortable or strained in a way that may have minimised their performance in a certain way. I chose a seat in a back corner of the class where my presence would not distract the young people.

In contrast to being a non-participant, participant observation is a method that ideally reduces the likelihood to act or react in a certain way when people are observed and provides the researcher with an opportunity to have a better understanding of culture of the setting where the research is conducted (Bernard, 1994). Importantly, participant observation helps the researcher to build a relationship with participants (Schensul, Schensul, & LeCompte, 1999). As a participant observer, I worked each day with the young people in the workrooms such as making fish nets or weaving baskets. At weekends I joined in pastimes such as playing chess or ping pong, and this helped me build rapport with young people and teachers. Over time, interacting with the young people helped me to develop a better understanding of them

and also helped me in the development of the interview questions. In order to get a better picture of individual participants, I used observation protocols to record notes of participants' activities and their interactions with teachers and peers (see Appendix 10). Immediately after each activity, I recorded what I had observed in a reflective journal. In addition, follow-up interviews were conducted after observations as a way of triangulation.

### **Narrative interviews**

A narrative interview is a comprehensive way for researchers to gain access to an individual's experiential world (Flick, 2002). Unlike other kinds of interviews such as, semi-structured interviews, which use open-ended questions to get participants' views on a topic in questions (Creswell, 2014), narrative interviews are a traditional form of communication which enables participants to reveal their personal experiences via their stories (Muylaert, Sarubbi Jr, Gallo, & Neto, 2014). According to Nohl (2010), narrative interviews are important for qualitative research because the experiential period in which stories or biographies are recorded from participants' perspectives can be extended. In addition, narrative interviews allow participants to "speak off the cuff about a part of their everyday life that is of interest to the researchers, be it their entire life story" (Nohl, 2010, p. 196).

In this study, I conducted several narrative interviews with each participant in Vietnamese to gain insight into their experiences at school. Each interview took between 20 and 35 minutes, was audio-recorded, transcribed and the transcript given to the interviewees to check. For the first interview, interview questions were based on the research questions (see Appendix 11). For the next interview, interview questions were based on transcripts of the previous interviews and observations. This helped me not only to gain insight into issues in the previous interviews, but also to eliminate misunderstanding or inaccurate interpretation from the observations. The locations for the interviews were based on a combination of what was acceptable for the school and the young people's choice. Interviews were held in a small school meeting room, in the yard or in dormitory rooms.

### **Informal conversational interviews**

Gaining trust from interviewees is important to the success of an interview and good relationships with participants help in facilitating the research (Fontana & Frey, 1994). Patton (2015) suggests that an informal conversational interview brings with it spontaneity, flexibility and responsiveness to situational changes and individual differences. In addition, informal



conversational interviews provide another way to triangulate data from observations. In order to build rapport with young people, teachers and leaders and to gain their trust as well as to deepen my understanding, I had many informal conversational interviews. Those with young people often occurred while I took part in activities with them. I had lunch and dinner with the staff in the school canteen which provided opportunities for informal conversations. Through those conversations, I gained insights and information related to this research that I used for triangulation and for clarification of what I did not understand in the previous interviews and observations. I would make notes from such conversations' information in my reflexive journal after I left the place of the conversations.

### **Semi-structured interviews**

Semi-structured interviews, a common form of interview, are conducted in an openly designed interview situation which allows the interviewee to express their view-points (Flick, 2002). The semi-structured interviews were conducted with teachers and a manager in Vietnamese to gain their perceptions of young people's experiences. Apart from using interview questions based on research questions (see Appendices 12 and 13), I used follow-up questions to gain both clearer answers and deeper insight into their perceptions. Interviews were audio recorded, transcribed and given to participants to check for meaning.

### **Documents**

Documents provide a source of information which helps researchers to understand context and participants (Creswell, 2014). In this study, access was sought to young people's files and records, and documents related to the school, its activities and text books used in educational programmes. These were examined to better understand young people, programmes and the school. Documents were read and interpreted and then used to inform the description of programmes and as supplementary data for each case. For example, young people's files provided me with information about young people's school history, family circumstances and reasons for being incarcerated. This supported to triangulate data provided by participants. Additionally, text books of educational programmes enabled me to have an understanding of programmes in a systematic way. This understanding helped me with subsequent write-up as presented in Chapter 4.

## **Field Notes**

Field notes are the essential data collection technique of conducting qualitative research (Thorpe, 2008) as accurate and detailed records of events, observations, interviews, ideas and thoughts enable researchers to capture their thoughts and understanding (Gambold, 2010). In qualitative data collection, field notes are a useful method to strengthen observations (Gray, 2009). According to Flick (2002), field notes, in which observations are documented by researchers, increase the reliability of data and interpretations. I kept field notes at each stage of the data collection process. This included when I gained access to the school, when I was shown around and introduced to all staff and students at the school, and after all observations, interviews and meetings. In this study, observation protocols were used as field notes. Observation protocols were used to record students' and teachers' activities, behaviors, attitudes and their interaction with others and then they were used to stimulate interviews with participants as a way of minimising biases of my own thought and interest that might affect this research and as a way of assisting triangulation. To enhance the reliability of data, I recorded descriptions of the school, participants and their behaviours, actions and communication, including verbal and non-verbal in a notebook.

## **Reflective journal**

In addition to field notes, keeping a reflective journal enables the researcher to reflect their own assumptions, experiences, choices and actions during the research process (Mruck & Breuer, 2003). Additionally, using a reflective journal makes the research process visible to the researcher through records of their own reflection (Ortlipp, 2008). During the data collection process for this study, I used a reflective journal to record my perspectives, feelings and emotions and what I saw, heard and experienced. While completing fieldwork, I wrote down my feelings after first meeting with the young people, my feelings after joining in activities with them, my emotions for their stories shared by them, my thoughts about school regulations and teachers, and my experiences in activities and programmes. In particular, what I had observed was recorded in a reflective journal. This became a routine I maintained throughout my research investigation. Additionally, in the reflective journal, I highlighted concerns about the impact of my presence in the classrooms or workroom on young people's and teachers' performance. In addition, concerns about influence of relationships with teachers and staff, and with young people on my interpretation of data were mentioned in the reflective journal. I also recorded thoughts that occurred to me during the data collection

process. This enabled me to map my understanding of my role as an interviewer, and a researcher. Reflective journal was used as a data source to triangulate this research.

### 3.53. Data collection timeline

Data collection procedure was conducted for four months from August to November as illustrated in the table 3.3.

Table 3 3: Data collection timetable

Date	Data collection activities and method	Number of participants
1 to 14 August	Meeting teachers, managers and students and explaining the research and inviting participants. Distribution of information and consent forms  Taking part in activities with teachers and students and managers to build rapport	
15 to 21 August	Observations in classroom, workroom and playing fields.  Interviews.	Student x2  Teacher x 2
22 to 28 August	Conducting narrative interviews.	Student x 1
29 August to 4 September	Conducting narrative interviews.	Student x 1
5 to 11 September	Observations in the classroom, in the workroom and playing fields.	Student x 1  Teacher x 2
12 to 18 September	Conducting narrative interviews.  Conducting a semi-structured interview.	Student x 1  Manager x 1
19 to 25 September	Observations in the classroom, in the workroom and playing fields.  Interviews.	Student x2  Teacher x 2
25 September to 2 October	Conducting narrative interviews.	Student x 1  Teacher x 1

2 to 9 October	Observations in the classroom, in the workroom and playing fields.	Student x 1 Teacher x 2
10 to 16 October	Conducting a semi-structured interview.	Student x 1 Teacher x 1
	Observations in the classroom, in the workroom and playing fields. Interviews.	Student x 1 Teacher x 1
17 to 23 October	Conducting narrative interviews. Conducting a semi-structured interview.	Student x 1 Teacher x 1
24 to 30 October	Observations in the classroom, in the workroom and playing fields.	Student x 8 Teacher x 3
31 October to 6 November	Conducting narrative interviews. Conducting a semi-structured interview.	Student x 1 Teacher x1
7 to 13 November	Observations in the classroom, in the workroom and playing fields Interviews.	Student x 8 Teacher x 3
14 <sup>to</sup> 20 November	Conducting informal interviews with students, teachers and the manager.	Student x 8 Teacher x 3
21 to 30 November	Conducting informal interviews with students, teachers and the manager.	Student x 8 Teacher x 4 (including a manager)

### 3.6. Data analysis procedure

#### 3.6.1. Transcribing and translating

After conducting interviews and observations with young people, teachers and the manager, I transcribed the interview recordings and sent their transcripts to each interviewee to verify the accuracy of data. Then I translated the transcripts from Vietnamese into English. In order

to ensure the accuracy of my translation, my translation was sent to a Vietnamese Ph.D. student studying at Victoria University for double-checking. To maintain confidentiality of participants and data, a confidentiality agreement was signed by that student and pseudonyms were used for participants.

### **3.6.2. Data analysis**

Analysing and interpreting data are at the core of qualitative research (Flick, 2002). In keeping with a collective case study design (Stake, 2006), I undertook two periods of data analysis: individual case analysis and cross-case analysis. In order to facilitate the data analysis process, I used the NVivo software. This software assisted me to locate materials, particular phrases and words. It also enabled me to identify codes from units of data and to create themes from merged codes.

#### **Individual case analysis**

Stake (2006) suggests that individual case analysis enables the researcher to capture the uniqueness, and complexity of each case. Therefore, in order to produce a portrayal of each case, individual case analysis was conducted in this study.

Before analysing data, I made a database for each case as shown in Figure 3.3, below:

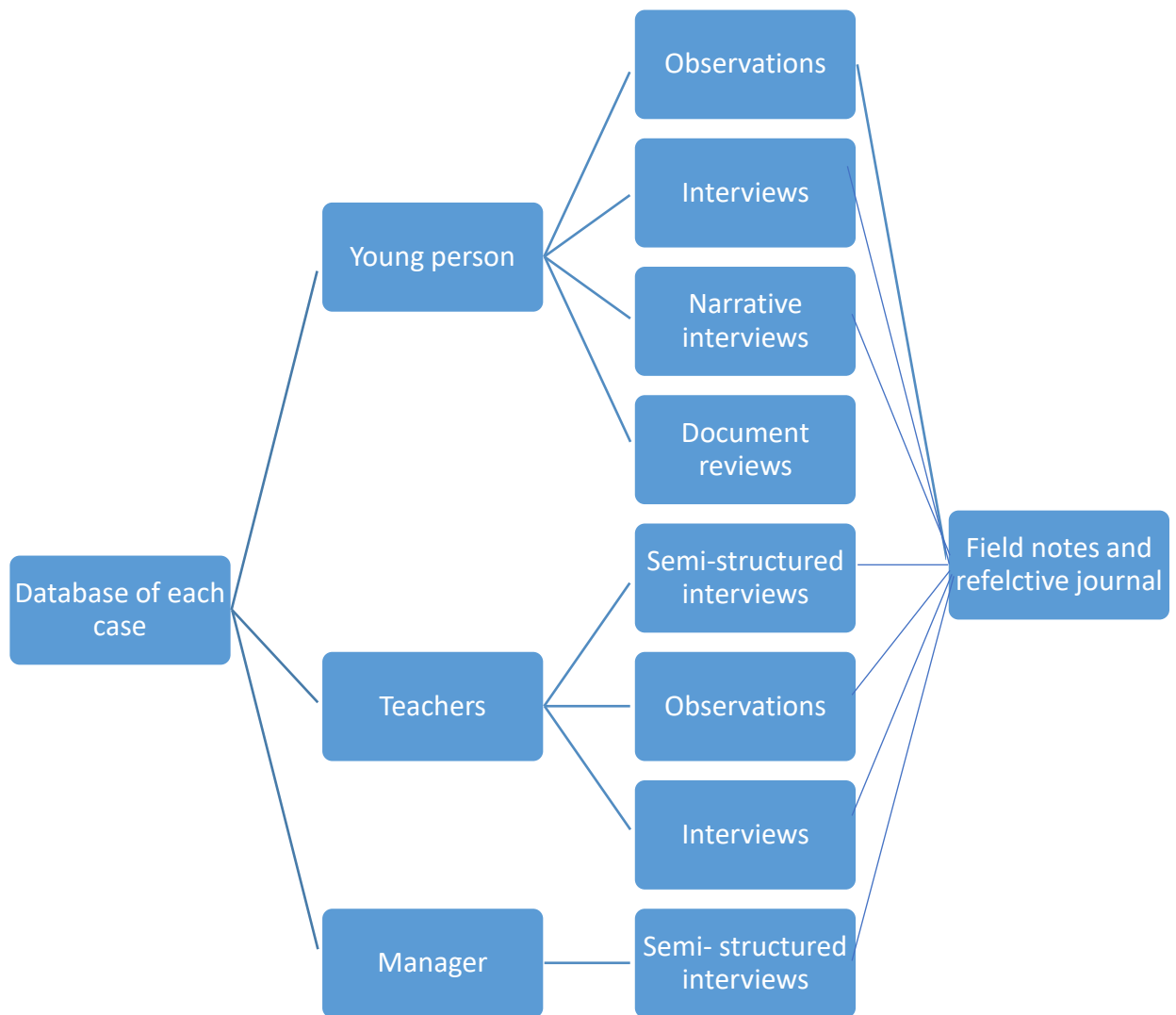


Figure 3. 3: Database of each case

For individual case analysis, thematic analysis was used to analyse data from individual cases. Thematic analysis is defined as a method in which patterns within data are identified, analysed and reported (Braun & Clarke, 2006) and is widely used in qualitative data analysis. I chose this method for the following reasons:

First, thematic analysis is a method which helps researchers to gain insight and knowledge from data (Braun & Clarke, 2006), so, by using thematic analysis, knowledge about young people's experiences emerged. Second, thematic analysis is theoretically flexible (Braun & Clarke, 2006). Different kinds of research questions can be answered by using thematic analysis within different frameworks. In addition, thematic analysis is suitable for questions which are related to people's experiences and perceptions (Braun & Clarke, 2006). Therefore,

thematic analysis suited this study, which aimed to examine young people's experiences, and their perceptions of the rehabilitation programme in the correctional school.

In order to analyse data in all aspects, I combined the six-step process of Braun and Clarke (2006) and the process of qualitative data analysis of Creswell (2014) as a framework in analysing data in this study, as shown in Figure 3.4, below.

First, data were prepared and organised for analysis. Then, the data were read and re-read. I took notes on my initial ideas. The third step was to generate initial codes. The data were coded. Then the coded data were highlighted and the data which had the same code were collated together. In the fourth step, I examined the codes and collated data to search for themes. I sorted the different codes into potential themes. After themes emerged, all collated data were checked to make sure that they fit into each theme and all data form a coherent pattern. Then each theme was considered in relation to the entire set of data and research questions as well. The fifth step was to define and name themes. Naming themes were based on features of collated data to ensure that readers can understand what themes are about (see Appendices 14a and 14b). The last step was to produce the report. All analysis was presented in a concise, coherent, logical report in which sufficient evidence of each theme with vivid examples from the data were provided. The results of each case analysis were reported case by case in Chapter Five. Based on the graphic design of each case adapted from Stake (2006, p. 5), I reported them in utilities to show "the complexity and contextuality of the case" (Stake, 2006, p. 308).

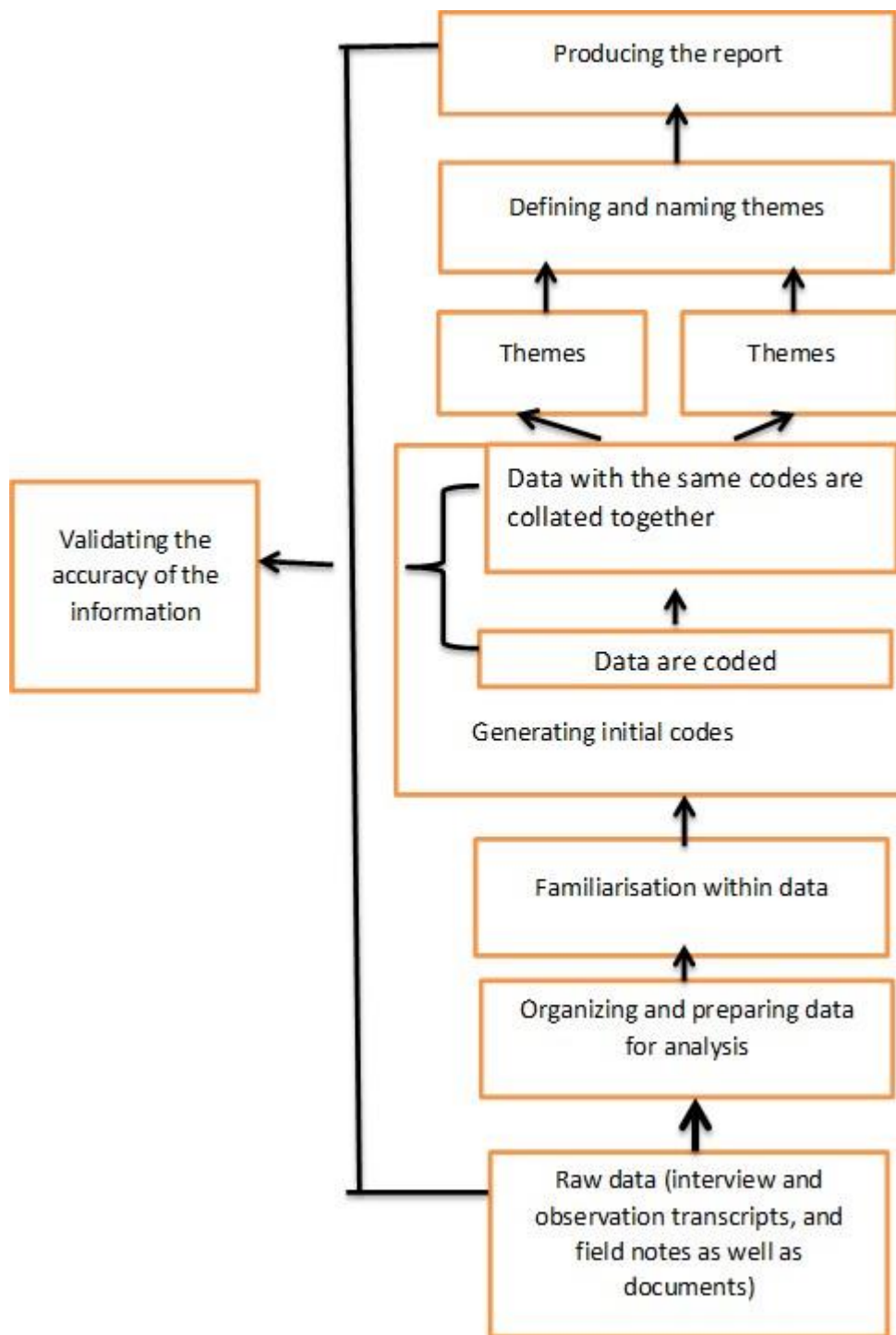


Figure 3.4: Data analysis framework based on the model of Creswell (2014) and steps of Braun and Clarke (2006)

### **Cross-case analysis:**

Cross-case analysis is a procedure in which similarities and differences as well as themes across cases are identified (Mathison, 2005). Stake (2006) states that cross-case analysis is an analysis which aims to find out “the common relationships across cases” (p. 39) instead of looking for the uniqueness of each case. In this study, I sought to explore relationship, issues



and phenomenon that “strings cases together” (Stake, 2006, p. 39), so cross-case analysis was the approach best suited.

Before starting cross-case analysis, I initially identified themes based on research questions as suggested by Stake (2006). This provided an orientation to the research reports (see Appendix 14). Then I used findings (themes) from the individual case analysis and themes based on research questions for cross-case analysis (see Appendix 14a, 14b and 15). I used the matrix in which themes and case findings were generated to emphasise case findings and the various situations (Stake, 2006) (see Appendix 16). This matrix also helped common themes across cases to emerge. Based on the matrix, cross-case analysis was reported in Chapter Six.

### **3.7. Trustworthiness**

Trustworthiness is related to quality of the research. In order to ensure the trustworthiness of the research, the issues of credibility, dependability, confirmability and transferability were addressed in this study.

#### **3.7.1. Credibility**

Credibility involves internal validity (Lincoln & Guba, 1985). According to Lincoln and Guba (1985), prolonged engagement, persistent observation, triangulation, peer debriefing, negative case analysis, referential adequacy and member- checking can be used to increase credibility of the research. Creswell (2014) also adds a rich, thick description and clarifying the bias, and negative information as well as using an external auditor as strategies to enhance credibility. In this study, in order to manage credibility, firstly data triangulation involving using a variety of methods, sources, theories and investigators to gain verifying evidence was employed (Onwuegbuzie & Leech, 2007). I triangulated this research by using a variety of data sources such as data from observations, semi-structured interviews, narrative interviews and field notes to ensure the quality of data. In addition, this study used different data collection methods that were narrative interviews with young people, semi-structured interviews with teachers and a manager, observations with young people and teachers, stimulated recall interviews with students and teachers after observations and accounts related to this research in the field notes. Secondly, to avoid inaccuracies or misinterpretations of data, member-checking was applied. After interviews and observation data were transcribed, transcripts were sent to participants to check the accuracy of

transcription. Thirdly, as I was aware that extension of time period enabled rapport with participants to develop and increase, that may help to gain sensitive information from participants (Krefting, 1991). I employed prolonged engagement strategy. Before starting my research project in this school, in order to gain trust and have a better understanding of research site, culture and participants, I went there 2 weeks earlier and spent time speaking to teachers and young people at the school and building rapport with young people and teachers under investigation.

### **3.7.2. Dependability**

Dependability involves reliability (Guba, 1981) or the consistency of the interpretation of data (Cohen et al., 2017; Merriam, 2001). Dependability also focuses on ensuring the process of the inquiry to be “logical, traceable, and documented” by the researcher (Schwandt, 2007, p. 299). Hence, in order to enhance the dependability of this study, I established an audit trail in which the way of collecting data and the way of developing categorisation as well as the processes of analyses and interpretation were recorded. In addition, I conducted a code-recode strategy on the data (Krefting, 1991, p. 221). After coding data, I recoded the same data in the next two weeks and then compared the results. Furthermore, my supervisors were external auditors for this study and examined the entire research process and findings.

### **3.7.3. Confirmability**

Confirmability refers to the extent to which results of the research can be reviewed, then identified and verified (Cohen et al., 2017). In addition, Lincoln and Guba (1985) argue that confirmability is a degree of neutrality to which the findings of a study are formed by the participants and not the bias of the researcher. In order to establish confirmability, an audit trail was established and kept (see *Dependability and Field Notes*) throughout the research process, a reflexive journal was used (see *Reflective journal*) and data triangulation was employed (see *Credibility*). In addition, the entire research process such as collecting data and developing categorisation as well as the processes of analyses and interpretation was under supervision of my supervisors.

### **3.7.4. Transferability**

Transferability relates to applicability. Lincoln and Guba (1985) state that transferability refers to whether the findings can be applied in other contexts or with other respondents. In order to ensure transferability, I used a thick description of research methodology, research

process, background information about informants and research problems (Johnson & Christensen, 2014), which allows readers to make sense of the study findings, evaluate the study and potentially relate the findings of the study to other similar contexts.

### **3.8. Ethical considerations**

Ethical considerations are both extensive and reflected throughout the research process (Creswell, 2014). This study was related to juvenile offenders, a vulnerable population (Loeber & Farrington, 2012) that suffers from incarceration and deprivation of basic rights such as liberty (United Nations, 1989). In addition, they have vulnerability to coercion, provocation and stressful situations (Scott & Steiberg, 2008; Steinberg & Scott, 2003). Therefore, issues around juvenile offenders were acknowledged and addressed during the human ethics process and this study was approved by the Human Ethics Committee (HEC) of Victoria University of Wellington, New Zealand with approval number 23186 (see Appendix 17).

Before conducting this study in a correctional school in Vietnam, I had experienced a procedure of getting permission (See section Gaining access to research site). At the first onset of this study in the school, I was aware of potential sensitive issues that might cause problems to participants. Hence, I followed the following strategies to maintain the ethical principles:

Firstly, in order to call for voluntary participation, I gave a detailed explanation to all the young people in the correctional school about my research project. Then I chose participants among the volunteers. Before data collection, I explained to them their rights and roles and strategies I would use to guarantee their safety and confidentiality.

Although all my participants were over the age of 16 years, I provided parents with information sheets on my research at the annual parent conference (early August) (See Appendix 9). This was before I started data collection in order to provide parents with the opportunity to discuss the research with their children and to contact me if they did not want their children to take part in my research. However, all supported their children's participation. Secondly, written consent forms were sent to teachers and a manager.

For young people, I was aware that some of them had problems with reading and writing, so consent forms were read out to and checked for understanding with the students before the consent forms were obtained through audio-recording. They were all made aware that they

had the right to withdraw from my research project at any stage before the 1 November 2016. Thirdly, in order to protect participants' confidentiality, I not only gave them the opportunity to choose pseudonyms, but I also transcribed interview and observation data by myself. In data reports, all information that possibly identified the participants was omitted. Furthermore, my academic supervisors and my student colleague who checked my translations were the only people to have access to the data. Fourthly, I was aware that young people were a vulnerable population and this characteristic has been recognised by a number of commentators (e.g. Loeber & Farrington, 2012). Therefore, their participations must be voluntary without coercion, provocation and other people's influences. In addition, with the belief that young people may have stress and embarrassment due to their involvement in the research project (Miller & Brewer, 2003), during interviews and observations, I did not judge their opinions and behaviours and actions and I was also careful about using words in interview questions in order not to cause stress or embarrassment to them. In addition, I was also concerned about conflict with teachers and others when young people participated in this research, so all information I got from young people was kept secret and young people were always reminded that they had the right to withdraw from this research if this research caused them stress and conflict with others. Fifthly, data collected from interviews and observations were saved in an external hard drive with password protection that was kept in a secure place. Data will be destroyed four years after the conclusion of the research because I may use the data for presentation in publications or at a conference. However, any information which would identify participants will not be published. Lastly, as a researcher, I was concerned about my safety at the research site. Hence, all interviews with young people were conducted in places that the young people chose, however, the places as agreed to by the school. Furthermore, whenever I played or had a talk with young people at weekends in the school grounds and in their dormitory, I let staff on duty know so that they could keep an eye on me.

### **Chapter summary**

This chapter has justified use of qualitative case study methodology for this study with its effectiveness in gaining an in-depth insight into young people's experiences through social construction of reality. The chapter has described how and what kinds of case study were employed in this study. Settings and recruitment of participants were also explained. The

chapter has also given a detailed description of data-collection methods and procedures, followed by an explanation of data-analysis methods. Finally, the chapter has addressed ethical considerations in which basic principles of human ethics were described.

## **CHAPTER FOUR: RESEARCH SETTING**

### **4.1. Introduction**

This chapter provides detailed information about the correctional school including a description of its location, the young people and staff, and the group structure of the school. In addition, a description is provided of the educational and vocational programmes provided at the time of the research. School regulations and I policy are briefly described.

### **4.2. Location**

The school at the centre of this study is under the management of the Ministry of Public Security and is located in a large province. The school are set up to cater for young people aged from 12 years to 18 years. By the time of this study, the young people at the school were all aged from 14 to 19 years. Some young people who are sent to the correctional school at the age of 18 years turn 19 during the period of incarceration, however, they remain in the correctional school until their sentence ends.

Physically the school is divided into two main areas. The school campus and dormitories are built on the same area of land. They are surrounded with high walls with barbed wire on the top as a way of preventing young people from escaping. There is a guard tower in the back yard in this area and only staff on duty are given a key to open the tower door.

Dormitories are concrete two-floor buildings, and rooms in the dormitory have a mezzanine floor. Young people are placed in a group in which they live and work together. Each group is placed in a room within a dormitory. In the past, there were people between 60 to 70 young people in a group, and both the ground floor and mezzanine floor in the room were used by them. Male and female students were incarcerated in separated rooms, but in the same building. However, at the time this study was being conducted, there were only 14 to 17 students in a group and only one girl (refer to the next section), so only the ground floor was used by young people and the mezzanine floor was used for storage. The number of young people in a group often changed because of the varying lengths of young people's sentences and an influx of new comers.

Rooms have natural light during the day because they have three or four large windows with metal bars and long small fixed windows above the larger windows. These windows keep the rooms cool in summer but make the rooms cold in winter.

Rooms are installed with a system of lights which provide enough light for young people to study and a TV for young people to watch films, news or entertainment programmes. The room has concrete bases for the young people to put their wooden sleeping boards on. Young people in each group share a large bathroom. On one side of the bathroom, there is a big concrete tank from which young people take cold water for their shower and the other side has toilets

The school campus was used for educational programmes and vocational theory classes. All classrooms were equipped with projectors and flexible screens. At the time this study was conducted, only classrooms in the group floor were being used.

A second area consisted of workrooms, which were situated in front of the dormitories in the same area as the staff and leaders' offices, staff canteen and the guest house. These were surrounded with walls without barbed wire on the top. The work rooms had some equipment: lights, ceiling or standing fans and work stools. Normally, the young people sat on short stools or on sedge mats to work. At the time this study was conducted, construction had been underway for several months of new buildings for staff offices (see Figure 4.1, below).

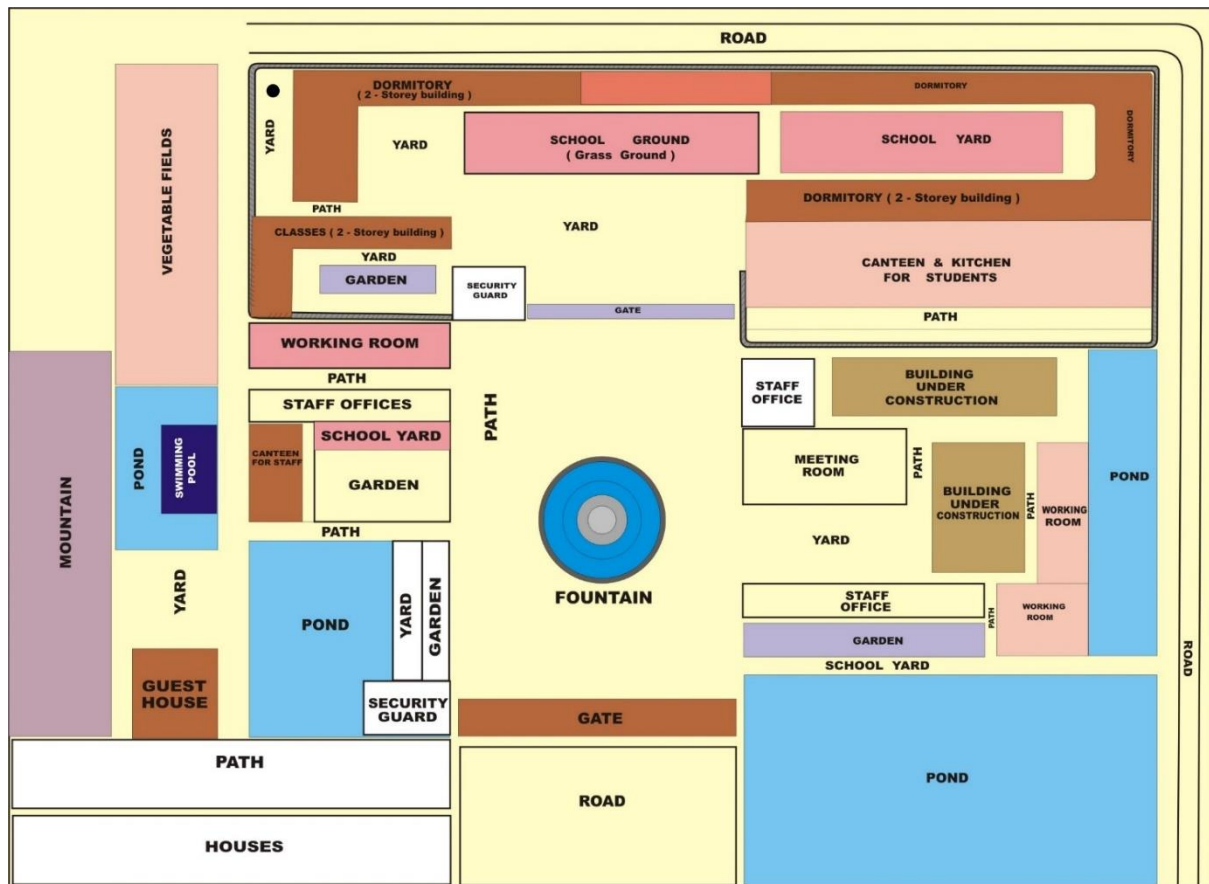


Figure 4.1: Plan of the correctional school

### 4.3. Young people and staff

At the time this study was conducted, there were 149 young people including 148 males and 1 female living at the school. The female was the only person in the school that had been sentenced under the Penal Law. This young person was sentenced for murder committed while she was suffering from a psychological disorder. She spent 6 months of a 24-month sentence at the correctional school. She was 18 years of age and had completed grade 9. Unlike the male students, she lived in a female staff break room in order to ensure her safety from the young males. The room was within the students' dormitory. (Previously, female students were kept along with males. However, they lived in separated rooms in the same dormitory). The room had a shower with a hot water system instead of the cold-water tank. Every day, she did not participate in activities with the others. She was assigned to do different work alone, for example, sweeping the school yard, weeding the garden or running errands for staff. However, there was always a female staff member supervising her when she was not in the dormitory room.



The young males were placed into specific groups (presented in the next section) and they were provided with a winter and a summer uniform which they were required to wear when they took part in programmes.

The 126 staff members included 49 females and 77 males, and all were police officers. They were required to wear police uniform while working. All staff working in educational programmes who had degrees relating to education and were trained in teaching method programmes may not have been to police colleges. The rest of the staff were trained in police colleges.

Staff and young people followed the same timetable each day. Young people who attended educational programmes in the morning participated in work programmes in the afternoon and vice versa. Those not attending educational courses worked all day. However, like students in a regular school, during summer time (from June to the beginning of September), young people did not attend educational programmes. Instead, they worked or attended vocational training courses. During that time, staff of general educational programmes were assigned to support form teachers to manage the young people.

The young people started to work or learn from 6.30 am to 10.30 am and from 1 pm to 5.30 pm. From 10.30am to 1pm they had lunch and relaxed. Staff (except those on night shift) went home at 5.30 pm. Between 5.30 and 7.30, the young people had two hours for their personal hygiene such as bathing or washing and then had dinner. At 7.30 pm they were required to revise their academic education lessons for two hours. Those who did not attend the academic education programme were required to read books.

#### **4.4. Groups and their characteristics**

After young people received an order from the court, prior to being sent to the correctional school, they were drug tested by the police of their district. However, the police only chose some for drug tests they suspected of using drugs, or via random selection. If they tested positive for drugs, they were sent to treatment facilities before the correctional school.

When young people arrived at the school, they were placed in a group for newcomers for 1 to 3 weeks. Duration in this group depended on their acknowledgment of school regulations. Then, they were assigned to a specific group such as those listed in Table 4.1. Young people were only moved to other groups when programmes they took part in were completed. At

the time of this study, there were seven groups (see Table 4.1, below). Previously there had been two additional groups: sewing and cashew nut-separating which some of the returnee students had participated in.

Table 4.1: Groups in the correctional school

	<b><i>Group</i></b>	<b><i>Symbol</i></b>	<b><i>The number of young people</i></b>
1.	Mussel-net making	Group A	15 to 17
2.	Vegetable-growing	Group B	11 to 16
3.	Cushion-making	Group C	17
4.	Group for new comers	Group D	4 to 10
5.	Basket-weaving	Group E	14 to 15
6.	Construction	Group F	14 to 15
7.	Cooking	Group I	8 to 12
8.	A Star	Group A Star	5 or 6

Each group had its own functions. The group for new comers was for the members to get used to school regulations and school life. They were provided with school regulations to learn by heart. At the same time, they were assigned to weep the garden and to clean the school yard in the dormitory area.

Mussel-net-making, basket-weaving, vegetable-growing and cushion making were activities in work programmes. The activities were broken into tasks or steps which were allocated to different people. For example, there were 12 steps in making mussel nets: preparing thread, threading metal rings into nets, using cello-tape to connect metal rings, using plastic thread to cover metal rings, pulling nets around the metal rings, checking nets, sewing nets, tightening nets, threading metal round bars into nets, sewing bars and nets, threading red thread into nets, and threading a rope through nets. Each person had to be in charge of one or two steps.

In contrast basket weaving only had three steps: weaving basket beds, weaving basket sides and weaving the top of the basket sides. Each person was assigned one or two specific steps. In cushion-making groups, each person in the cushion-making group had to make cushions instead of sharing steps like in the mussel-net making and basket-weaving group. Vegetable-

growing had four steps: hoeing the ground, sowing, watering and looking after vegetables, and cutting vegetables. Young people had to be in charge of one step. The building group was an activity in the vocational training course in which young people were taught how to build and then they practised what they had learnt. Although new buildings were being constructed at the school, it was noteworthy that young people were not provided with any opportunities to contribute to this work. Those were conducted by a building group authorised by the school. In the cooking group, young people were taught how to cook, and they cooked meals for all students. It was noted that there was another canteen for teachers with chefs who were school staff. Young people in 'A Star' group assisted teachers by supervising the other young people. Every morning, young people in this group went to other groups to check whether young people got up on time. The rest of the day, they took part in activities as others did.

At the time, this study was conducted, there were no clothes-sewing and cashew nut-separating groups. As reflected in interviews with teachers and young people, some vocational training courses were a pathway to work programmes for example, clothes-sewing, basket-weaving courses and cushion-weaving courses. After finishing those courses, young people started to work contracts for companies authorised by the school. According to teachers and the manager, working for companies helped young people not only to practise what they had learnt but also to raise funds to improve their meals. However, in the researcher's and participants' opinions, work training and jobs provided in the correctional school were low-skilled jobs and unlikely to assist the young people with employment after release. This issue will be discussed further in section 6.5.2.

#### **4.5. Programmes**

The correctional school provided a rehabilitation programme that was intended to equip the young people with the skills and knowledge needed for rehabilitation into the community upon their release. The three programmes provided included educational programmes, a vocational training and a working programme.

##### **4.5.1. Educational programmes**

The young people attended education programmes for a half day. Educational programmes were implemented from 5 September to 31 May each year as scheduled in regular schools.

In the year of this study, the young people had a summer holiday from 1 June to 4 September.

There were four educational programmes: general education, sex education, civic education and life skills (see Table 4.2). Firstly, in the general education programme, curriculum (year 1 to year 9) of the Vietnamese General Education Programmes were used. However, English, Technology, Art and Applied Informatics were not taught. Students were provided with textbooks and teachers followed teaching plans as scheduled by the Ministry of Education and Training. In the researcher's opinion, an absence of 4 subjects mentioned above may make it hard for young people to go back to normal school after release. Secondly, the sex education programme focused on providing knowledge in relation to sex and sexual safety which was designed to help them have a better understanding of their bodies and sexual health and to gain information to protect themselves from social diseases. The World Population Organization, the Institution of Educational Science and the Ministry of Public Security cooperated to design this programme for young people who needed special education (see Appendix 18). Thirdly, the civic education programme puts an emphasis on law and social morality to help young people better understand the law and social regulations. This was intended to help them avoid breaking the law in future. In addition, social values were taught to provide students with both knowledge and skills which may help them to reintegrate into society and to become good citizens. The text book for this programme was designed for students in correctional schools and published by the Ministry of Public Security (see Appendix 19). Fourthly, the life skill programme provided the young people with 12 life skills to help them to avoid recidivism, to control themselves and to facilitate their rehabilitation into society (see Table 4.2). This programme had its own textbook which was a product of cooperation between the PLAN organization and the Centre of Community Development Training (see Appendix 20).

In general, all programmes were conducted in a systematic way using textbooks, guidelines and detailed teaching plans. Programmes had an influence on the young people, especially the 12-life skills programme (See section 6.5). In the researcher's opinion, the 12-life skills programme was appropriately designed for juvenile offenders because it may develop skills to help them reintegrate into society and prevent them from reoffending. In particular, the content of the 12-life skills programme was taught through life stories and images by which I

was impressed. For example, stories about real offenders who were successful in reintegrating into society were shown in lessons. These live lessons seemed to influence young people's thoughts, awareness and their subsequent behaviour which are presented in section 6.5.

Table 4.2: Content of the programmes

<b>Educational programmes</b>		
<b><i>Programme</i></b>	<b><i>Content</i></b>	<b><i>Who had to attend the programme</i></b>
<b>General education programme</b>	Followed the Vietnamese General Education Programmes (GEP) curriculum, however, English, Technology, Art and Applied Informatics were not taught.	All young people had to attend this programme except those who had already finished junior high school (Year 9). The Ministry of Public Security have instructed all correctional schools in Vietnam to provide study for young people only to year 9.
<b>Sex education programme</b>	<ol style="list-style-type: none"> <li>1. Development of the body and what teenagers have to do to help their bodies to develop well.</li> <li>2. Puberty and changes in teenage bodies and character.</li> <li>3. Ways of relaxing.</li> <li>4. Gender and relationships with friends.</li> <li>5. Safe sex and diseases transmitted through sex.</li> <li>6. Sexual harassment and rape. How to protect oneself from it.</li> <li>7. Drugs and their harm.</li> </ol>	All young people

	8. Making future plans.	
<b>Civic education programme</b>	<p>1. Students' responsibility for the correctional school: how to comply with school regulations, how to protect school assets, and to respect teachers and peers.</p> <p>2. Lessons about social values which helped students to know whether their behaviours were acceptable or unacceptable. They also orientated young people to humanization. Especially, they helped students to establish and improve their relationships with others (for example, lessons about love for work, love for people, respect and self-respect, bravery, toleration, honesty, and modesty)</p> <p>3. Responsibility for family: lessons about love for family and values of family</p> <p>4. Responsibility for society: lessons about law and social morality, how to comply with social orders and how to protect environment.</p>	All young people
<b>Life skill programme</b>	<p>1. Communication skills: how to communicate with your elders, peers and teachers.</p> <p>2. Cognition skills provided young people with knowledge to help them</p>	All young people

	<p>understand what was wrong and what was right.</p> <p>3. Positive-thinking skills equipped the young people to think positively if they experienced difficulties in later life.</p> <p>4. Emotion-management skills taught young people how to control their emotions.</p> <p>5. Bullying protection skills supplied young people with ways to protect themselves when bullied.</p> <p>6. Values clarification skills made young people realise that each person has their own value.</p> <p>7. Self-management skills- Learn ways to refuse temptation.</p> <p>8. Target determining skills helped young people to set goals in their life.</p> <p>9. Planning skills -how to plan to reach goals.</p> <p>10. Problem-solving skills supported young people to cope with problems.</p> <p>11. Job search skills, young people were provided with skills and knowledge to find the right job for themselves.</p> <p>12. Money management skills- how to manage money.</p>	
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#### **4.5.2. Vocational training (VT) and work programmes**

In the past, the vocational training programme consisted of sewing, hair-cutting, construction, basket-weaving, and carpentry courses in the hope that this would equip young people to find a job after release. Several VT courses were pathways for work programmes. However, at the time this study was conducted in the correctional school, there were only construction courses and cushion or basket-weaving. However, the number of young people chosen in each group for those courses was limited with only two permitted to take part in them. Those who took part in VT courses did not attend work programmes. According to the participants, young people who worked ineffectively and slowly would be chosen for vocational training courses because their absence did not affect the number of products that groups made in work programmes.

With regard to work programmes, the school had contracts with a number of companies for the supply of products such mussel-nets or baskets. The school considered that working not only helped young people to understand the value of labour, but it also made them more patient and it helped them to generate money for improving their meals. The content of work programmes is described above in section 4.4. Young people (from grade 10) had to work all day or worked half the day if they took part in vocational training classes. During summer time, they had to work or attend vocational classes all day.

#### **4.5.3. Recreational activities**

At weekends, young people were required to take part in activities such as sports activities, reading books in the library and tidying school. Sometimes the school held competitions on public holidays for example, sports competitions or book competitions. When they took part in programmes and activities, each was given marks used to evaluate and possibly shorten their punishment time.

#### **4.6. Regulations**

The correctional school was tightly governed by regulations that the young people were expected to know and abide by. There were two kinds of regulations: written and unwritten (unofficial). The written regulations consisted of seven articles including 29 terms were issued and these were publicly displayed on the school bulletin board. These regulations identified what students allowed to do and what was not permitted. For example, the



regulations noted what style of hair was forbidden (e.g., bare head was unacceptable), and stipulated that wearing uniform was compulsory for young people while taking part in programmes. In addition, the regulations also specified the punishment for when the rules were breached. According to teachers and the manager, the regulations set-up a climate of good discipline curbing inappropriate behaviours and increasing young people's self-control.

There were also unwritten or unofficial regulations, and these were group regulations that were verbally issued by form teachers who took charge of groups. The form teachers had rules about what young people were not allowed to do and detailed punishments when breaking unwritten and written regulations. For instance, if teasing another student led to conflict that would result in a caning. Depending on the seriousness of a breach, form teachers decided on the punishment, such as being caned, being told off, or being forced to clean the group toilets. However, the unwritten regulations differed among the groups because each form teacher had a different view on reforming young people.

#### **4.7. School policy about evaluation and punishment**

Each form teacher completed a monthly evaluation report for each of their students. An evaluation was based on marks young people gained from their activities and on their behaviours and actions during the month. Marks were used to classify young people as very good, good or bad and this supported the school in deciding whether young people's sentences would be shortened or not. However, it was only applicable for young people who had completed half of their sentence (Vietnamese National Assembly, 2012). School policy stated that young people who were classified as very good constantly for 4 months or as good constantly for 5 months had their sentences shortened by 30 days. After choosing young people who met the requirement, the school would send the young people's files to the provincial court in the school area and then the court would look at their files and make an order. Among 8 participating young people were 2 who had their punishment time shortened.

Young people who broke school regulations were punished. Types of punishment were set out in notices placed on which the walls of group rooms. Such punishments included: acknowledging misbehaviours or mistakes in writing: tidying the school grounds and being isolated from the school community. Being isolated from the school community was considered the highest level of punishment. When this occurred, the young people were sent

to a room called ‘Nhà tu dưỡng’ (Correctional house) where they experienced time without a light or fan or connection to others. Apart from types of punishment referred, corporal punishment for example, canning was applied as ‘Luật bất thành văn’ (unwritten regulations) by teachers. It seemed to be acceptable in the correctional school. Young people’s experiences with punishment were presented in section 6.4.3.

### **Chapter summary**

This chapter has provided a detailed description of the physical setting of the correctional school, its policies, regulations, and programmes. This information may contribute to the picture of the living conditions and environment in which the young people live while at the correctional school. Descriptions in this chapter will allow readers to evaluate the study and relate the findings of the study to other similar contexts to those presented in the following two chapters.

## CHAPTER FIVE: CASE STUDIES OF EIGHT STUDENTS

### 5.1. Introduction

In this chapter, a comprehensive description of each of the eight individual students is provided. The description of each student is based on multiple sources of data collected from interviews and observations of students, interviews with teachers, the researcher's field notes, an extensive review of documents, a reflective journal and informal conversations with participants. Each description includes the youth's profile, and the youth's experiences in programmes (educational, vocational training and work programmes) and in weekend activities. The youth's reports are presented in alphabetical order by self-selected pseudonyms.

### 5.2. Case 1: Barcelona

Barcelona was chosen by the participant as a pseudonym because he was a fan of Barcelona Football Club.

#### Profiles

Barcelona's profile is summarised in the following table:

Table 5 1: Barcelona's profile

Age	18
Hometown	A small city
Family circumstances	<ul style="list-style-type: none"><li>- Lived with parents</li><li>- Father was a construction worker and mother was a housewife</li><li>- An older sister and a younger brother</li></ul>
Study background	<ul style="list-style-type: none"><li>- Dropped out of school when he was in grade 8</li></ul>
Self-reported personality	<ul style="list-style-type: none"><li>- Impulsive, low level of self-control, hot tempered and easily irritated</li></ul>
Sentence and length of incarceration	<ul style="list-style-type: none"><li>- 18 months of a 24-month sentence at the correctional school</li></ul>
Reasons for being incarcerated	<ul style="list-style-type: none"><li>- Fighting</li><li>- Vandalism</li></ul>

Barcelona was an 18-year-old youth who had been at the correctional school for 18 months. He had broken the law on a number of occasions and had been involved in vandalism and

fighting. He was initially under the supervision of the local authority but during this time he continued fighting with others and as a result he was sent to the correctional school.

Barcelona appeared not to take responsibility for his behaviour. Instead, he blamed friends in a teenage gang for tempting him to break the law, and his parents for their lack of parental control:

*My parents did not care what I did every day. That made me join in a gang when I was invited. I was tempted to fight with other youths when they annoyed some of our friends (BI).*

When asked about his relationships with his family, he described not getting on with his father and he considered he had different opinions about everything from his father. That made Barcelona not want to share anything with him. Instead, he only wanted to talk about his life with his mother and his aunt. Some years previously, he had lived with his aunt for nearly a year. His mother was often busy with housework and the garden, so she rarely spent time chatting with him and he felt she had little interest in him. That disappointed him. His aunt was the person who not only advised him to go to the correctional school but also encouraged him to reform himself and promised to support him after his release. This occurred when he phoned her to tell her that he intended to escape to Ho Chi Minh city after he had received a court order to be sent to the correctional school (BI):

*My aunt told me that I could not escape for my whole life, so it was better for me to go to the correctional school rather than being chased by the police and she promised to find me a job in the south of Vietnam on my release (BI).*

### **Experiences in the transitional time**

When he first came to the school, he felt scared when he saw teachers in police uniform, and he felt bored, uncomfortable and cramped by the school regulations. Specifically, getting used to doing everything according to a timetable was difficult for him: *“Here I could not sleep and eat as I had done in society. I could not go out, I only walked around the school grounds and that made me feel bored” (BI).*

Additionally, he felt strange, for example, he had to share a room, even the bathroom, with peers. Experiencing verbal bullying from his fellow students made him worried and afraid:

*“Older students threatened to hit me and threatened to do something to harm me”*. However, *“they only threatened to hit me, but they never hit”* (BI). Notably, separation from his family made him miss them a lot.

Because of his fear, missing home, struggling with the strict regulations and the bullying made him think of escaping from school. However, after talking to his aunt and the teachers he understood that escaping would make his situation worse and he would likely receive a more serious sentence if rearrested. Therefore, he gave up those thoughts.

Apart from struggling during the transitional time, Barcelona enjoyed the lessons in the school. He thought school learning conditions not only engaged him in study but also helped him study better than he had done in his old school: *“Learning conditions here are better than those in society and I learn better than I did in society”* (BI).

### **Experiences in the correctional school**

After living at school for a time, he got used to it and felt happy about it. He explained why he felt happy. Firstly, he realised that his past behaviours were wrong and secondly, the teachers’ good sense of humour and their participation in weekend activities excited him and gave him an opportunity to develop a rapport with them. He realised teachers being strict did not affect him if he did not break school regulations. He added that getting punished for breaking school rules was sensible. This led him to say, *“I felt ok because I knew I was wrong”* (BI). Thirdly, despite strict school regulations, he recognised that living within regulations helped him to control himself. In addition, making relationships with some peers brought the opportunity to share his problems and happiness with them. Although he experienced fighting and arguments with peers, he considered that these conflicts helped them to understand each other better: *“we argued and then fought each other, however, then we started to understand each other more”* (BI).

Through the researcher’s observations and chats with Barcelona, he showed himself as a slow and quiet young man. As reflected in observations, he kept quiet during working hours and during lessons. However, Barcelona was a caring boy for example, his teacher shared that Barcelona looked quiet but when others in the group had problems, he was keen to comfort them. Barcelona seemed to have a desire to share his stories with a woman who would be able to listen to him and give him advice like a mother might listen to a son. In a letter

Barcelona gave to the researcher on the day the researcher left the correctional school, he thanked the researcher for being his friend and for listening to him and giving him advice.

With reference to his future intention after release he thought that he would look for a job and would not continue his study because:

*I will find a job to earn and save money for my future life when I get married. I am sorry to say to you that I will not study more because I will be nineteen on release and I do not want to sit in the class with younger students and this makes me feel ashamed (BI).*

### **Group placements**

Barcelona was placed in five different groups over 18 months. When he first came to school, he spent 6 days in Group for new comers. He was assigned to go around the school picking up weeds and was taught how to march in step with others. He was placed in the sewing group for 14 months. Next, he moved to group 'Construction' (vocational training group) with fifteen students. In this group, he was taught how to build, and he practised his building skills by building fences round the school flower gardens. He stayed in that group for three months (BI, BO). He passed an exam with his group members and received certificates issued by a local vocational training college. At the time of the interview, his group had finished a vocational training course and moved to a new work programme in which they wove baskets with dried sedge.

### **Experiences in educational programmes**

Since Barcelona dropped out of school when he was in grade 8, he had to study in year 8 at the correctional school in 2015 and then in September 2016 he moved to grade 9. He found the education programme interesting. He shared that differences in teaching methods of teachers improved his study: *"The teachers teach well, and it is easy for me to understand what they teach" (BI).*

Importantly, he believed his teachers took more care to improve his learning:

*When I went to school in society, I took only one notebook, but no teacher told me off or reminded me about it, but here if I don't take a pen or don't take enough books for subjects, I am told off and then the teachers report to my form teacher and I will have*

*a bad mark for that. Therefore, here, teachers' interest and support help me to learn better (BI).*

Additionally, during breaks, he could help teachers to grow plants in a small garden beside his classroom and this gave him a lot of enjoyment (BI). Furthermore, learning conditions at that school were a factor that encouraged him to study:

*I am sure that the school which I used to go to was not as good as this school because there are four classrooms here and three of them are installed with projectors (BI).*

Among subjects in the general educational programme, he liked physical education classes because he could play badminton and volleyball with his friends and he felt it was useful for his body to have exercise (BI). That was reflected in observations during physical education lessons. He was observed listening to the teacher attentively and playing volleyball happily (BO). He also claimed that he liked maths and physics *"because it is easy for me. I only apply formula taught by teachers to exercises"* (BI). However, in the observations in the academic educational classes, he seemed to lose concentration in lessons. In maths lessons, he took a pen and played with it and he looked at the blackboard, but he appeared not to be attentive. He seemed to be bored, so he constantly played with the pen by rotating it. He kept yawning (BO). Barcelona explained that he preferred working to learning, *"because working makes me feel that time goes by so fast and working here is fun"* (BI) and explained in reference to losing concentration that *"I was tired, and I didn't understand that lesson, so I didn't concentrate on it"* (BI).

Apart from the general educational programme, sex education and life skills programmes interested him. He liked sex education classes because they helped him to have a better understanding of his body and of how to keep himself healthy (BI). He particularly enjoyed life skills classes in which skills, for example 'money-management skills' and 'Self-management skills', helped him to manage his life and to control himself:

*I was taught how to spend one million Vietnam Dong buying things so that we could survive for a specific time, if I could only earn one million Vietnam Dong. It is a life skill (BI).*

Although he acknowledged the benefits of skills he learnt, he still found it hard to apply these skills to daily life. He admitted that he still lost his temper sometimes, which led to arguments and even fights with friends. When asked the reasons for losing his temper, he shared that:

*Although I knew that I would be punished when I had arguments or fights with others, at that time I was so angry that I hit them. I did not know why I could not stop myself (BI).*

Furthermore, civic education lessons made him aware of his previous behaviours and acts being wrong. They also developed his feelings towards his family members, for example, he was so worried for his father when he had an accident that he intended to escape from the school to visit him. However, he gave up the intention after his talk with a teacher in the counselling department.

### **Experiences in vocational training and work programmes**

Barcelona attended two vocational training courses: a sewing course and a construction course and these brought him happiness. The first vocational training course, sewing, was a pathway to a work programme. He learnt sewing for several months, and then he started to sew clothes under the contract the school had with a company. This generated money for improving meals for his group and furthermore he enjoyed the sewing course because of the teacher's sense of humour and her chats with him. The teacher's jokes made him and the other young people happy and engaged with the work. However, while taking part in this course, all was not positive. Specifically, for example, on one occasion a friend picked a quarrel with him and he stabbed that friend with a pair of scissors which the teacher provided for him to cut thread. Then, the friend stabbed him back but luckily, neither was seriously hurt (BI). Barcelona was sent to another group for a week as a punishment and was severely punished for his part in the stabbing (BI):

*The teacher of that group punished me by forcing me to squat and hold my legs and jump ten times (the distance is far as from here to over there – about 100 m. Every morning, after breakfast, I only sat holding my legs and jumped. I was so scared because after jumping, my legs were hurt so much that I had difficulty in moving (BI).*



When asked why he was sent to another group instead of his friend, he explained that he hit his friend first, so he had to be punished and, furthermore, in order to protect him from a revenge attack, separating him from that friend was a temporary solution. However, after a week, his friend and Barcelona realised their mistakes and they were reconciled.

After the sewing programme, he took part in a construction course that was provided for three months by a local vocational training college. This course interested him. Barcelona preferred the construction course to the sewing course because he liked working outdoors and he wanted to follow in the footsteps of his father, a construction foreman. In addition, working on construction made the time go quickly.

After taking part in vocational training courses, he realised that they were useful because they provided him with necessary skills for his future life and, importantly, they might help him to avoid reoffending:

*I can use the skills and knowledge I get from courses to earn money so that I will not have to depend on my parents, and I will know how to look after myself. When I have money, I can do what I want. Without money, stealing money to meet my personal needs is possible, so skills will be able to help me to avoid that (BI).*

After finishing the construction course, his group was trained to weave baskets for a week and then they started to take part in a basket weaving work programme. I noticed that in his group, Barcelona concentrated on working and rarely talked with the others (BO). His explanation for keeping quiet was that *"I was assigned to have two or three finished products a day, so talking to others would distract me from working" (BI)*. However, he was happy to work because *"it helps me to be less bored because only sitting and doing nothing makes me feel that the day is so long. Therefore, working makes me feel that time goes by so fast and working here is fun" (BI)*.

Although he had to work hard, he found work programmes helpful. Working not only helped him to be less bored but working also helped with his self-control: *"Working helps me to be patient and calm and less hot tempered" (BI)*. Importantly, realising the value of labour encouraged more love and sympathy for his parents.

## **Weekend activities**

At weekends, Barcelona and his group had to spend 30 minutes tidying their room and the school grounds (BO). While doing so, they happily chatted with each other (BO). Then he went to the library to read books because book-reading activities were compulsory for students and students in his group in turn had to go to the library every weekend (BO). Barcelona did not like reading books (BO) and in the library he pretended to read so as not to draw the attention of the librarian, because if the librarian found that young people did not concentrate on books, she would come and ask them about the books they read and they would be punished if they could not give answers to her questions. *“In fact, I did not get anything from books, I pretended to concentrate on reading books, but I didn’t read” (BI).*

Of the weekend activities, sport was his favourite (BI). He liked and was skilful at playing table tennis. Interestingly, he had not been able to play any sports before he came to the correctional school: *“Here I am taught to play volleyball, football and table tennis but when I was in society, I didn’t know how to play them” (BI).*

Barcelona appreciated that teachers participated in the weekend activities (BI): *“It is very happy and nice when teachers take part in activities with students at weekends or on holiday” (BI).* However, punishment for breaking sports equipment, even if accidental, discouraged him and other young people from playing sports:

*My name was written on the schoolboard and then I was punished by my form teacher. Depending on the level of damage of sports equipment, I was either forced to write down what I did, or I was hit. Therefore, I am sometimes hesitant to borrow sports equipment to play with my friends (BI).*

Barcelona and his group were often encouraged to take part in activities with the teachers offering small awards: *“When the group for which I am responsible takes part in football and win, I buy instant noodles or candies or biscuits, in summary I buy food for them as a reward to encourage them” (Teacher-MV).*

Barcelona gave a number of the reasons for taking part in weekend activities including that they were compulsory, that he liked them, and that his participation would gain good marks for his group in evaluation and this helped his group’s chances of getting a monetary reward:

*If I take part in reading books or playing sports, I will gain good marks for my group. Then at the end of the month, we will be rewarded with money that our form teacher will use to buy food for us (BI).*

Barcelona considered weekend activities to be useful and good for his health: *“When taking part in activities, I know more friends and they taught me what I did not know, and I become active and healthy” (BI).*

## **Summary**

Barcelona was sentenced to 2 years in the correctional school for fighting and vandalism. His offences appeared to be relatively minor, however he was incarcerated in the correctional school for reoffending. Barcelona experienced a negative relationship with his father and a lack of closeness from his mother. However, he appeared to be influenced by his aunt who convinced him to go to the correctional school, instead of escaping from the police.

Barcelona recognised that he was hot-tempered and lacking in self-control. Barcelona's experiences in the correctional school were diverse. In the initial period, he appeared to feel the school environment was harsh because of the strict regulations, bullying, excessive force in punishment, and of the need to be watchful. These contributed to Barcelona's psychological issues. After spending 18 months in the correctional school, Barcelona had more positive opinions about the school and teachers. He suggested that the school regulations, courses and disciplinary procedures were helping him to control his temper and behaviour. Specifically, the maturation of his thoughts was reflected in awareness of his past behaviour and the value of labour and in developing love and empathy for his parents. In addition, the teachers' care engaged him with programmes. Importantly, being rewarded with food encouraged him to take part in weekend activities. However, he was also reluctant to play sports because he was fearful of being punished for damaging sports equipment although he enjoyed it.

Despite feeling school positively influenced his personal characteristics, emotions and behaviours, he continued to get into arguments and even fights with friends. One earlier fight included using scissors to stab a friend and being stabbed in return. The following figure shows Barcelona's experiences in the rehabilitation programmes:

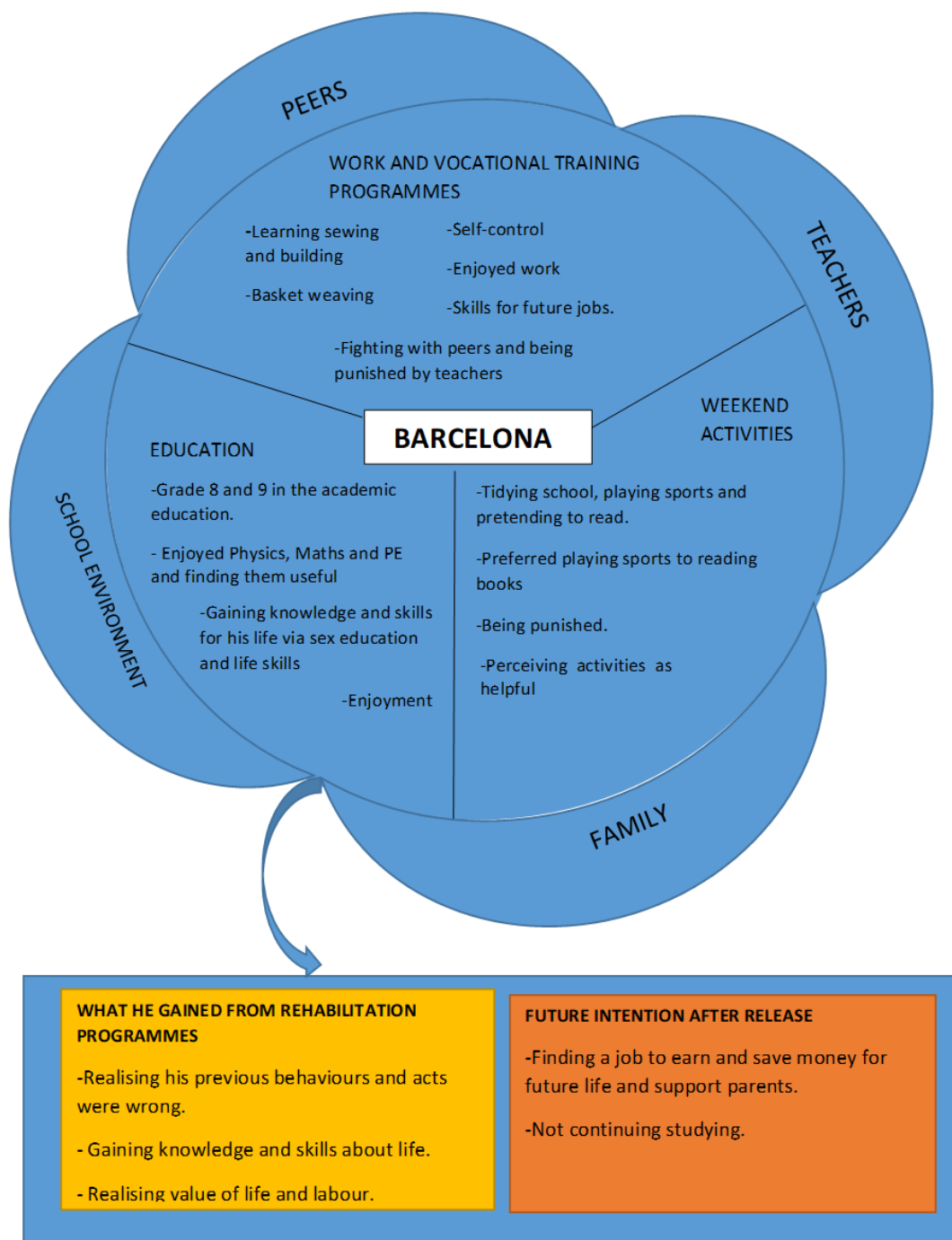


Figure 5.1: Barcelona's experiences of a rehabilitation programme

### 5.3. Case 2: Beckham

The pseudonym Beckham was chosen by the participant because he was a fan of the English footballer, David Beckham. Beckham was nearing the end of his second sentence at the correctional school.

#### Profile

Beckham's profile is summarised in the following table:

Age	19
Hometown	A rural and mountainous area
Family circumstances	<ul style="list-style-type: none"><li>- Lived with his father</li><li>- Mother worked overseas</li><li>- Father was unemployed and stayed home to look after the family.</li><li>- Two siblings. The older brother was married and worked in town. The older sister was married too and was living and working in the South of Vietnam</li></ul>
Study background	<ul style="list-style-type: none"><li>- Had not finished Year 8 his first time in the correctional school.</li><li>- Continued Year 8 when being sent to the correctional school the second time.</li><li>- Moved to Year 9 in September 2016 at the correctional school</li></ul>
Self-reported personality	- Impulsive, low level of self-control, hot-tempered, taciturn and easily irritated
Sentence and length of incarceration	- 19 months of a 24-month sentence at the correctional school (DR, BEI)
Reasons for being incarcerated	<ul style="list-style-type: none"><li>- Stealing</li><li>- Assaulting</li></ul>

Table 5.2: Beckham's profile

Beckham was a 19-year-old returnee who was in the correctional school for 19 months. He was caught stealing twice (DR, BEI) and placed under the supervision of the local authority. However, during the period of supervision, he assaulted a policeman and was sent to the school. After being released from the correctional school, he returned to his home village but was subsequently convicted for stealing and was sent back to the school.

Like Barcelona, Beckham seemed not to acknowledge responsibility for his antisocial behaviour. Instead, he blamed his offending on the friends he associated with. Beckham considered that he learnt antisocial behaviour such as swearing and smoking from them. Beckham lived with his father; his older siblings had left home, and his mother was working overseas. He described his father's feelings towards him as disappointment. He added that having his siblings and his mother living away from him brought negative feelings, such as sadness and loneliness. These feelings led to him leave home, drop out of school and look for fun by joining a teenage gang. Importantly, Beckham was aware of changes in his character, for example, being withdrawn at home. Additionally, Beckham admitted playing a role in joining in this gang: *"Hanging out with those friends was what I wanted" (BEI).*

Beckham blamed his father for not preventing him from maintaining relationships with antisocial friends. He said that his father kept telling him off about his absence from home during the day instead. This made him feel like he was a burden for his family (BEI). When asked how often he had contact with his mother and his siblings, he said that his mother phoned him once a month to tell him to obey his father. With his siblings, he shared that he did not have a positive relationship with them because *"whenever my brother visited home, he was often grumpy and complained about my laziness. My sister lived in the South, so I rarely met her" (BEI).*

Importantly, while he was in the correctional school the first time, his family had not visited him for the first 6 months. Instead, he took the initiative in calling them whenever he was allowed by the school. Beckham was sad when he saw other young people being visited by their parents, however, he seemed to understand why his parents did not visit him:

*When I see my friends' parents visit them, I want my parents to visit me and I feel self-pity. But then I rethink and understand that my friends' parents have better conditions than my parents', so I am sympathetic with my parents when they cannot visit me (BEI).*

After Beckham was released the first time, he did not want to continue his study at a normal school because he felt unconfident and ashamed of sitting with younger students. Additionally, he shared that there was no correspondence class in his area. Notably, his family's ignorance about his study gave him a chance to not go back to school.

The first time Beckham received a court order sending him back to the correctional school, he recalled being bullied by his peers. This made him so scared that he escaped from his hometown to the South of Vietnam. However, his mother contacted him and persuaded him to return to his hometown to be sent back to the school after she got a text from him: *“My mum told me if I still loved her, I should go to the correctional school and her saying that made me rethink and decide to come back to my hometown” (BEI).*

### **Experiences in the transitional time**

In the initial period, Beckham had different feelings when he compared both times. The first time, during the first few days, being bullied by peers and receiving physical punishment from teachers made him feel stressed and scared. In addition, strict school regulations limited his activities and behaviours, and this put pressure on him (BEI). Whereas, the second time, Beckham’s fear before returning to school disappeared on arriving at school when he discovered that *“the older people were released and now I am older than before” (BEI).* However, Beckham missed his family and friends. Importantly, the second time, he missed using methamphetamine and this made his moods unsettled for the first few days.

Compared to the first time, the second time he felt more positive. He explained that it was potentially because the previous experiences prepared him for the tough times when he returned to the correctional school. Importantly, the reality that he did not experience being bullied, and he was treated well by his peers led to him feeling positive.

### **Experiences in the correctional school**

After being in the correctional school for a time, Beckham shared that he no longer missed his family and peers from home. His life in the correctional school went well. Compared to the first time, the second time he seemed happier. Specifically, the second time, he had positive experiences with teachers and peers. His closeness to teachers and peers, and encouragement and interest from them engaged him in school activities and school life. Beckham had the most memorable experience on Lunar New Year days when he joined in games with teachers: *“I was happy because we, the students, played traditional games with teachers for example, ‘monkey bridge’, football, volleyball, and we sang and danced” (BEI).*

In addition, he experienced good days with his peers. Beckham was observed happily working with others in the vegetable field and cheerfully joined in sport activities with friends at weekends. His good experiences at the correctional school the second time had a positive influence on him, especially his self-awareness; for example, he realised the value of life:

*“Researcher: How did you feel after living here for a while?”*

*BE: I felt that my life here is more meaningful than it was when I was in society”.*

On the contrary, the first time, Beckham neither had teachers’ interest nor had a good relationship with peers. He was isolated and bullied. He explained that overcrowding at that time made it hard for the teachers to manage young people and everything, especially bullying among young people. In addition, the tough living conditions gave him the feeling of resentment and hatred:

*Now my group has only 16 people but the first time there were 65 people in a dormitory room. Therefore, my form teacher did not know that others were isolating me and some newcomers (BEI).*

Notably, the first time, his negative experiences influenced his mood and his thoughts: *“I was so stressed that I often cried every night for three months and I thought of escaping from school, however, I did not dare to escape”* (BEI).

Through the researcher’s observations, field notes and discussions with Beckham, he presented as an enthusiastic and straightforward person. Every day, he managed his group work quickly. As reflected in observations, he gave his friends straightforward comments on their way of working and their work effectiveness. Furthermore, he was also understanding. He shared about the way he dealt with his peers’ mistakes:

*I often had a talk with them and pointed out their mistakes. I also said that they broke school regulations and I wanted to hide their mistakes, in fact I hid their small mistakes, but I couldn’t when they were serious mistakes. Therefore, they were sympathetic to me about my reporting (BEI).*

Beckham described minor mistakes of his peers such as not concentrating on learning or hearing them swearing. For those mistakes, he did not report them to the form teacher.



However, for serious mistakes such as fighting or smoking, Beckham could not hide their mistakes and he would let the form teacher know.

With reference to his future intentions after release, he wanted to start a small business by growing vegetables and then providing them for local people. He thought that the knowledge and skills in growing vegetables he gained at the correctional school may help him with this intention.

### **Group placements**

The first time, he stayed in only one group- 'Cashew nut separating' for almost two years until he was released. There were 65 people in his group. They came from different provinces and cities in the north of Vietnam. Most of them were older than him (BEI). His group took part in separating cashew nuts from shells in the work programme.

During his second sentence, he was placed in Group for new comers which was responsible for decorating the school for Lunar New Year. He stayed in this group for a month. Then he moved to Group 'Vegetable-growing' which had 16 students. By the time of the interview, he had been in that group for over 20 months. The group members were nice to him and they worked together in the vegetable fields. He was the student the teacher trusted and assigned to take care of his group.

### **Experiences in educational programmes**

Since Beckham dropped out of school when he was in grade 8, he was placed in grade 8 his first time in the correctional school. Beckham liked educational programmes because he had a nice time with his friends: *"I liked joining in educational lessons because at that time there were more students, so the class atmosphere was very happy"* (BEI).

However, the first time, the educational programmes did not interest Beckham enough to remember what he experienced. He was still in grade 8 when he was released. According to the documents recorded and saved at the correctional school, Beckham failed several exams, so he had to stay in grade 8 for nearly 2 years. He did not continue his study after release.

The second time, he continued grade 8 when he returned to the school. However, at the time of the interviews, he had just started grade 9 for 20 days. He felt happy in the educational programmes. Especially, achieving a merit certificate excited him and made him proud: *"I was*

*proud of myself. Because it was a long time since I had got a merit certificate, I hadn't had one since I was in grade 5" (BEI).*

He explained that this certificate was meaningful for him. It not only made him feel that he was still useful but gave him encouragement to change himself. Additionally, it helped him to earn good marks for the evaluation which helped his chances of having his sentence shortened: *"It helped to affirm that I would be a good person on release. It also encourages me to reform myself and helps to shorten my punishment time here" (BEI).*

In the general educational programme, he found subjects such as maths, physics, and chemistry interesting and useful for him on release:

*"It is useful for me because when I am released, Maths can help me with a job related to calculus or statistics and I can apply knowledge I learn in Chemistry, and Physics to my daily life and work" (BEI).*

According to observations in general educational classes, he paid attention to the screen and volunteered to answer the teacher's questions. He seemed to be happy and very enthusiastic during lessons. He explained that *"the teacher taught well, and I felt that the lesson was interesting when I understood it, I often volunteer to answer the teacher's questions" (BI).* However, he also experienced feeling bored with some lessons and even worried about exams because he did not understand what the teacher taught. This led to his comparison between the new teacher and the previous one.

*Before that, another teacher had taught me, and she had taught very well. Then a new teacher came, and we didn't understand the lessons and that made me feel bored with lessons and I thought that it was more difficult for us to pass exams (BEI).*

This also made him consider that changing teachers would make the educational programmes better. *"I think if it needs changing, teachers should be changed" (BEI).*

While taking part in the general educational programme, Beckham experienced fighting with peers and this made him feel ashamed when he met his form teacher:

*Last year, I took part in educational classes, I had a fight with some fellow peers in class, however my form teacher didn't punish me and only said to me "if you can destroy me and my career, please continue doing it". That made me think a lot and*

*made me sad because I disappointed him. He expected a lot of me, and he chose me to be the leader of the group, but I didn't help him with anything except making trouble (BEI).*

Apart from the general education programme, he took part in life skills programmes. These included skills related to self-management, communication, money-management and other skills (see Chapter Five). According to Beckham, through life skills lessons, he gained necessary skills to reintegrate into society after release. Specifically, he not only knew how to stay away from bad friends and how to refuse to take part in antisocial activities, but he was confident and better at communicating with others: *"I now know how to communicate with teachers and fellow peers, the proverb says, 'Courtesy costs nothing'. Now I know how to use words to please others"* (BEI).

Additionally, he learnt self-management skills which helped him to better control himself and avoid breaking school regulations:

*They help me a lot. For example, after "self-management skills", I refused to take part in illegal activities with friends, so I didn't break school regulations. In the future, on release, I can avoid going back to delinquency (BEI).*

Beckham realised that the second time, the educational programmes not only made him more knowledgeable, but they also gave him a better understanding of himself. Notably he knew what he needed to change or improve:

*This time, I know more, and I am aware of many things. I know who I am, I know what my skills and spirit are. I realise that I am not a good person, I still have problems with communication and behaviour with others (BEI).*

### **Experiences in the vocational training (VT) and work programmes**

The first time, Beckham took part in a vocational training programme. However, he considered this programme to be a work programme because he was trained how to weave baskets and cushions with dried sedge for three months and he then started to work in a basket and cushion weaving work programme. He found weaving hard work: *"The first time, weaving baskets and cushions was not easy for a thirteen-year-old boy like me and it was tiring"* (BI).

Importantly, when he was released the first time, he realised that weaving skills did not help him to get a job because *“there are no jobs related to weaving”* in his hometown (BEI).

From his perspective, VT programmes in the correctional school were not effective or interesting. He believed that VT programmes should not only provide young people with skills they needed such as *“cutting hair, welding, carpentry”* (BEI), but also meet their desires. This would engage them in vocational training programmes. *“I don’t like vocational training here because what I need isn’t taught and what I don’t need is taught”* (BEI).

The second time, Beckham was not chosen for vocational training courses because:

*Now in this school every year, only one or two vocational training classes are opened. For example, this year, a building course was opened but I already knew how to do it, so I wasn’t chosen, a hair-cutting course was opened but the teacher chose other students to take part in it* (BEI).

Beckham explained that no one would have assisted his form teacher to manage his group if he had attended that course.

With regard to the work programmes, Beckham had differing experiences. The first time, he worked in a cashew nut group. He did not like that work and considered it hard work because *“gum of cashew is not good, it made my hands dry and cracked”* (BEI). In addition, he experienced being a porter while working in that group. It seemed to be hard for him, a 15-year-old boy: *“Whenever cashew nuts were delivered to school, the others and I had to carry them to the working room. Big bags with cashew nuts were so heavy for us”* (BEI).

The second time, when he returned to school, he worked in the vegetable-growing group. Compared with the first time, he felt positive towards the working environment. *“I prefer growing vegetables to separating cashew nuts”* (BEI) because *“the vegetable field is an open space that makes me feel better”* (BEI).

He felt that the kind of work would also be useful for him after release. *“Now I learn how to grow vegetables so when I am on release, I can grow vegetables and sell them to earn a living”* (BEI).

As reflected in observations in the vegetable field, Beckham seemed to be enthusiastic to hoe the ground. He ran around giving other students instructions on how to make beds for colza.

When asked how he felt working in the field, he said he felt happy there working in an open space. Importantly, he felt that his life was more meaningful because he was doing meaningful things. Notably, working made him realise the value of life: *“I realise the value of labour and value of life and I respect the fruit of my labour” (BEI).*

### **Weekend activities**

Beckham had an active role managing his group. This was apparent from the observation and interview data. Beckham often led his group to tidy the school grounds every weekend before taking part in sport activities. He sometimes gathered and instructed the young people in his group to practise marching for 30 minutes as required by his form teacher. He actively played football or volleyball with his friends for at least 30 minutes at a time. While playing, he laughed and screamed when he missed the ball. He seemed to be excited and happy. He thought that activities were good for him: *“I was happy to join in activities. They make me healthy, especially being an active boy” (BEI).* And he found out that activities helped him to have a better understanding of his friends: *“playing with friends is a way to help us understand each other more” (BEI).*

Beckham had to take part in reading in the library, which he disliked. This led to pretending to read. Additionally, Beckham had negative experiences with the librarian, which was associated with his behaviour:

*The teacher named “A” [pseudonym] working in the library often asked us for help to cut vegetables in the garden for her but then when we went to the library to read story books, she told us off and was grumpy for no reason. We were annoyed. But later, we pretended to be happy and politely greeted her whenever we met her, but in fact we hate her and didn’t want to greet her (BEI).*

### **Summary**

Beckham experienced 2 sentences in the correctional school for stealing and assault which took him almost 4 years overall. Beckham lived in a single-parent family as his mother lived and worked overseas and his siblings lived away in other cities. A lack of maternal engagement and his father’s negative feelings towards him contributed to psychological

issues such as disappointment and loneliness. Despite not blaming his offending on family, Beckham thought that family, specifically his father, did not try to prevent him from forming negative relationships with antisocial peers. These relationships were associated with his subsequent delinquency.

Before incarceration Beckham considered himself impulsive and reserved, with a low level of self-control, and a hot-temper. However, during incarceration, Beckham presented as an enthusiastic and straightforward young man who assisted his form teacher to manage the group. Beckham had diverse experiences over his two stints in the correctional school. The first time, he had to cope with the harshness of the school environment including victimisation, strict regulations, overcrowding and negative living conditions, and with his parents' ignorance. These factors were associated with his depressive symptoms. His first-time experiences eased his transition in the initial period of the second time, except for his unsettled moods related to methamphetamine withdrawal symptoms. However, teachers and the school appeared not to recognise these symptoms, so they did not provide him with any assistance.

While during the first period of incarceration, Beckham had negative experiences with both teachers and peers, the second time encouragement and interest from teachers and peers engaged him with school activities and programmes. Especially, the second time, his teacher's trust in him and choice of him as a leader of his group appeared to influence on his behaviour.

The first time, school programmes did not attract him and were even considered disappointing. Especially, vocational training and work programmes tired him and he considered them ineffective in supporting him to find a job after release. On the contrary, the second time, interesting lessons and activities, and teachers' teaching methods made him excited and more knowledgeable. In addition, his achievements in educational programmes such as gaining a merit certificate had an impact on his thoughts about himself and encouraged him to change himself. Furthermore, the knowledge and skills gained from the work programme created possibilities for his future, shown by his intention to start a business by growing vegetables. The following figure shows Beckham's experiences in the rehabilitation programmes:

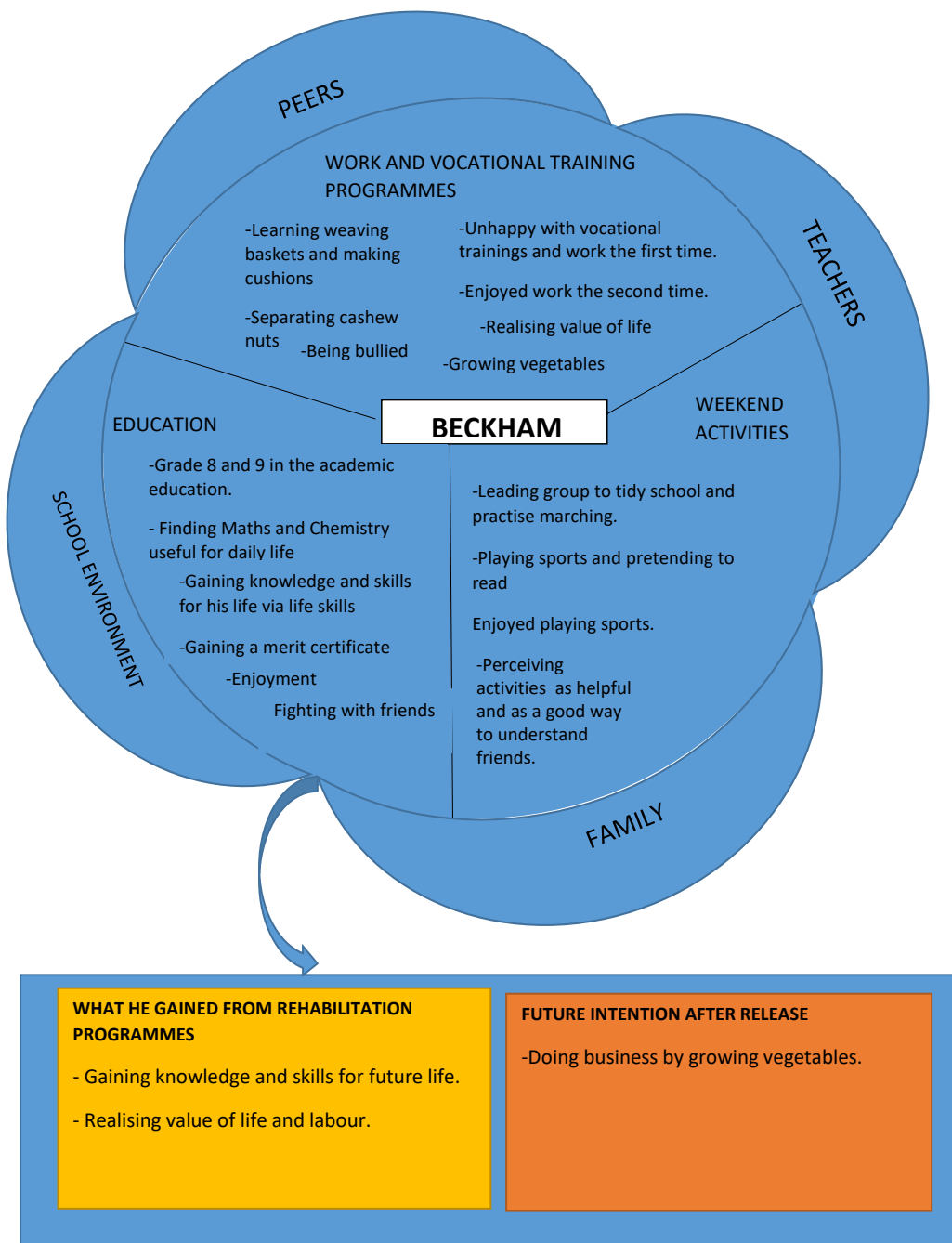


Figure 5. 2: Beckham's experiences of a rehabilitation programme

#### 5.4. Case 3: Chelsea

The pseudonym Chelsea was chosen by this participant as he was a fan of Chelsea Football Club.

##### Profile

Chelsea's profile is summarised in the following table:

Age	17
Hometown	The countryside
Family circumstances	- Lived with parents - Mother was a construction worker and father was a farmer. - An older sister and a younger sister.
Study background	- Dropped out of school when he was in grade 6
Self-reported personality	- Impulsive, low level of self-control, hot-tempered and easily irritated
Sentence and length of incarceration	- 8 months of an 18-month sentence at the correctional school (DR, CI)
Reasons for being incarcerated	- Fighting - Stealing

Table 5.3: Chelsea's profile

Chelsea was a 17-year-old youth who had been in the correctional school for eight months. Chelsea was sent to the correctional school in 2015. He had been caught four times for fighting and stealing, so he had been placed under the control of the local authority. Under the control of the authority, he had to go to the local committee every month and tell them what he had done. However, he continued fighting and was consequently sent to the correctional school.

Like Barcelona and Beckham, Chelsea did not accept responsibility for his antisocial behaviour. He identified family as a factor for his participation in a group with delinquent friends who then involved him in delinquency. He explained that his mother often compared him with neighbours' children, praising them for their study while telling him off for his bad study. This discouraged him from studying and then led to him dropping out of school later. On one occasion, he reacted to his mother's comparisons by telling her that *"if you still*



*compare me to the neighbour's son, you should go to their house and call him your son rather than call me your son" (CI).* And he also talked angrily to his mother *"I was born by you, not by another. You gave birth to me, not another" (CI).*

Additionally, his father was regularly drunk, and he often swore at him and his mother, especially during dinner. This made him angry and tired of his family. Once, he was so annoyed with his father's swearing that he punched his father back when his father assaulted him. This fight led to him decide to leave home and join a gang.

When asked about his relationship with siblings, he described that his sisters did not influence him, and he had never shared his feelings with them because he thought girls could not understand boys.

Apart from family, Chelsea blamed some boys with whom he spent time for his substance use (methamphetamine). However, he recognised that methamphetamine made him feel good and let him forget his father's swearing. Although he denied being addicted to it because of infrequent use, he confessed stealing to have money for methamphetamine.

### **Experiences in the transitional time**

According to Chelsea, the transitional time was challenging for him. Chelsea described his feelings as a combination of worry and fear while he was in the police car being taken to the correctional school because he thought that the school was a kind of prison for youths. However, on arrival, finding that many other young people were younger than him made him less worried and scared: *"I was scared of being assaulted by older juveniles in the same room but when I came in, seeing that most of them were younger than me made my fear go away and my worries disappeared" (CI).*

As a newcomer, Chelsea experienced being verbally bullied, but he reacted to bullies by arguing with them. This reaction helped him avoid later bullying.

Additionally, Chelsea experienced methamphetamine withdrawal symptoms on the first few days: *"I had mood swings, agitation, anxiety, and irritability, and I also felt drained. I think it was because of methamphetamine, so I was annoyed at whatever other students did" (CI).* Chelsea described these as negative feelings that easily made him lose his temper and cause conflict with others:

*Illusions were something that made my body feel uncomfortable and something that made my mood go up and down. Therefore, if any peers asked me anything, I lost my temper and swore at them or punched them immediately. For example, I was taking bowls to the dining room, some peers asked me where I came from and how long I would stay, I didn't answer, and they said to me that they would punch me if I didn't answer them. So, I threw the bowls immediately and punched them (CI).*

This was reflected in teachers' observations that young people who used methamphetamine often had difficulties in controlling themselves. Especially, they often kept quiet and looked dull when they first came to the school. Chelsea described that he smoked cigarettes to lessen his cravings for methamphetamine. He got the cigarettes from builders who worked near his working room. However, he was caught smoking and then he was told off and caned on the bottom by his form teacher.

Furthermore, Chelsea missed home and his life in society, which made him think of escaping. However, he gave up those thoughts after having a talk with other young people who let him know about more serious punishments if rearrested. Additionally, living in the correctional school within regulations made him uncomfortable. He considered that the list of regulations was so long that it was hard for him to remember all of them. He, therefore, experienced physical punishment by teachers for the first few days as a result of breaking regulations: *"When I first came to school, I was caned because I gave my jean jacket to a friend without asking my teacher for permission" (CI).*

Lastly, it was challenging for him to catch up with programmes, especially educational programmes because he dropped out of school for a period and he was not in the routine of studying at night.

### **Experiences in the correctional school**

After having lived at the school for a period of time, although he got used to life at the school, Chelsea still felt that life within regulations was cramped. Experiencing physical punishment and seeing others caned especially caused him fear. *"Every week, some young people in*

*another group upstairs are caned and my room is downstairs, so I can hear their scream clearly. That makes me scared” (CI).*

Chelsea missed his family more, especially his father, but he guessed that his father was still angry with him, and that his father would be estranged from him. His father had never visited him or talked with him when he phoned since he was sent to the correctional school. This made Chelsea sad. He shared that he wanted to have a talk with his father because he realised that his previous actions with his father were wrong. However, he was unable to speak directly to his mother about how he felt and asked the researcher to talk to his mother about it, instead:

*I couldn’t sleep last night, I thought about my family. Since I came here, only my mother has visited me, my father has never visited me. That makes me sad. Sometimes I called home, only my mother had a talk with me. Sometimes they didn’t answer the phone. That has made me sad and think a lot. Can you please meet my mother next Sunday on the annual parental meeting held in this school? I want you to tell them what I have shared with you, I want them to have sympathy for me (CI).*

While living in the school, Chelsea was lucky to have two close friends to share his stories, and this made him less homesick and feel happier. However, he realised that those friends had both a negative and positive influence on him. They were the people who gave him advice on how to control his temper, but they also tempted him to break school regulations, for example, smoking.

Through the researcher’s observations and chats with Chelsea, he showed himself as a hot-tempered person. While he was working in the working room, if his peers did something that made him unhappy, he immediately swore at them with the word “Đồ chó đẻ” (“Son of a bitch”). Additionally, he shared that he was so annoyed with a joke made by a boy in his group that he physically retaliated against him:

*I was sitting reading the newspaper and “Son of bitch A” [referring to a student he named] came to me and said if he were me, he would kill himself by putting his head into the toilet. He meant that I was stupid, so I stood up and hit him over the head with a plastic chair (CI).*

Chelsea's form teacher also considered it difficult for him to control himself when he got angry. *"Chelsea seemed brutal when he was angry. He even punched his father when his father was grumpy and assaulted him"*.

His form teacher often advised Chelsea to control his anger to avoid trouble, but Chelsea reacted to him by speaking his mind:

*Last week, my form teacher told me: "if you are patient in one moment of anger, you will avoid 100 days of sorrow" and I replied to him "I am a human being, I can only endure everything to a specific level. I can only suffer from some things, not everything". And he only said that I should try to reform myself so that I can go back to family earlier (CI).*

Furthermore, Chelsea presented being cunning. I noticed that in front of teachers he pretended to give others good advice on how to live and how to behave with others, but when the teachers left, he taught them tricks. This was also shown in his opinion about his friend's escape:

*B in my group tried to escape from school two months ago. He stole a motorbike and rode to his hometown. He craved methamphetamine so much that he swam across the pond to escape. But he was so silly. If I were him, I would have taken all money in the motorbike boot and called a taxi to somewhere, not my hometown, to buy methamphetamine so that my form teacher and policemen would not have caught me (CI).*

With reference to his future intentions after release, Chelsea shared that after release, he would spend a month hanging out with his friends and doing his favourite things, for example, singing karaoke, or going to a bar. He thought that he would look for a job after that, but he was not sure what he would do. He was not inclined to continue to study at a normal school. He wanted to learn how to repair motorbikes and hoped to open his own garage to earn money.

### **Group placements**

On arrival at the correctional school, Chelsea was initially placed into group for new comers where he spent two weeks with other newcomers learning school regulations by heart. There

were four students in this group, and he was unhappy with them. He explained that they often all swore at each other, which then led to fights: *“While sitting learning regulations, we swore at each other and then fought over a sachet of salt in the instant noodle packet. Some friends in other groups came to prevent us from fighting” (CI).*

He was then placed in group ‘Mussel-net making’. By the time of the interview, he had been in this group for eight months. His group took part in making mussel nets in the work programme. There were 15 students in his group and most of them were younger than him. All of the students in his group came from different provinces in Vietnam.

### **Experiences in educational programmes**

Since he dropped out of school when Chelsea he was in year 6, he continued year 6 when he arrived at the correctional school. He stayed in year 6 for five months. Then in September 2016, he moved to year 7. He spent afternoons in academic educational classes. He did not like general education. He identified his limited learning capacity as the reason for the challenges in picking up knowledge and this made him dislike academic education. *“My learning capacity is limited, so I did not understand lessons that made me bored with learning and I did not concentrate on lessons” (CI).*

However, he was observed as being enthusiastic with lessons and he even volunteered to answer the teacher’s questions in literature lessons. He explained that he liked literature lessons best because of the interesting stories about people (CI). Answering teachers’ questions helped Chelsea to get marks for his evaluation that may lead to his sentence being shortened: *“When I know anything related to lessons, I often volunteer to answer and discuss with teachers and friends because it helps me to gain marks for me and my group that makes my punishment time shorter” (CI).*

Chelsea revealed ‘fake behaviours’ that he and other young people used to cope with teachers during lessons:

*One thing that made me dislike academic educational classes was that teachers often checked whether young people understood and learnt previous lessons by heart by asking students questions. Most young people said that they understood, and they learned lessons by heart, however, some students were unlucky to be the people asked*

*questions and they could not answer. Of course, there would be punishment for them (CI).*

Furthermore, to pass exams or tests, Chelsea and his friends often copied other students' papers. *"I could do some exam tests but some I could not do, so other students who could do it let me have a look at their papers and then I copied the content and I passed all the papers" (CI). "I copied others' then I let other students copy mine" (CI).*

Although Chelsea did not like the general educational programme, he liked the life skills programme because it was useful for him, especially as it helped him to change himself. *"I was taught how to communicate with everybody, which made me more confident when meeting anyone I did not know before. I was taught about the way to behave with other people" (CI)*

Importantly, this programme made him more positive about his life. He realised that although he was an offender, he still had his strong points and he was not a burden. *"I realise that each person has their own value and each person has strengths and weaknesses. I feel more confident now" (CI).*

During chats between himself and his friends, Chelsea considered that working hard to earn money for their families was a way to show that they were useful for society.

### **Experiences in the vocational training and work programmes**

Chelsea was not chosen for vocational training because, as mentioned above, only two youths in a group took part in the vocational training.

Chelsea participated in a mussel net-making work programme. Every day, he worked in the morning. During summer, he did not take part in the educational programmes, and he worked all day instead. When he was first interviewed in August, he was working all day. Chelsea took charge of one step of making mussel nets, using plastic thread to cover cello-tape wrapped rings. He was observed as being happy in the work programme. He sometimes had a chat with other young people happily and he verbally teased them. However, Chelsea did swear at friends during work time, and his friends regarded it as a joke. He also chatted with his form teacher whenever his teacher came towards him. He shared that he preferred the work programme because he had more freedom and he could have chats with friends. In addition,

he considered that work in the work programme was not hard and he found it useful. Chelsea saw his character changing:

*Work in this school is not hard but working in this school made me become a patient person and less hot-tempered. More importantly, I am more thoughtful, I think more carefully before deciding to do anything (CI).*

### **Weekend activities**

Unlike other students, Chelsea seemed not to like playing sports. However, he sometimes took part in them because playing sports was a way to get marks for his later evaluation: *“Whenever I borrow sport equipment or books, teachers at the Teaching and Study Management Department give me marks that not only help me but also my group” (CI).*

Chelsea spent most of the time sitting in the playground watching other students play sports or sitting in the group room watching TV or chatting with friends. He liked chatting with others. While the researcher was doing research in the school, he often asked the researcher to come to the dormitory to have a chat with him. He considered *“chatting with others was a good way to throw sorrow and anger away” (CI).*

Chelsea sometimes spent time reading in the library as it was a compulsory activity. He appeared not to concentrate on reading and he sometimes looked out of the window. He explained that he liked reading, but he did not like going to the library. He liked reading in his group room because he could discuss things with his friends in relation to the book:

*I am sent to the library to read books by the group leader. We, young people in the group, in turn, have to go to the library in order to get marks for our group. But I only like reading in our room because I can chat about books with others in my group (CI).*

Besides, Chelsea liked competitions held by school. Chelsea was enthusiastic about taking part in them, for example, doing a tug of war and singing and playing football. Chelsea described that these competitions were interesting, made him comfortable and took away his feelings of being separated from society:

*“When I take part in an activity, I feel comfortable and I feel like I am in society rather than being imprisoned” (CI).*

Importantly, his participation in these competitions may help his chances of being released earlier: *“School encourages students to take part in activities and when we take part in them, we will have more marks for evaluation that enables students to have punishment time shortened” (CI).*

## **Summary**

Chelsea was sentenced to 18 months in the correctional school for fighting and stealing. Prior to school, Chelsea experienced overreactive and coercive behaviour from his parents such as aggression and anger which were associated with his negative reactions towards them. For example, arguments with his mother and a fight with his father. The conflict with his parents made him seek other relationships and environments. Therefore, Chelsea’s parents partly played a role in his behaviour. Importantly, they still influenced him during his incarceration. For example, his father’s estrangement reflected in no contact or visits during Chelsea’s incarceration was related to his negative psychology. However, this made Chelsea aware his previous behaviour with his parents was wrong.

Chelsea recognised that he was hot-tempered and prone to brutality. His characteristics appeared to be related to conflicts with peers during his stay in the correctional school. However, they also helped him lessen some of the harshness of the school environment such as bullying, especially in the initial period.

Like Beckham, Chelsea experienced methamphetamine withdrawal symptoms. These symptoms made him lose his temper and caused fights and arguments with his peers. Importantly, he sought other substance such as cigarettes to lessen his cravings for methamphetamine. Although teachers recognised Chelsea’s symptoms, they did not provide him with any assistance. A corporal punishment was used instead as a consequence of smoking.

Having spent 8 months in the correctional school, Chelsea’s experiences were diverse. Firstly, behaviour compliance stood out. He often pretended to be a good student in front of teachers but was deceitful. He often taught peers tricks to deal with teachers. Notably, he had compliant behaviours and copied peers’ test papers as a way of coping with teachers. Secondly, Chelsea did not find the educational and work programmes interesting. However, he recognised the influence of programmes through changes in his personal characteristics



such as having more patience, thoughtfulness and self-control. In addition, he gained knowledge, skills and enjoyment. Importantly, he realised his personal values and became more confident. This was shown in his intention to set up his own business after taking part in a motorbike-repairing course on release. The following figure shows Chelsea's experiences in the rehabilitation programmes:

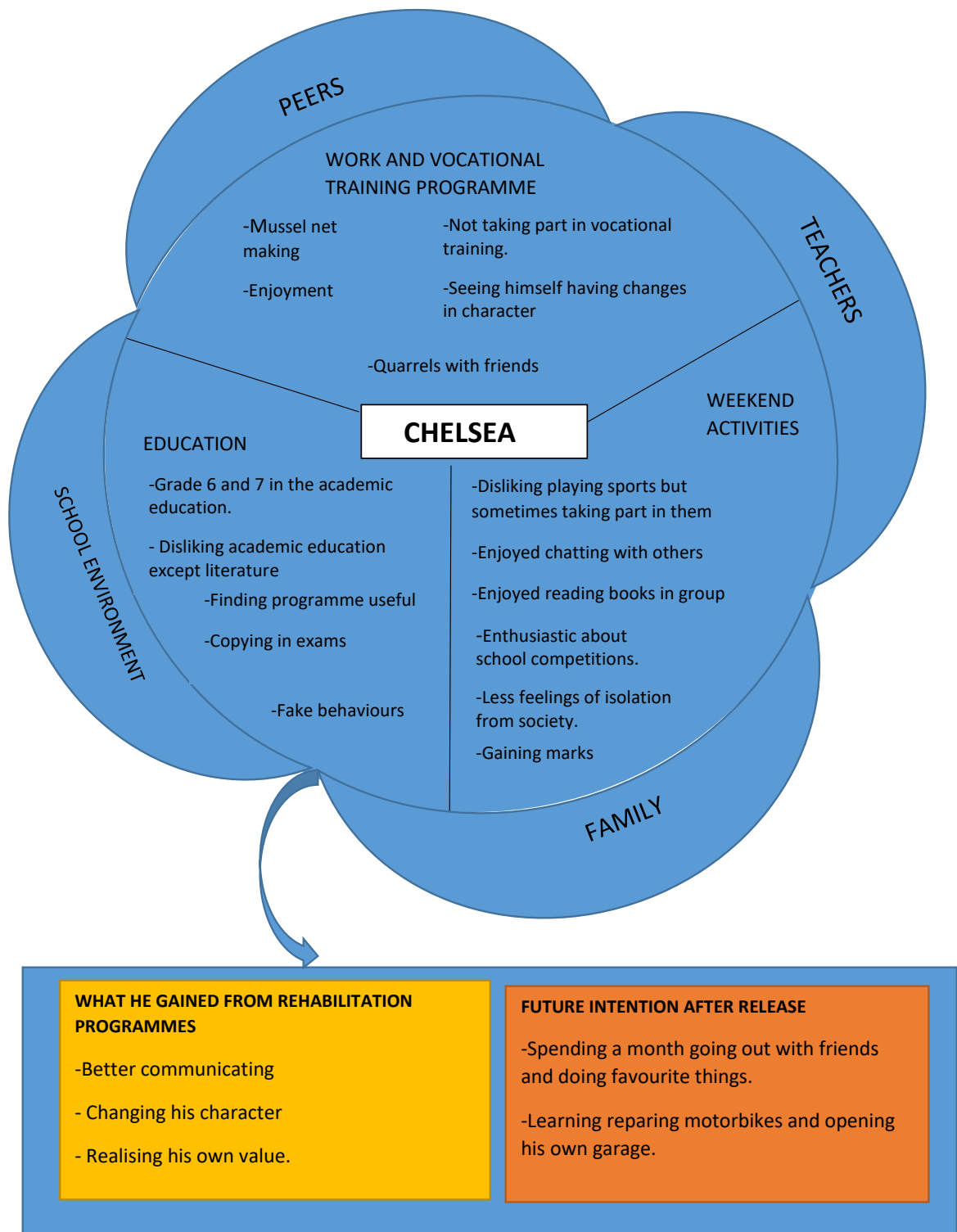


Figure 5.3: Chelsea's experiences of a rehabilitation programme

### 5.5. Case 4: Giant

Giant was chosen by this participant as a pseudonym because he hoped that he would become a person of exceptional qualities after release.

#### Profile

Giant's profile is summarised in the following table:

Age	18
Hometown	A province in the Middle of Vietnam
Family circumstances	<ul style="list-style-type: none"><li>- Lived with parents</li><li>- Father was a security guard at a school and mother was a shopkeeper.</li><li>- A younger brother</li></ul>
Study background	<ul style="list-style-type: none"><li>- Dropped out of school when he was in grade 11</li></ul>
Self-reported personality	<ul style="list-style-type: none"><li>- Impulsive, low level of self-control, and quiet</li></ul>
Sentence and length of incarceration	<ul style="list-style-type: none"><li>- 10 months of a 24-month sentence at the correctional school (DR, GI)</li></ul>
Reasons for being incarcerated	<ul style="list-style-type: none"><li>- Stealing</li></ul>

Table 5.4: Giant's profile

Giant was an 18-year-old youth who had been in the correctional school for 10 months. Giant was sent to the school in 2015. He had been caught stealing four times and was under the control of the local authority (DR, GI). According to Giant, the local authority did not do anything to him except asking him to meet them every month to let them know what he had done. However, while under supervision of his local authority, he was involved in stealing again and, therefore, he was sent to the correctional school.

He blamed his friends for tempting him to play online games and his parents for their lack of interest. Like the other young people, Beckham, Barcelona and Chelsea, he did not take responsibility for his previous antisocial behaviour.

With regard to his relationship with his family, Giant described not being close to his parents because they were busy with work every day. His brother was too young to share his problems

with. Having no one in the family to share his stories with made him bored and lonely and this led to him hanging out with antisocial friends.

### **Experiences in the transitional time**

When he first came to the school everything at the school seemed strange to him and this made him worried, scared and feel cramped. He explained that he missed his family and he struggled with regulations in the correctional school. This led to thoughts of escaping from the school in the first two days. However, friends' and teachers' support not only made him less worried, but also led him to give up his thoughts of escaping.

Like Barcelona, Beckham and Chelsea, Giant experienced verbal and physical bullying by older youths and this made him stressed. *"In group 'Mussel-net making', I learned how to make mussel nets, but I was bullied by the leading young person, he often hit me on the head because I worked slowly" (GI).* In addition, he found the work programme was hard: *"When I started to work, I had difficulty remembering all steps of production" (GI).*

### **Experiences in the correctional school**

After living at school for 10 months, Giant got accustomed to school life. He saw himself being pleased to be staying at school and becoming mature and thoughtful. He explained that *"unlike before, now when I do anything or say anything, I often think carefully. I also think whether what I say or do affects myself or others" (GI).*

Although Giant did not like school regulations and school life, he found that regulations were helpful for him, especially for his self-control:

*Regulations help my behaviour and manners. For example, I know how to behave with the older people. They also help me to become a punctual boy, because in this school everything is done according to a timetable. Furthermore, they help me with internal control. For example, I am less hot-tempered and no longer lose my temper easily, I can control my temper now. (GI).*

Furthermore, there was no bullying in his group, after bullies were released. This made his life less stressful. He described that other young people were kind to him and often shared their stories with him and he learnt many things from them:

*There are many things in life that I don't know. Through chats with friends, I have more knowledge about life, and people in society. For example, they told me about heroin and how terrible it is if I were addicted to it and I know how to avoid using it. More importantly, they taught me how to avoid breaking school regulations (GI).*

However, young people's stories about what they had done in society intrigued Giant and it flashed through his mind that he may try doing them when released:

*Giant: through chats with them, they told me about what they had done before coming to this school which makes me curious and excited and encourages me to try doing it when I leave school.*

*Researcher: please tell me more about what they had done before they came here.*

*Giant: for example, they took part in illegal motorbike races, they wandered on the street all night until the morning.*

During the period of incarceration, Giant's parents visited him once a month (GI). However, whenever he saw his friends' parents visit them, he felt sad: *"Seeing other students' parents and relatives visit them makes me feel sad and makes me wallow in self-pity. I often keep quiet while working, I often think about it and I lose my concentration on work"* (GI).

Through the researcher's observations and chats with Giant, he presented as a mature and reserved boy. He always behaved and acted as if he were an elder brother in his group. According to his form teacher, Giant was a responsible and thoughtful person. He was careful with his speech and his actions. In addition, he was the person peers often asked for advice. The form teacher affirmed that he trusted Giant a lot and assigned him to control his group. Due to being trusted by the form teacher, Giant shared that he felt ashamed when he made even a minor mistake by accident because *"he [the form teacher] often believes in me and he is considerate so when I do something wrong, I feel ashamed when meeting him"* (GI).

With reference to his future intention on release, he did not think that skills he gained in the work programme might help him to find a job in his area because making mussel nets was not popular. Therefore, he thought he would continue studying and try to get a diploma with a major in business. His keenness on studying was reflected in his chats with the researcher. He shared that he wanted grade 11 math and physics textbooks, but his parents often forgot

to bring them to him. He explained that he wanted to teach himself so that after release he could catch up with other students in a normal school.

### **Group placements**

Giant was placed in group for new comers when he first came to school. He stayed there for nine days. During the time in this group, Giant learnt school regulations by heart and pulled out grass around the school as well as sweeping the school. Then he was arranged into a group called 'A Star'. In this group, he experienced getting up early and going to all rooms to check whether rooms were kept clean and tidy. In addition, he also had to write down other young people's names who swore or broke school regulations and report them to teachers. After staying in this group for two days, he asked teachers to move him to another group.

*Researcher: Why did you want to move to another group?*

*Giant: Because I had to get up earlier than others in other groups.*

Then he was placed into Group 'Mussel-net making', where he took part in making mussel nets. He stayed in this group until the time of the interview. He was the form teacher's assistant who managed students and reported daily group work to his form teacher. There were 17 students in his group. Some of them came from his hometown.

### **Experiences in educational programmes**

As stated in the policy (see Chapter Four), Giant did not have to take part in the general educational classes because he was in year 11. Giant attended civil education classes, sex education classes and life skill classes. Giant liked those classes and he realised how useful they were.

Sex education provided him with knowledge about his body and infectious diseases and, importantly, he knew how to protect himself from those diseases. *"Sex education class gave me information about my body and helped me to know how to avoid social diseases such as HIV, Hep B..." (GI)*. In addition, he felt happy in that class because of the interesting lessons: *"Sex education lessons were*

*very interesting, and they gave us a happy atmosphere. We laughed a lot" (GI)*.

Civil education classes helped him to gain a better understanding of social morality. He learned how to behave with others, and he was taught about respecting parents and the elderly. *“In civil education classes, I was taught about suitable behaviours with others. I also realised that the fact that I answered my parents back and stole their money as well as stealing stuff from others was immoral” (GI).*

The lessons encouraged Giant to realise his responsibility for his previous behaviour.

Life skills classes provided Giant with skills that helped him to deal with social problems, especially to avoid temptation from antisocial people:

*I was taught how to refuse to take part in delinquent acts and how to get away from bad friends. For example, I will refuse and give them some reasons such as: I am busy at that time or my parents often follow me, so it is not safe for them to be with me (GI).*

In summary, these classes were attractive to him because they filled in his lack of knowledge: *“I liked those classes because knowledge in the classes was something new to me and made me eager to take part in them” (GI).*

### **Experiences in the vocational training and work programmes**

Like Chelsea, Giant was also not chosen for a vocational training course: *“Partly because I want to work and want to help my form teacher to control my group. Partly because only two students in each group can attend vocational training class” (GI).*

By the time of the interview, he had already finished educational programmes and he was taking part in a work programme all day. Every day, Giant assisted his form teacher to check completed products and he ran errands for his form teacher. His group was in charge of making mussel nets. There are 12 steps in making mussel-keeping nets. He took charge of three steps: preparing plastic thread, sewing nets and threading ropes through nets. He was observed during this time. At the beginning of every morning and every afternoon, he prepared thread for other young people, then he joined in sewing nets with them. At the end of every morning and afternoon, he threaded ropes through nets, the final step, to complete a mussel net. While working, he ran around the working room to check how other people

worked. When a product was completed, he checked it carefully before putting it into a sack. He seemed to be quiet but happy.

Giant liked working because working made him realise the value of labour. Through work, he saw himself gaining sympathy for his parents and loving them more: *“Through working, I knew that gaining money was not easy, I knew how hard it was for my parents to earn money to bring me up and I love and feel sorry for them more” (GI).*

Furthermore, he described that managing his group improved his skills such as communication skills and management skills. These skills may help him in a future job:

*Assigned to manage other students, I was instructed how to manage my group by my form teacher. Now every day, I have to control my group and have to communicate with others, and this helped me naturally gain my own experience and skills. I think my own experience and skills will be able to help me with my future work (GI).*

### **Weekend activities**

Giant led his group in tidying the group room and the school grounds every weekend. He was observed in these activities. He assigned students to clean the floor and concrete bases. Then he and two other students cleaned wooden boards after they had been carried downstairs and put on the concrete bases. Giant looked tired and he did not smile. He shared that *“it is necessary to tidy and clean the room because of the students’ health. But carrying heavy wooden boards is hard work and tires students” (GI).*

Then, Giant either went to the school playground to play sports or stayed in the room to play Chinese chess with his friends. Giant liked playing chess. He was good humoured and happy while playing chess. He talked with friends and sometimes laughed when one of the friends made a wrong move. He teased them, for example, *“If I were you, I would let him have all the chess pieces, so you can have another game of chess more quickly” (GI).*

Similarly, he was happy when he played volleyball or badminton with friends. He explained these happy feelings: *“I feel like I was myself in society when playing sports with my friends. I have fun playing. I do not have to try to show that I am a serious boy as I do while working” (GI).*



More importantly, he believed that activities at weekends were not only healthy for students, but they were also a way to connect them. *“Weekend activities make us healthy through playing sports and they help make students close to each other and understand each other more” (GI).*

### **Summary**

Giant was sentenced to 2 years in the correctional school for stealing. Giant experienced a lack of parental closeness and interest which made him lonely. Therefore, he joined in with a group of antisocial friends and this was associated with his subsequent offending.

Although Giant reported himself as being impulsive, and lacking self-control, teachers and the researcher considered him to be a mature and reserved young man. Hence, Giant gained the trust of teachers on his arrival, and he was placed in important positions such as a member of the “A Star” group and as a teacher’s assistant. His relationships and level of trust with teachers influenced Giant’s thoughts and behaviour. For example, he felt ashamed when he made mistakes, although they were minor and done by chance.

Like other young people, Giant experienced the harshness of the school environment in the initial period through experiences such as bullying and through the regulations. These were associated with his negative psychological characteristics, for example, stress and fear. Despite a tough life in the correctional school, Giant had a happy time with peers in activities. Peers in the correctional school provided him with knowledge about life and society which may help him to avoid being involved in antisocial behaviour after release. However, peers also intrigued Giant with their stories about their previous actions in society. This encouraged Giant to seek these experiences after release.

Having lived in the correctional school for 10 months, Giant participated in programmes, except general educational programmes. He had positive opinions about them. In particular, the knowledge and skills he gained from programmes might help him to deal with social issues, to avoid temptation from antisocial people and to improve his skills such as communication and management. In addition, he developed empathy for his parents and realised the value of labour. Although he was left out of the general educational programmes, he was so studious that he asked the researcher to provide textbooks for self-studying. He hoped that self-studying might help him to realise a dream of completing a diploma with a

major in business in the future. The following figure shows Giant's experiences in the rehabilitation programmes:

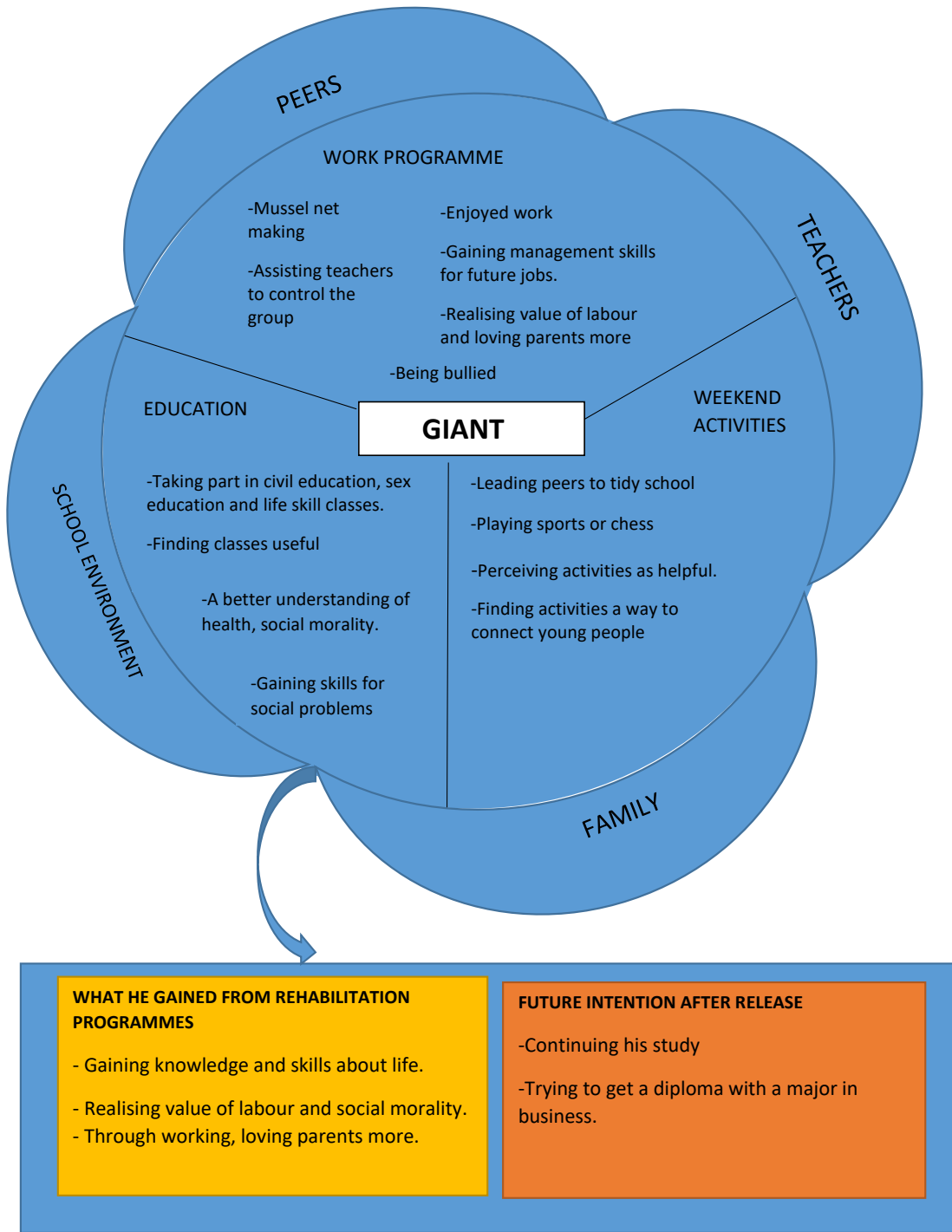


Figure 5. 4: Giant's experiences of a rehabilitation programme

### 5.6. Case 5: Harry Potter

Harry Potter was chosen as a pseudonym by this participant as he admired the character from the series of books with the same name.

#### Profile

Harry Potter's profile is summarised in the following table:

Age	16
Hometown	A big province
Family circumstances	<ul style="list-style-type: none"><li>- Lived with parents</li><li>- Father was a construction worker and mother was a factory worker.</li><li>- A younger sister.</li></ul>
Study background	- In grade 7 when he was sent to the correctional school
Self-reported personality	- Impulsive, low level of self-control, and quiet
Sentence and length of incarceration	- 8 months of a 12-month sentence at the correctional school (DR, HPI)
Reasons for being incarcerated	<ul style="list-style-type: none"><li>- Stealing</li><li>- Fighting</li></ul>

Table 5.5: Harry Potter's profile

Harry Potter was a 16-year-old youth who had been in the correctional school for eight months. He was caught 10 times for fighting and stealing before being sent to the correctional school. Prior to the correctional school he was left to reform himself under the control of the local authority in his hometown. According to Harry, the local authority did not interfere with his life except for giving him advice on changing his behaviour:

*Every month I met someone in a room at my local people's committee who often asked me what I had done and then said to me that not going out with bad friends and staying at home to help parents with housework would make me change into a good boy (HPI).*

The last time he was caught stealing and was sent to the correctional school. Harry shared the reason for his delinquency was that:

*My girlfriend's birthday was coming, and I did not have money to buy a gift for her. My parents gave me only 20,000 VND and it was not enough for me to buy something special for her. Therefore, I stole my neighbour's phone (HPI).*

Harry did not realise his behaviour was wrong. Instead, he blamed his family for his participation in friend groups who tempted him to be engaged in delinquent activities such as fighting and stealing. Notably, he blamed his friends for tempting him to use methamphetamine and to smoke. He described smoking three or four cigarettes a day and using methamphetamine four or five times a year. However, Harry denied being addicted to methamphetamine because he never had cravings for it.

In his relationships with family members, Harry described not being close to his parents because he was scared of them. He explained that his parents often asked him about the reasons for his trouble but what he shared with them became stories for them to share with his grandparents and relatives. This made him ashamed and feel that he was disregarded. Importantly, this led to him keeping things close instead of opening up to parents. Harry then shared his troubles and joys with his girlfriend. In addition, his parents paid no attention to him or his personal opinions about things in life. Instead, they grumpily and angrily reacted to his opinions. He said this made him sad and bored, so he joined in antisocial friend groups for enjoyment, which led to his delinquency, as mentioned above.

### **Experiences in the transitional time**

When he first came to school, Harry felt worried because everything was strange to him. He was also scared when seeing school teachers and staff in police uniform.

*This was the first time I came to live in this school. In my local area, there is no place like this school, and I had never lived in any places like this school. I felt strange and scared, because I saw policemen in the school when I first came here. Then I knew that teachers here were also policemen (HPI).*

He explained that the police who had caught him in society wore casual clothes instead of police uniform. Having been caught many times made him scared whenever he thought of the police, although he was not victimised (HPI). Fear and worry made him think of escaping from school in the first few days. However, after his form teacher and a female teacher in the

counselling department explained to him about the advantages of living in the school, he gave up that thought.

Additionally, Harry found it difficult to get used to the food:

*When I came here, there was only rice, vegetables and fish sauce for me to eat. Some vegetables were cooked in a different way that I had never had before, for example, broth with “Rau muống”—a kind of vegetable, but at home it was boiled or stir fried. Pork here was cooked with special spice that made it have a dark colour (HPI).*

Harry also felt frustrated when he had to do everything within school regulations. For example, spending evenings sitting and reviewing lessons made him feel cramped. He also struggled growing vegetables in the working programmes. His experiences with corporal punishment due to breaking school regulations made him especially upset.

Furthermore, feelings of missing family, and especially his girlfriend brought him a feeling of loss. Specifically, he was worried about losing his girlfriend as a result of his incarceration. Harry described that he craved cigarettes in the first few days and missed the feelings after using methamphetamine, so he hid a smoked cigarette that he got near the vegetable field to sneakily smoke.

### **Experiences in the correctional school**

After living in the school for two months, Harry gradually got used to life at school and he felt especially happy to have friends and their support: *“They make me happy, they are an encouraging source for me because they often play with me and have a talk with me” (HPI).*

Through the researcher’s observations and chats with Harry, it was observed he had difficulty using words to show his opinions, feelings and thoughts. This was reflected in the observations in general educational classes and in interviews with the researcher. In the classrooms, he often volunteered to answer teachers’ questions, however, his answers were not consistent with teachers’ questions and his teachers kept asking what he meant. In the interviews, the researcher kept repeating his answers several times until he found the right words to express his ideas. Harry presented as an obedient person who liked sharing his stories with friends and the researcher.

With reference to his future intentions, he shared that he would follow his father to work in construction because the skills and knowledge he gained from the vocational training would help him with construction work. He added that he would not continue studying because it was difficult for him to catch up with other students in the normal school.

### **Group placements**

Harry was in three groups over his time at the school. When he first came to school, he was placed in group for new comers and he stayed there for 10 days. During that time, he was assigned to learn school regulations by heart. He described that he was supported by five young people in that group who explained the school regulations to him. Then he moved to group 'Vegetable-growing' and stayed in that group for over five months. There were 15 students in his group. Every day he had to hoe the ground for his friends to plant vegetables. Then he registered for a vocational training course—a construction course. Therefore, he moved to group 'Construction' and stayed there with 15 peers for three months. By the time the research started he was still in this group. However, by the time of the interviews, all young people in his group had started a work programme because he had completed the vocational training course.

### **Experiences in educational programmes**

Harry continued year 7 at the correctional school. He took part in educational classes every afternoon. Harry preferred learning in the correctional school more than his old school and he learned better in the correctional school. He considered that teachers' encouragement helped his learning:

*Teachers here are better than teachers at school that I went to when I was living with my parents. Teachers here teach more carefully. When I did not understand, I could ask them, and they did not mind teaching me again and they encouraged me that I can learn better if I try my best. That urged me to learn (HPI).*

Harry liked learning, and this engaged him in lessons. He volunteered to answer teachers' questions, which was something that he had never done in the normal school: *"When I went to school in my hometown, I never volunteered to answer teachers' questions as I do here now" (HPI).*

The researcher noticed that Harry was enthusiastic with lessons, and he constantly volunteered to answer teacher's questions. He shared that his volunteering helped his chance of gaining marks for evaluation and this might help him to have his sentence shortened and his group to have a monetary reward from the school: *"My volunteering helps not only me but also my group to be praised. This leads to my punishment time being shortened and our group has money to buy more food"* (HPI).

Harry described history and geography as not being his favourite subjects because learning about past events did not interest him. He liked literature because interesting stories about life and people attracted him. Maths was interesting to him because applying maths formulas to exercises was easy for him. However, in general, he found the academic educational programme difficult: *"The more I learn, the more difficult I find lessons, so it is difficult for me to pick it up. Every evening I have to learn and do homework for two hours. That makes me tired"* (HPI).

Apart from the general education classes, he was extremely keen on sex education classes because they gave him a better understanding of his body and satisfied his curiosity about the female body: *"My friends and I like sex education lessons because they helped us to understand our body and to answer our questions about girls' bodies"* (HPI).

Furthermore, Harry found life skills classes interesting and helpful. *"I was taught how to keep my mind focused on living here and to change myself, I was also taught how to avoid temptation from bad friends"* (HPI).

However, Harry saw himself as uninterested in civic education classes: *"it was nothing in my mind"* (HPI). An exception was morality lessons in which he was taught about gratitude to parents.

In general, Harry liked educational programmes because *"learning makes me feel more comfortable. I can sit in the airy room that makes me more comfortable than working in the working room"* (HPI).

He thought that educational programmes provided knowledge about life and skills for him. They especially helped him realise the value of life and this made him determined to change himself. *"Teachers often meet me and tell me about morality and lifestyle that helps me to*

*realise the value of life. That urged me to reform myself. I also gained more knowledge about life through lessons” (HPI).*

Notably, he realised his responsibility for his delinquency rather than blaming it on his parents and friends. He considered that it was fair for him to be incarcerated for his antisocial behaviour.

### **Experiences in the vocational training and work programmes**

Harry attended a construction course in the vocational training (VT) programme after living in the school for over five months. By the time he took part in the VT course, it was a summer holiday for educational programmes (see Chapter Five). Therefore, he spent the whole day in the vocational training course: half the day on theories related to construction and the other half day on practice. Harry was interested in this course because his close friend attended the course, and because he found it useful for his future career:

*It is interesting. I have a close friend in that course. I had theory lessons for two weeks then we practised building. Practising building made me happy and I think it may help me to earn a lot of money as my father does (HPI).*

In addition, joining in the course gave him an opportunity to be in an open space, which made him feel relaxed: *“I like building. I work in the open air and that makes me feel happy and comfortable” (HPI).*

He was observed building fences around the school garden and he was happily talking with his peers and his teacher. Harry found the course easy because of his previous experiences in building: *“I took part in the construction course, in fact I had known how to build before I came to this school, so it was easy for me to learn in that course. I felt happy in building lessons” (HPI).*

Importantly, the construction course not only provided him with skills, but it improved his self-awareness for example, he realised the value of labour and he was more understanding about his father’s work:

*My father works in the civil construction domain, so I have realised how hard my father works to earn money, I know that this work will help me to earn a living to raise my family. I have realised the value of labour and respect it (HPI).*



With regards to work programmes, he took part in two work programmes. When he first came to school, he was in the vegetable-growing group. He found that it was hard work because he had no experience in growing vegetables. He did not like working in the field, so he asked his form teacher for a vocational training course when he heard about the course. *"I had to hoe the ground. I had never done this before, so I had difficulty in doing it. And I did not like it. After five months, I registered for a vocational training course" (HPI).*

Harry and his peers in the construction course started to work in the basket-weaving programme after that course. However, Harry did not like this tiring work: *"I don't like weaving baskets because I have to sit all day and my hands are tired after weaving baskets" (HPI).*

His discomfort in the work programme was reflected in the observations during working time. Most of time he kept quiet and he rarely smiled while he was working. Sometimes, he stopped working for a few minutes to massage his hands. Although he did not think that work programmes would help him with his future career, he saw changes in his character:

*I do not think the work programmes will help me in the future because weaving baskets and growing vegetables are not my intention as my future career. However, I have become patient after working here for a while (HPI).*

### **Weekend activities**

Like other participating young people, Harry spent 30 minutes tidying and cleaning his room and school grounds. Then, he took part in reading books or playing sports. He liked reading comics, although he felt uncomfortable sitting in the library. *"I read comics. It is very interesting. Although sitting in the library gives me a sore neck but reading makes me happy" (HPI).*

As reflected in observations, Harry spent 30 minutes reading books and he seemed to concentrate on the books because he did not look up while reading. When asked why he was so attentive, he explained that whenever he liked something, he often concentrated hard on it. After reading books, Harry played volleyball, ping pong or football with his friends. He never played any sport before being sent to the school, but then he became very keen on playing. I noticed that he played sports with his friends very enthusiastically, and he cheered whenever

he won. He described that “*playing sports with friends*” was “*fun*” and made him and others “*feel like the time goes more quickly*” (HPI). Importantly, Harry hoped that attending sports activities may help him chances of being released earlier:

*Researcher: what else motivates you to change yourself?*

*HP: playing football.*

*Researcher: I don’t understand why football motivates you to change yourself?*

*HP: When I take part in playing football or in a football team, I will be in the list of young people who will have punishment time shortened (HPI).*

## **Summary**

Harry Potter spent 8 months of a 12-month sentence in the correctional school for stealing and fighting. Prior to school, he experienced a lack of closeness and overreactive behaviour from his parents. For example, his parents exposed the troubles he shared with them to relatives and this led him to stop opening up to them. Importantly, he sought a relationship with a gang of antisocial friends whom he enjoyed, however, this relationship then led to his delinquency.

Harry Potter considered himself to be impulsive and to lack self-control. However, during incarceration he showed himself as an obedient student who obeyed teachers’ commands. Harry Potter had a variety of experiences in the correctional school. In the initial period, he experienced negative psychological issues due to the harshness of school environment such as strict regulations, corporal punishment and living conditions including strange food. Especially, experiencing the process of arrest and interrogation by the police several times before school scared Harry Potter when he saw staff in police uniform on arrival. Importantly, Like Beckham and Chelsea, Harry Potter was left to deal with methamphetamine withdrawal symptoms and cigarette cravings on his own.

Having lived in the school for 8 months, Harry Potter had difficulties in adapting to school life, especially programmes, however he positively described educational programmes, vocational training and weekend activities in the correctional school. In particular, Harry Potter recognized that programmes not only provided him with enjoyment, knowledge and skills he had lacked prior to school but they also improved his self-awareness and his sense of

responsibility for past wrongdoings and the value of labour. In addition, he developed sympathy and understanding for his father through lessons, and work. Furthermore, school policy about shortening punishment time was an encouragement for him to take part in activities, especially sports. Importantly, the vocational training programme brought him an opportunity to follow his father's occupation after release. The following figure shows Harry Potter's experiences in the rehabilitation programmes:

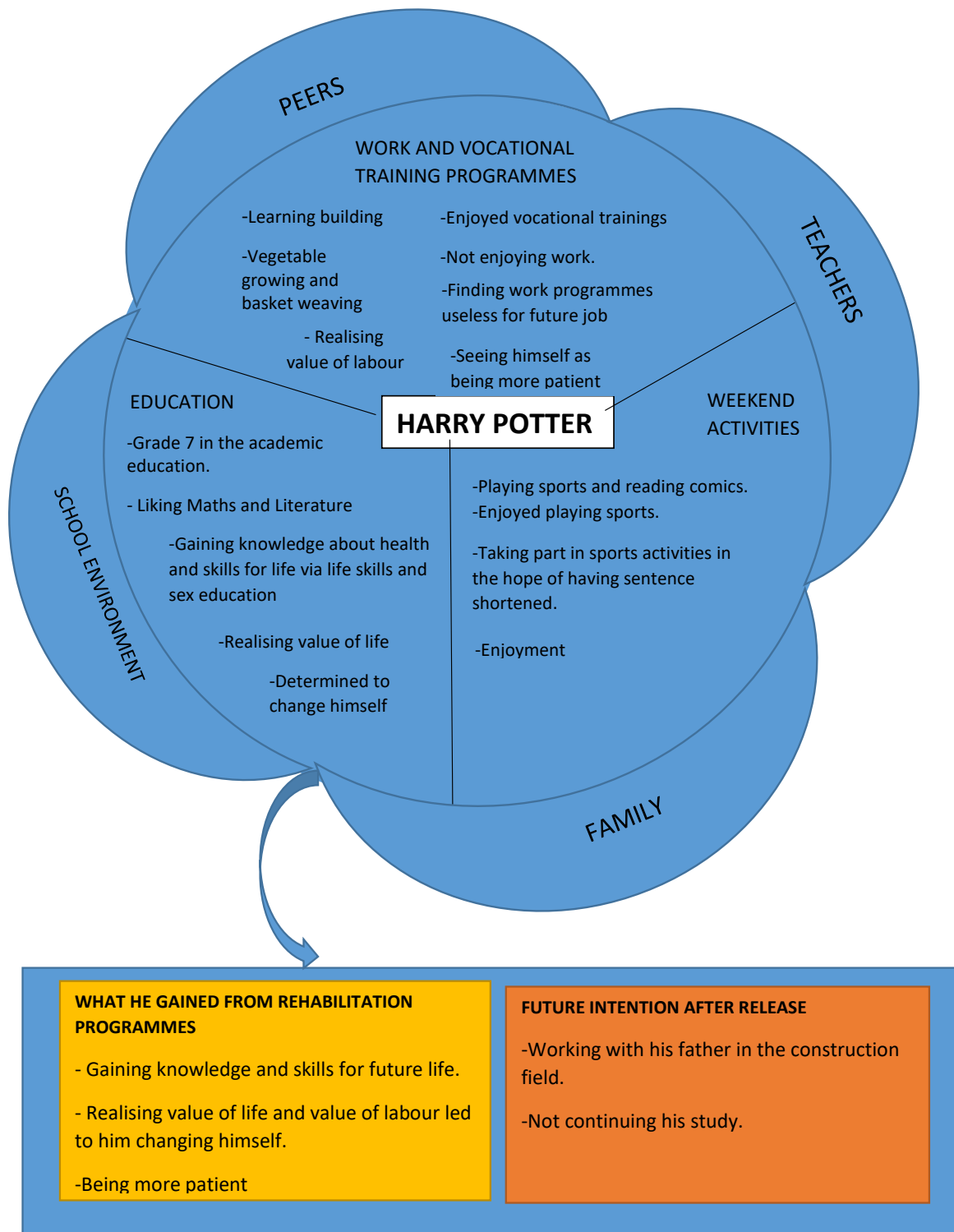


Figure 5. 5: Harry Potter's experiences of a rehabilitation programme

### 5.7. Case 6: Martin

Martin was chosen as a pseudonym by this participant as it is the name of a professional footballer he admired who plays as a striker in the Scottish national team.

#### Profile

Martin's profile is summarised in the following table:

Age	17
Hometown	A small town in the middle of Vietnam
Family circumstances	<ul style="list-style-type: none"><li>- Lived with grandparents</li><li>- Parents were divorced</li><li>- Mother was remarried and father moved to another province.</li><li>- Did not know about parents' jobs.</li><li>- Three half-siblings he had never met.</li></ul>
Study background	In grade 10 when he came back to the correctional school
Self-reported personality	<ul style="list-style-type: none"><li>- Impulsive, low level of self-control, hot-tempered, taciturn and easily irritated</li></ul>
Sentence and length of incarceration	<ul style="list-style-type: none"><li>- He had served 9 months of a 24-month sentence at the correctional school at the time of the interview (DR, MI)</li></ul>
Reasons for being incarcerated	<ul style="list-style-type: none"><li>- Stealing</li></ul>

Table 5.6: Martin's profile

Martin was a 17-year-old returnee who had been in the correctional school for nine months. He had broken the law on a number of occasions. Specifically, he had been involved in stealing. Before he was sent to the correctional school he was under the control of the local authority, however, he did not have to do anything except to meet policemen sometimes to answer some questions, for example, *"what I think about my previous delinquent actions"* or *"What I am doing"* (MI). While under control of the local authority, he continued stealing and thus he was sent to the correctional school (DR, MI). He was in the school for eight months and he was released earlier because of amendment in the law (see section 1.3).

After being released for a period, Martin stole his father's scooter and sold it to a scooter shop. Then he left home because he was afraid of being assaulted by his father. However, he

was caught by police because his grandparents reported him. He was, therefore, sent back to the correctional school. Despite being reported to the police by his grandparents, he understood that his grandparents loved him and wanted him to change himself.

Martin seemed to not take responsibility for his behaviour. He blamed his offending both times on his parents' lack of interest and his bad friends. Martin often showed a negative attitude towards his parents: *"My parents only think of themselves. They were never interested in how I live"* (MI).

Martin had rare contact with his mother. He described that whenever he phoned his mother, she always seemed busy and her questions were always *"What's the trouble with you?"* (MI) or *"Have you done anything wrong?"* (MI). This made him feel he was a bad person.

Martin showed a desire for interest from his mother, however, he did not receive it. This led to him looking for relationships with delinquent peers, which was linked to his later antisocial behaviour:

*I wished my mother were with me so that I could share everything with her but that was impossible. I felt so bored with life without my parents' care that I went out to play games with friends* (MI).

Martin described stealing as a way to have money to satisfy his gratification: *"I was keen on playing online games, so I stole things to have money for games"* (MI).

With regards to his relationship with his father, he described not meeting his father often because of his father's frequent absence at home even when his parents were not divorced. Martin had a negative opinion of his father:

*I lived with my grandparents when my parents divorced. My father did not live with me. He was addicted to alcohol and everyday he was drunk, so my grandparents did not allow him to live with us. My father had no contact with me for a while until I was sent to the correctional school the first time* (MI).

When Martin was in the correctional school the first time, his father did visit him, but Martin was shocked by his behaviour: *"My father was drunk at that time and he kept swearing at me"* (MI).

This led to Martin's decision to withhold information about returning to the correctional school: *"I told my grandparents not to let my father know that I was re-sent to this school because I did not want him to make trouble here"* (MI).

Martin had been raised by his grandparents since his parents' divorce. He loved them. He also realised his grandparents' love and interest in him. However, he rarely shared anything with them. He explained that his grandparents were old, and they did not understand young people.

Like other young people, Martin blamed his parents for their lack of interest, which made him feel sad and feel that he was an *"unexpected result of parents"* (MI). This led to him following bad friends and to later delinquent behaviour. Martin revealed that he started to use methamphetamine in 2012. He described that using methamphetamine gave him positive feelings and he seemed to forget his sadness. However, he denied being addicted to it, because he did not use it often. He sometimes craved it, but he could cope without it by eating other things instead, such as instant noodles.

### **Experiences in the transitional time**

When Martin came to school the first time, he felt worried and scared because the new environment with strict rules and poor living conditions was strange to him:

*The first time, there were too many young people, there was a lack of many things, for example, we didn't have blankets to use so we had to fight over the blankets* (MI).

*Everything was controlled so strictly* (MI) *and I felt tired and life in the school was so hard and the only thing I wanted to do at that time was to escape from school* (MI).

Martin had a negative experience with food on the first few days: *"During the first few days, I ate "Rau muống" with roots, rice with worms"* (MI).

In addition, he experienced physical bullying, this brought him unforgettable memories: *"I was punched by fellow young people here"* (MI). Notably, witnessing others being assaulted brought him fear: *"I was scared when I saw others being punched by older peers"* (MI).

These experiences led to his intention to escape school. However, he did not escape because his friends warned him that he would have to be incarcerated longer if he was rearrested.

Compared to the first time, his second visit to the school was less traumatic for him for a variety of reasons. He reported that the second time:

*I thought that everything at school would be the same as the first time, there were still many students and there were still some friends I knew when I was at school the first time. I didn't feel worried and scared (MI).*

During the second time, he did not experience physical bullying, and this made him feel better than during the first time. He shared that he felt more satisfied with life than the first time because *"when the number of students is small, it is easier for teachers to handle and life in the school is less complicated"* (MI).

### **Experiences in the correctional school**

The first time, after living in the school for a time, he still felt annoyed and repressed, because he was constantly bullied by peers for five months. Martin described protecting himself by stabbing the bully with a metal hook that he stole from the working room. To explaining why he did not report bullying to teachers and instead fought back, Martin shared that he did not want them to take revenge and *"hitting the bully back was a way to forewarn them"* (MI). As a result, Martin experienced a serious punishment, which was to spend two days in the "correcting house" being isolated from the school community (see Chapter Four). This scared him. *"My reaction was wrong, but I was angry enough to assault him back. I wish I had controlled my anger"* (MI).

Apart from bullying, Martin experienced being caned by his form teacher as a punishment for no apparent reason, this gave him unhappy feelings. *"The first time, sometimes I was hit but I didn't know the reason. For example, one day I was kicked in the mouth, but I didn't know what regulations I broke"* (MI).

Comparing his two times at the school, Martin shared that *"compared to the first time, this time I felt happier, but for me life here is still cramped and uncomfortable"* (MI). However, both times, physical punishment by the form teacher was a terrible experience for him.

In observations, interviews, and chats with Martin, he presented as a taciturn boy. He was reserved and rarely talked to his friends while working. He did not show his feelings or emotions even when he was told off by his form teacher. Martin's form teacher described



Martin as an uncommunicative and emotionless boy. He had never shown a reaction or his opinions when his teachers told him off.

With reference to his future intentions, Martin had no idea what he would do after release. He considered that what he learnt in work programmes and vocational training could not help him to get a job because his hometown did not have that kind of work. He added that after release he would live with his grandparents and help them with housework and then look for a job to earn money to support them. He affirmed that he did not want to continue his study.

### **Group placements**

The first time, Martin was arranged into Group for new comers for the first month. There were four young people, all of them new-comers. He swept the school grounds and learnt school regulations by heart for two weeks. He was then moved to Group 'Cushion-making' where there were 70 people from many different provinces. Students in Martin's group were older than him. His group was in charge of making cushions with dried sedge.

The second time, he was initially placed in Group for new comers and there were four people in this group, and they were new comers. He took part in pulling grass or hoeing land and planting trees for a week. He was then moved to Group 'Basket-weaving'. There were 15 boys in the group. His group had to weave baskets with dried sedge. Martin was still in that group at the time of the interview.

### **Experiences in educational programmes**

The first time at the correctional school, Martin was in grade 9. He spent half of his days studying in educational programmes. Martin did not like general education classes because the learning environment was different from what he had experienced in his old school. This made him stressed and feel cramped: *"Sitting in the class the whole morning made me tired, cramped and bored. I got used to freedom when I was in society" (MI).*

In addition, being forced to review lessons in the evenings put pressure on him:

*Whenever I did not understand lessons in class in society, I often would react to teachers. For example, I stood up and said "I do not understand what you have just taught" but here I did not dare do that. In addition, every evening I had to do*

*homework and learn lessons by heart or else I would be punished the next day, which made me stressed (MI).*

Furthermore, receiving physical punishment, for example being caned on the thighs whenever he did not complete homework or did not learn lessons by heart not only led to his dislike of the classes but also scared and worried him.

*If I could not answer teachers' questions about previous lessons, my name was written down and then teachers would report me to my form teacher, and I would be punished. That scared me (MI).*

Importantly, in order to avoid punishment, he copied others' homework. He even volunteered to answer teachers' questions because he thought that teachers would ask those who did not volunteer instead.

*I observed and knew that teachers often asked students who did not volunteer because teachers thought that those who volunteered must have learn lessons by heart (MI)*

In general, he described that during his first stay he did not learn much from the general education and only experienced worry, fear and stress.

After release, he continued his study because of his grandparents' arrangement. Therefore, the second time, in 2015, when he was rearrested, he was in grade 10. Due to policy (see Chapter Five), Martin did not have to attend general education classes, however, he witnessed his peers experiencing pressure from study:

*This time I take only sex education classes and civil classes, so I am not worried about homework. Unlike other peers, they work half of the day and learn for the other half and in the evenings, they have to learn lessons by heart and do homework. They are also worried about not being praised to get marks for themselves and their group. If they are told off by teachers, they will be caned by the form teacher (MI).*

Martin had to take part in civil education, sex education and life skill classes both times. However, the second time, these classes interested him. Martin saw himself improving in his communication skills and becoming more confident with his communication: *"I know how to communicate and behave with others in civil education lessons. They help me to be more confident in communication" (MI).*

In addition, these classes provided him with knowledge about personal health: *“I know how to protect myself from diseases for example, diseases related to skin especially diseases infected via sex in sex education lessons” (MI).*

The classes also led to an awakening of his conscience. In other words, he started to be conscience-stricken when he thought about his grandparents:

*Civic education lessons were interesting. I was taught social morality that made me love my grandparents more and feel pity for them. I realised that they should have had a better life at their age. Instead of riding their scooter to visit me every month, they should have been relaxing at home (MI).*

In general, Martin seemed to be more mature after these programmes. Specifically, when he realised his previous wrongdoing, he became an empathetic person, and he started to think of his future.

### **Experiences in the vocational training and work programmes**

The first time, Martin took part in a vocational training course in which he was taught to make cushions with dried sedge for three months. After becoming skilful at making them, he started to work in a work programme for half of the day. In his opinion, that work was not hard, however, dried sedge sometimes made him itchy. In addition, he experienced being bullied in the form of being forced to share products with bullies: *“I was forced to do their work, for example, during working hours, I made two cushions, I had to give one to them so that they didn’t have to work hard” (MI).*

The second time, Martin also participated in a vocational training course where he was taught to weave baskets with long, thin pieces of bamboo, dried sedge and plastic materials. Although he had previous experience in making cushions, the second time, he still found it harder: *“The second time I wove baskets, weaving baskets was more difficult than making cushions” (MI).*

According to Martin, the vocational training and work programmes were unlikely to help him to find a job after release:

*I will not be able to find a job related to weaving in my town on release because my hometown does not have work related to weaving, so it is useless for me to learn how to weave (MI).*

After the vocational training course, he started to weave baskets with dried sedge in the work programme to generate money for improving meals at school. Martin was in charge of weaving basket beds. By the time this research was conducted in the correctional school, Martin worked all day because he did not take part in academic education. Every day, he was assigned to weave 10 basket beds.

He was observed working very attentively, and he often kept quiet and rarely talked with other students. Martin explained his silence by saying that he did not like chatting and chatting would distract him from work as he might struggle to complete the products that his form teacher assigned him: *“My teacher often gives us the number of products that we have to finish every day and therefore we must concentrate on work and must not talk with others” (MI).*

In addition, Martin thought that chatting did not help him but only brought troubles:

*I liked chatting and joking with friends, but my jokes were then reported to my form teacher. For example, my group peer, named A, who was very skinny, wanted to move to the cooking group, so that he could work in the kitchen which meant that he could eat more. That may help him to be fatter. I joked to him and others that being in my group made him unable to be fat and he should move as early as possible. However, my form teacher knew my joke and he told me that I incited my peers to do bad things and he made me clean the floor as a punishment. Since then I have never chatted or joked (MI).*

Despite the hard work, Martin noticed himself changing: *“I think I am becoming more patient when taking part in the work programme and I no longer lose my temper as much as I did before” (MI).*

### **Weekend activities**

The first time, Martin did not have opportunities to play sports at the weekends because there were too many young people and a lack of equipment, so he had to submit his

opportunities to older people to avoid being bullied: *"Sports equipment was not enough for the number of students and I did not want to be hit, so I let the older fellow peers play and I only watched them and encouraged them"* (MI).

He therefore spent his time in the school grounds or in the corridor talking with his best friends. He rarely stayed inside the room because he felt cramped with 70 students in the group room.

The second time, Martin's main activities at weekends were tidying the school, watching TV, playing sports and reading books. As reflected in observations, on rainy weekends, after tidying his room, Martin stayed inside his group room and watched TV or read storybooks. While watching TV, he chatted to his friends about programmes on TV. He seemed to be happy. On nice weekends, he took part in playing table tennis and football. He was laughing a lot and seemed to be excited about playing it. Martin explained that playing sports with friends made the daily pressure of work go away.

Comparing the two times, he felt better the second time and he often looked forward to weekends, when he had a relaxing time:

*"I prefer this time because I can play sports and watch TV with friends and that makes me relaxed. I often look forward to weekends to relax and play with friends"* (MI).

Although, the second time, he did not experience being bullied in weekend activities, he had to cope with teachers when he broke sports equipment by mistake: *"At weekend, we, students, can play sports such as football, ping pong, volleyball but if we break the ball by accident, we will be punished"* (MI).

Punishment was inevitable for him: *"I was reported in a notebook and then reported to my form teacher and my marks for evaluation were subtracted and then I was caned by the form teacher"* (MI).

From the teachers' perspective, punishment for breaking sports equipment was necessary to prevent young people from purposely damaging it as a way to protest school regulations or teachers.

However, in general, Martin felt that activities at weekends were helpful for him: *"It was fun and playing sports was good for my health, I was more active and out-going"* (MI).

## Summary

Martin was sentenced twice in the correctional school for stealing which took him 32 months overall. He had a one-year break between two sentences. The second time he had a sentence up to two years. Martin was being brought up by his grandparents, without his parents. His parents' divorce created hardships for him, for example, through their absence, and reduced interest and supervision. These hardships were related to him seeking relationships with antisocial peers, which was associated with his later antisocial behaviours. Martin reported himself as an impulsive, hot-tempered, taciturn and easily irritated young man with a low level of self-control.

Like Beckham, Martin had diverse experiences as a returnee. The first time, Martin initially described dealing with aspects of the school regime and inmate culture such as victimization, and the harshness of staff. These were associated with his psychological characteristics such as stress and anger. Importantly, the first time he was bullied by peers for 5 months and he was left to deal with it without teachers' interference. This led him to stab the bully with a metal hook he took from the working room as a way to protect himself and to forewarn them. In addition, the form teacher's corporal punishment for him without reasons was related to a negative emotional state.

However, Martin's second visit to the school was less traumatic than his first time. Martin did not experience negative psychological characteristics as he had done because he was familiar with the school environment. The small number of young people made him feel better compared to the first time. Although he was no longer bullied the second time, he still experienced corporal punishment by his teacher. Fear of punishment also prevented him from taking part in sports at weekends as if he broke sport equipment by mistake, he would be caned by his teacher.

Having lived in the school for 9 months, Martin participated in educational, vocational training and work programmes both times. However, he seemed to dislike them and found them stressful. In particular, the learning environment in the correctional school involved strict regulations which made him feel cramped. In addition, he was obliged to review lessons every evening which made him stressed. This led to him deceiving teachers for example, by copying others' homework and volunteering to answer teachers' questions despite not knowing the

answers. Furthermore, he struggled to complete the number of products assigned by his teachers in work programmes. Martin realised that his first-time experiences in the programmes did not help him get a job after release. They only made him accustomed to the programmes which was a factor contributing to his uninterest in programmes the second time.

While Martin described the programmes negatively, he recognised that the programmes and activities helped him to improve his communication skills and his knowledge about social life. Martin saw himself being mature, patient and responsible for his wrongdoings and specifically, he started to have love and empathy for his grandparents. However, Martin did not have any intentions for his future after release. The following figure shows Martin's experiences in the rehabilitation programmes:

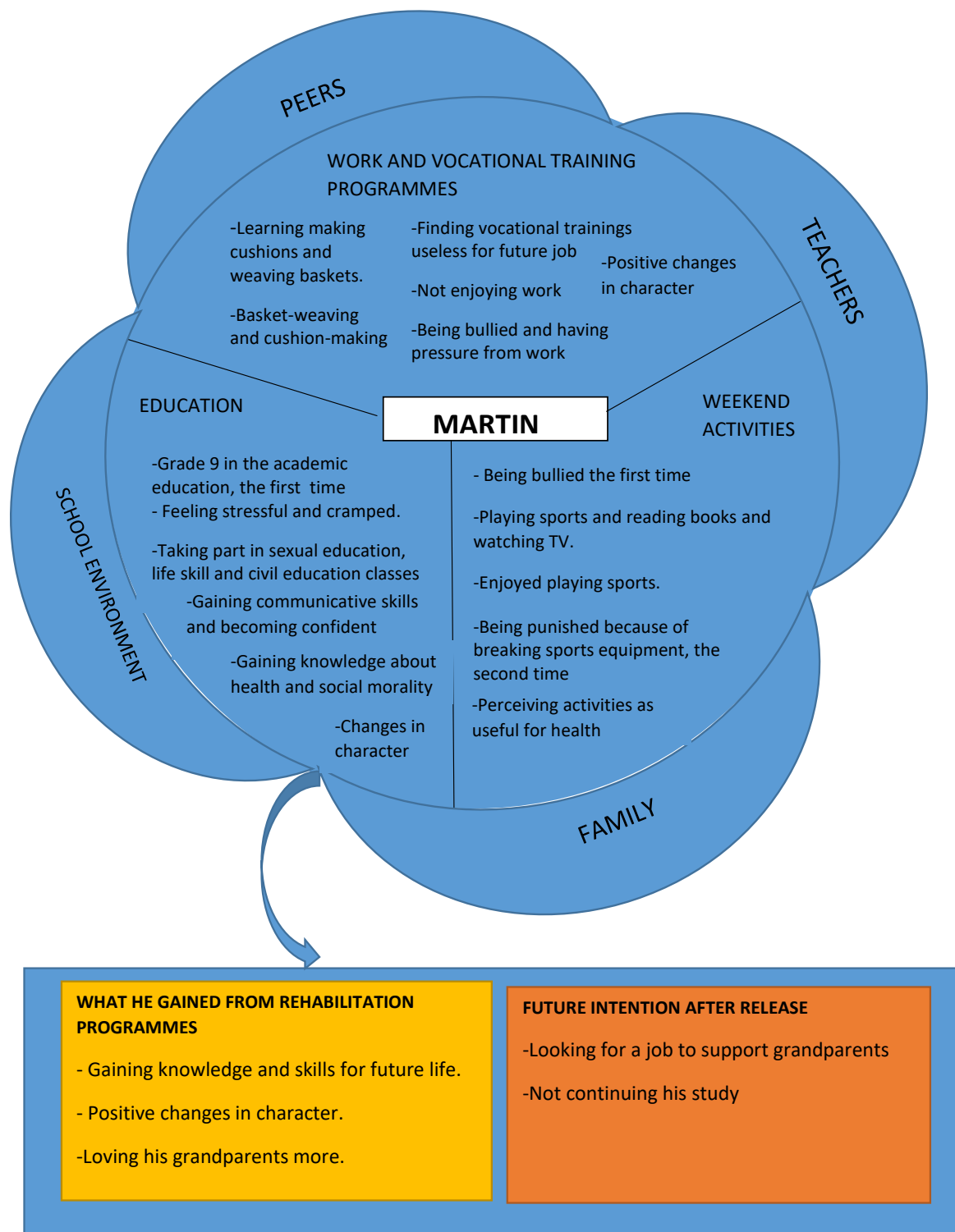


Figure 5.6: Martin's experiences of a rehabilitation programme



### 5.8. Case 7: Prince

Prince was chosen by the participant as a pseudonym because he dreamt of having a good life like characters in movies he had seen when he was a little boy.

#### Profile

Prince's profile is summarised in the following table:

Age	16
Hometown	A province
Family circumstances	<ul style="list-style-type: none"><li>- Lived with his 18-year-old sister</li><li>- Parents were divorced.</li><li>- Mother remarried and moved to another province.</li><li>- His father remarried and worked overseas.</li><li>- An older sister.</li></ul>
Study background	Dropped out of school while he was in grade 6
Self-reported personality	- Impulsive, low level of self-control, and quiet
Sentence and length of incarceration	- 13 months of a 18-month sentence at the correctional school (DR, PI)
Reasons for being incarcerated	- Stealing

Table 5.7: Prince's profile

Prince was a 16-year-old returnee who had been in the correctional school for 15 months. He had broken the law by stealing four times. He was initially under the supervision of the local authority. Under the local authority control, he did not feel scared or worried because he was not punished, and he did not have to do anything except meet a local policeman every month.

*My life was not affected when I was under the control of the local authority if I did not break the law. Every month, I met a local policeman who was in charge of my neighbourhood to answer some his questions, for example, what I had done or whether I kept playing games (PI).*

Prince admitted lying to that policeman that he had stopped playing online games. He stole again while being supervised by the local authority, and he was, therefore, sent to the

correctional school. He stayed in the school for four months and was then released after changes in the law. After release, he continued stealing to have money for online games and he was sent back to the correctional school.

Prince did not take responsibility for his behaviour. He blamed his offending on his addiction to games: *"It was not my fault, I wanted to play games, but I had no money, so I stole things from others" (PI).*

Prince also blamed his offending on his family. Specifically, Prince considered that a lack of parental supervision and interest led to his participation in groups of bad friends who tempted him to play games. He shared that he had rare contact with his parents, especially his father. Once or twice a year, his father phoned him to ask only about his health and was never interested in his study: *"My father knew my learning capacity was bad, so he never asked me about my study. He never asked me whether I still went to school or not" (PI).*

His mother, however, phoned him or even went to visit him more often than his father. Prince described that his mother's conversations with him only focused on his weight and how to make him get fatter. Through the researcher's observations, Prince was thin and small, compared to others of the same age.

With regard to his relationships with his sister, he described that his sister rarely talked to him, she only complained about him going out for football and not tidying the house. He thought that his sister was too tired after a hard-working day to be interested in what he did every day. This lack of interest by family members led to him following bad friends to play online games and he then became addicted to games: *"I played games all day, sometimes I slept at the game centre but no one in my family cared about that" (PI).*

### **Experiences in the transitional time**

The first time, while Prince was being driven to the correctional school by local policemen, he felt scared and worried because he imagined that the school was a kind of prison for young people and that he would be tortured. On arrival, a young person who went past him while he was waiting for his form teacher in the school yard threatened to punch him. This caused him fear. Prince experienced bullying from bullies demanding food that his mother provided for him every month and demanding the products he made in work programmes with bullies:

*“Whenever my mother visited me and gave me some food and other stuff, they forced me to give [it] all to them or else they would punch me” (PI).*

Prince missed his friends and his family although he was not very close to them when he was at home. Especially, he missed playing games and going out with his friends:

*“I kept remembering joking with my friends when we were out together, and I crave for playing online games” (PI).* In addition, his father only visited him once which made him sad.

Furthermore, school and group rules frustrated him:

*I had to do everything on schedule, for example, getting up at 6, having a quick breakfast and then going to working room or classes. I had to ask my form teacher’s permission to do anything. This made me annoyed and feel that I lost my independence and freedom (PI).*

When he returned to school the second time, he shared that he did not miss his family and friends much. Notably, he described that *“I was no longer scared and worried because I knew what to expect from my first experiences” (PI).* Prince’s parents had not visited him for three months, and he had not been able to contact them or his sister. This made him sad and lose his concentration on everything: *“I have been trying to contact them, but they did not answer the phone. I am sad, and I do not want to do anything” (PI).*

Additionally, Prince experienced verbal bullying the second time, but he was not scared. Prince was also caned by his form teacher, and he explained that:

*When I first came back here, I broke school regulations by shouting or speaking loudly, other teachers wrote my name down and reported to my form teacher and I was hit. However, sometimes I shouted because of mice (PI).*

### **Experiences in the correctional school**

The first time, after living there for three months, he was no longer scared and worried. He shared that he got used to being bullied and he followed bullies’ commands in order to be left in peace. He did not report this to the teachers because he was scared of being punched by bullies during the night as others were. For Prince, obeying bullies brought with it safety and peace.

The second time, after living at the school for a while, Prince felt more positively. He was happy to have some close friends who came from his hometown. However, he preferred the first time to the second time because the first time he had support from his form teacher:

*For the first time, my form teacher was Mr A, now he is retired, I wasn't caned when I came here. He was considerate and very interested in me. He told me the way to avoid breaking school regulations (PI).*

Through the researcher's observations, interviews and chats with Prince, he presented as a quiet student with slow reactions and difficulty in showing his opinions. As reflected in observations of Prince's chats with friends and the researcher, and interviews with the researcher, while his friends and he were talking about something, Prince's opinions were not related to the topic under discussion. In addition, when he was asked about something, he often gave a long answer with a lot of content, little of which related to the questions. Furthermore, he had difficulties in finding the right words to show what he wanted to say. One of the teachers described that: *"I often said words to him and asked him whether he wanted those words to express what he wanted to say"*.

Prince's future intention was to go to the South of Vietnam to live with his grandfather and help him with work on the farm. Prince affirmed that he would not continue his study because of his limited learning capacity.

### **Group placements**

The first time, Prince stayed in only one group for four months before being released. There were about 60 students in his group. His group was in charge of weaving baskets with dried sedge.

The second time, Prince experienced three different groups. When he first came back to school, he was placed into group for new comers for 8 days. During that time, he learnt school regulations, picked weeds and collected rubbish around the school. Then he moved to group 'Cushion- making' and stayed in that group for four months. In that group, he and 17 peers made cushions with dried sedge. Finally, from then until the time of the interviews, he stayed in group 'Mussel-net making' with 15 students. His group made mussel nets in the work programme.

## Experiences in educational programmes

The first time, Prince was placed in year 6 in educational programmes. However, he was only in year 6 for four months and did not experience much in the educational programmes. He shared that he did not remember much about these programmes.

The second time, he continued grade 6 for nine months as a result of not going back to school after release the first time. Then in September 2016 he moved to grade 7. He liked the education programmes and he was happy with them for the following reasons: firstly, the teachers were good-humoured, and their jokes and stories brought him enjoyment while learning. Furthermore, going to education classes gave him an opportunity to meet, to chat with, and play with other students from other groups. This encouraged him:

*I am happy to go to classes because I can meet young people from other groups. If I do not understand anything, they explain it to me. Teachers in the education department have a good sense of humour so I have fun. During breaks, I can play and have chats with friends outdoors (PI).*

Secondly, Prince perceived that teaching methods in the correctional school were better than in his old school, which led to an improvement in his study: *“When I went to school in society, I was not taught like in this school, I learn better in this school than in the normal school in society” (PI).*

Thirdly, in the general education classes, he really liked physical education because he could play badminton and volleyball. Fourthly, sex education classes and life skills classes interested him. They provided him with knowledge of his body and diseases:

*“I liked sex education and life skill classes because they were interesting and helped me know about my body and girls' bodies and I know about diseases infected through sex” (PI).*

Importantly, he gained skills for himself such as skills to improve behaviour and to avoid temptation: *“I was taught how to prevent myself from being tempted to do wrong things” (PI).* However, as reflected in observations in the classroom, Prince never volunteered to answer teachers' questions. He did not interact with his friends or teachers during lessons. He sometimes turned around to look at his friends when they gave answers. Prince explained he did not volunteer to answer as he was scared that his answers may be wrong. He added

that his learning capacity was not good, and this was reflected in his teachers' comments about him: *"Prince was slow-minded which made it difficult for him in study" (One of the teachers).*

Due to his limited learning capacity, in order to pass tests, he described often copying friends' test papers:

*Prince: Ah, I just had a math test and literature test yesterday.*

*Researcher: Could you do them by yourself?*

*Prince: No, I copied my friend's, but I did not complete exercise 3 in the math test.*

Additionally, he justified copying because he did not want to be punished when he failed tests. He also shared that teachers might know about their copying, but they seemed to ignore it:

*Some teachers saw me look at the paper of the boys sitting next to me in the exam, I thought that they would tell me off and ask me to leave the room. However, I was surprised when they turned around and went to the corner of the room (PI).*

Through informal conversations with teachers during lunch time, they shared that they knew young people were copying, however, they pretended not to know to give them the opportunity to finish their tests. This may help young people with a good school report which may partly contribute to their continuation of study after release.

### **Experiences in vocational training and work programmes**

The first time, Prince took part in weaving baskets with dried sedge in work programmes. He did not like that work because *"My hands were tired after the working day" (PI)*. He did not remember much about work programmes, except the reality that he tried to work hard enough to have enough products for himself and for bullies.

The second time, he worked in the cushion-making group for four months. He spent half of the day making cushions with dried sedge. He experienced being punished while working in the cushion-making group because he did not complete the number of cushions he was assigned:

*The second time, firstly I made cushions with dried sedge for four months and I often got punishment because I was too slow to finish the number of cushions the teacher asked me to make (PI).*

Then he moved to the mussel net-making group and he considered this to be the easiest work he had done: *"Making nets is easier and cleaner"* (PI). By the time of the interview, he had a summer holiday from the education programmes, so he spent all day working in the working room. He took charge of one step: using cello-tape to wrap metal rings. As reflected in observations, while he was wrapping rings, he sometimes moved around the room to give wrapped rings to others for the next steps and he seemed to be happy. He sometimes chatted with others when he gave them the products he finished. However, he chose to sit in the corner of the room away from his group peers and he sometimes called out others' names and teased them. This appeared to make them unhappy. Prince saw himself having changes in his awareness and character although working was uncomfortable and hard

*I became more patient and it helped me to make changes in myself, for example, I knew how to express what I wanted to say through chats with friends while working. I understand how valuable labour is (PI).*

Both times, he did not take part in vocational training programmes. The first time, there was no vocational training while he was there. The second time, he was not on the list for the vocational training: *"I did not apply for vocational training courses because I did not like learning in the construction and sewing course. Luckily, I was not chosen either"* (PI).

### **Weekend activities**

Compared to learning and working activities, weekend activities interested him most.

The first time, Prince did not take part in weekend activities much, because *"there were too many people and there was not enough sports equipment"* (PI), so he spent most of time in the group room watching TV.

The second time, he took part in sports, for example, football, volleyball and badminton. Although he was small, he played football very well. His form teacher shared:

*Prince is good at sports and he was so keen on playing football that he even played football in the group room and that meant he was punished. He is very good at*

*remembering names of football players, but bad at learning (His form teacher).*

In addition, he was a member of his group football team. He joined in all football competitions at the correctional school. When observed, he and his friends seemed to be happy while playing sports. He played football and volleyball actively. Prince and his friends had enjoyment when they took part in sports. Apart from sports, reading books in the library was compulsory for him and his friends. However, this activity seemed uninteresting to him and his motivation for reading was to get marks for the evaluation:

*Prince: sometimes I am assigned to go to library to read books by G [pseudonym] - my group leader.*

*Researcher: why are you assigned?*

*Prince: because it is also my mission and it helps me to get marks for evaluation for myself and my group.*

Due to disliking reading books, he pretended to read books in order to avoid the librarian's checks:

*Prince: I don't like sometimes being checked whether I read or not.*

*Researcher: By whom and how were you checked?*

*Prince: Mrs A [pseudonym]-the librarian asked me about the content of the books to make sure that I read books, and make sure that I do not pretend to sit with a book without reading. However, sometimes I pretended to focus on books, and I did not even look up, so I was not checked.*

Unluckily, he experienced being punished because of his pretence:

*Researcher: what happened when you could not tell the content?*

*Prince: she wrote my name in a notebook then subtracted my marks and my groups for evaluation and then I was caned by the teacher.*

Generally, when he was asked about the advantages of weekend activities, he believed that he only gained excitement from them.



## Summary

Prince experienced 2 sentences in the correctional school for stealing. He had a 2-year break before the second sentence which was up to 18 months. Prior to the correctional school, he lived with his sister in a no-parent family. This was associated with a lack of parental supervision, interest and care. In other words, he was left to deal with the responsibility and demands of life independently. An absence of parents provided him an opportunity to spend time with other antisocial boys who incited him into antisocial behaviours.

Prince reported himself as being impulsive and quiet, and lacking self-control which was associated with his antisocial behaviour before and during incarceration. At the correctional school, Prince presented as a slow student with difficulty in expressing his opinion which was linked to why he did not volunteer to answer teachers' questions during educational lessons.

Being a returnee, Prince had diverse experiences. Prior to school the first time, Prince imagined the correctional school as a prison for youth where they would be tortured. This led to his fear and worry. On arrival, Prince experienced verbal bullying which contributed to his existing fear. Importantly, he kept being bullied. However, Prince had to deal with the bullies without any help from teachers. He chose to negotiate with the bullies to be left in peace and safety. For example, he provided bullies with food his mother brought to him and products he made in work programmes. Apart from bullying, Prince had other challenges such as alienation within the school environment and missing family which scared and frustrated him. However, these challenges turned into knowledge which made his second visit to school smoother. He did not consider the school environment harsh, except for the corporal punishment. Prince had positive feelings the second time. In spite of having negative experiences the first time, Prince preferred the first time to the second time. Support from his form teacher the first time encouraged him and engaged him into programmes.

Having lived in the school for 15 months, Prince took part in educational and work programmes. While he did not remember much about those programmes the first time except bullying at work as mentioned, the second time, he had positive experiences in educational programmes and weekend activities. Teachers with a good sense of humour and good teaching methods involved him in lessons, especially physical education lessons. In addition, the enjoyment, knowledge and skills he gained were helpful for him. Although

Prince liked programmes, he recognized that his learning capacity was limited, and this led him to copy other people's tests in exams as failure in exams resulted in punishment from his teacher. In addition, pretending to read to cope with the librarian during weekend reading activities stood out in Prince's case.

In addition to the educational programmes, Prince had negative experiences in work programmes. For example, he was punished by his form teachers when he did not complete assigned products. He also found work tiring. However, he considered himself as having changed in awareness and in personality through these programmes such as being more patient and more sympathetic. The following figure shows Prince's experiences in the rehabilitation programmes:

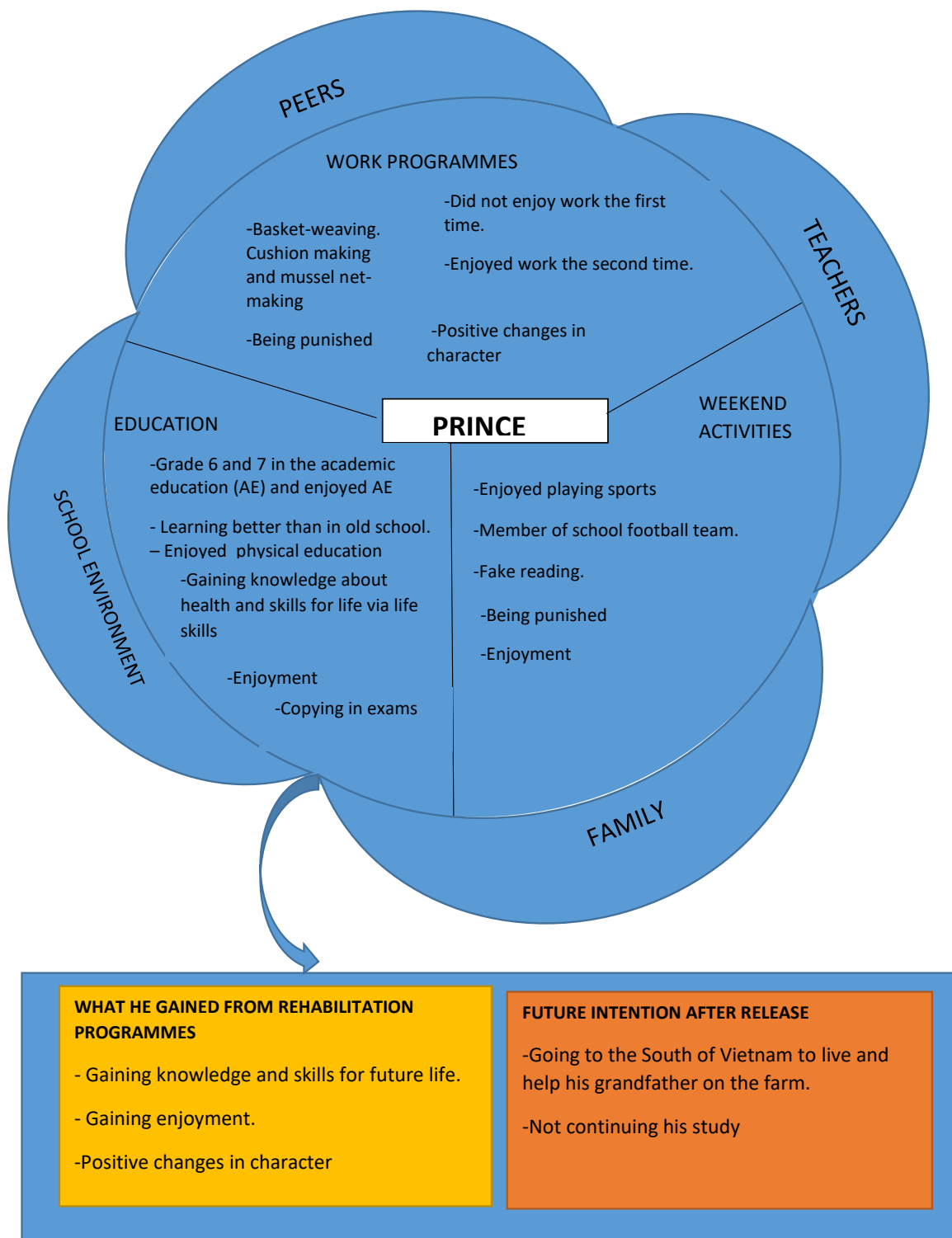


Figure 5.7: Prince's experiences of a rehabilitation programme

### 5.9. Case 8: Spring

Spring was chosen by the participant as a pseudonym because he wanted to start a meaningful life on release, and he believed that spring was a nice season in which to start everything.

#### Profile

Spring's profile is summarised in the following table:

Age	17
Hometown	A small town
Family circumstances	<ul style="list-style-type: none"><li>- Lived with 80-year-old grandparents</li><li>- Father died from a drug overdose and mother was in prison for dealing heroin for 10 years of a 20-year sentence.</li><li>- A younger sister</li></ul>
Study background	<ul style="list-style-type: none"><li>- Dropped out of school when he finished grade 8</li></ul>
Self-reported personality	<ul style="list-style-type: none"><li>- Impulsive and low level of self-control</li></ul>
Sentence and length of incarceration	<ul style="list-style-type: none"><li>- 13 months of an 18-month sentence at the correctional school (DR, SI)</li></ul>
Reasons for being incarcerated	<ul style="list-style-type: none"><li>- Stealing</li></ul>

Table 5.8: Spring's profile

Spring was a 17-year-old youth who had been in the correctional school for 13 months. He had broken the law three times before he was sent to the correctional school. The local authority in his hometown applied local supervision to him by meeting him every month to tell him what he should do to be a good citizen. However, he continued breaking laws by stealing and, therefore, he was sent to the correctional school.

He shared that the reasons for his delinquency were that he followed bad friends after his mother had been sent to prison. Joining in a group of friends, he started to play online games and use methamphetamine. However, he denied being addicted to it. He explained that he only wanted it whenever he saw his friends using it, and stealing was to have money for it and online games. Unlike other young people, Spring did not blame his antisocial behaviours

on his family members. He realised his wrongdoing was a result of satisfying his desires for things such as online games and methamphetamine.

With regard to the relationship with his family members, although he rarely had contact with his mother, he loved her and always thought of her: *“I have been thinking about my mother recently, because in the last letter, she said she had some problems with her eyes, and I was so worried about her” (SI).*

After his father’s death, he lived with his mother’s parents. Although his grandparents were interested in him, he considered their interest a nuisance because he described that they kept asking him a lot of annoying questions such as *“Do you do homework?”* or *“Did you fight anyone at school?” (SI)* which made him feel that he was a bad boy. In addition, they were always complaining about money whenever they paid tuition fees or any school fees. This made him drop out of school when he finished grade 8. His mother’s younger and older brothers also took an interest in him. They gave him advice on everything in life, but normally most of time they spent telling him off whenever his grandparents complained to them about him.

*Whenever I made mistakes, no matter how small or big they were, my grandparents told my uncles immediately and then they came to meet me and told me off, that made me feel that I was a bad boy (SI).*

Furthermore, according to Spring, what made him the saddest was a lack of interest from his father’s parents and relatives. *“My father’s parents and siblings considered that my sister and I were not in this world. They never visited me and my sister” (SI).*

Spring had no contact with his father’s relatives. Therefore, he considered that it was none of his business when anything happened to them: *“My father’s father died two weeks ago but I didn’t have any feelings for him when I heard about that” (SI).*

### **Experiences in the transitional time**

When he first came to school, he felt worried, sad and scared because *“I thought that my life would end in the school and I would not have an opportunity to leave school. I was scared of being punched by older students” (SI).*

Additionally, many things factors pressed on him at the same time, for example, doing everything within strict school regulations, being bullied by older peers, being physically punished by teachers and missing using methamphetamine made him feel cramped and uncomfortable in the liminal period. These experiences made him think of escaping:

*The older guys set their own regulations for our room, I was hit when they asked me about their regulations, and I could not answer them. Sometimes when they were annoyed, I was the person who had to suffer from being caned. At that time, I was assaulted quite often by both teachers and peers and that made me have thoughts of escaping from school. (SI)*

However, he was hesitant to escape when he thought about the consequences of escaping and this led to him giving up his intention:

*I struggled with my conscience about staying at school or escaping from school that was the most difficult for me” and “I also thought that I couldn’t escape for my whole life and I would suffer a severe punishment for it. Then I decided to stay (SI).*

### **Experiences in the correctional school**

After living at the school for a while, he felt better. Spring realised living in the correctional school was helpful for him: *“My punishment time was one year and [a] half so it may be a good thing for me to get away from bad peers” (SI).* Additionally, Spring’s good relationships with school peers encouraged him. He learnt many good things from them, for example:

*I have learnt about self-independence and about saving money. For example, before being caught and sent to school, I often spent all the money I earned, so my life was always hard. Now when I am at school, I have learnt how to save money from N (a friend of mine at this school). For example, he earned 10,000 VND, He only spent 1,000 VND and saved 9,000 VND. Now I have realised that I should save money for the future. (SI)*

Spring also recognised that he picked bad habits up from school peers, for example, swearing.

Spring seemed to adapt to school life well, however, he felt sad after his grandparents’ visits because he did not do anything for them except be an inconvenience. *“I often imagine my*

*grandparents with curved backs trying to cook and do everything that I should do. That made me sad” (SI).*

Through the researcher’s observations, interviews and discussions with Spring, he presented as a mature boy. He appeared to have mature views about life. For example, he realised that his grandparents were very interested in him and loved him, however, because of the generation gap, he did not understand his grandparents’ love for him. Furthermore, he seemed to be a boy who showed repentance and a desire to redeem his faults. This was reflected in chats and observations, as he looked sad and kept quiet for several days. He explained about his sadness that whenever he did something wrong, he felt ashamed to meet his form teacher who was understanding and supported him:

*Two days ago, teachers at school had a room search as usual and they found my notebook in which my lending of instant noodle[s] to peers in the group was written and this was reported to my form teacher. I was told off by him. I was sad and ashamed. I did not dare look into my form teacher’s eyes, because he tried to help me shorten the punishment time. I would rather have been canned as usual than told off.*  
(SI)

However, Spring recognised that if he pretended to be nice by agreeing with everything teachers said, this helped him to have a good image in teachers’ eyes.

Spring was also a reliable boy with whom other students often shared their stories and from whom they got advice. His form teacher shared that Spring was the one that they thought would successfully reintegrate into the community and become a good boy.

With reference to his future intentions, Spring already planned that on release, he would work in his uncle’s shop to earn money to support his grandparents. However, he would not continue to study because his grandparents were old, and they deserved to relax rather than keep working to support him.

### **Group placements**

When Spring first came to school, he was arranged into group for new comers and stayed there for 10 days. In that group, there were six newcomers. Every day for 10 days, Spring had to learn school regulations by heart, and he was assigned to pick weeds in the school garden

and school playground. Then he moved to group 'Mussel-net making' and stayed there until he was released. There were 15 people in his group by the time of the interviews. His group was in charge of making mussel nets in the working programme.

### **Experiences in education programmes**

As Spring dropped out of school when he finished grade 8, he took part in Year 9 in the general educational programme. Spring liked it because the amount of knowledge was relevant, and this made it easy for him to pick up: *"I like it because the current programme is based on basic curriculum, so it is easier for me to catch up, while programmes in normal schools cover too much extra knowledge" (SI).*

In addition, teachers used modern teaching equipment which made lessons more attractive to him. *"I am satisfied with learning conditions here because all classes here have projectors that make lessons more interesting. In this school, I picked up more knowledge than when I was outside" (SI).* However, he believed that the content of the general educational programme was not enough for young people to continue their study on release. *"For the general educational programme, more knowledge should be added to the programme so that we [students] can continue studying at a higher level after release" (SI).*

Life skills, sex education and civic education classes were also interesting to Spring. First, life skills classes provided him with skills and knowledge to help him have a better understanding of life. He realised that it was necessary to think carefully before doing anything because it may help him to avoid trouble such as he had done before. *"I think through living and learning here, I have now realised that I should think about what I will do carefully before doing it. Before coming to this school, I often did everything spontaneously" (SI).*

Importantly, he distinguished right from wrong: *"Knowledge in the programme can help me to know what acts are wrong or right" (SI).*

Last but not least, skills he gained from life skills classes helped him to control himself and avoid temptation from antisocial peers as well as to reach his goals in life:

*I was taught a target-determining skill in which I can identify the goals of our actions and the ways to reach them as well as how to avoid temptation. I was taught how to know who bad or good friends are and how to stop a relationship with bad people who*



*tempt me to do bad things. Now I realise that I should avoid meeting delinquent friends by giving good excuses to not join in their activities (SI).*

Attending sex education classes, he gained useful information about health and infectious diseases and how to protect himself. Civic education classes helped him understand about social morality – this made him feel sympathy for his grandparents and love them more.

### **Experiences in the vocational training and work programmes**

Like Chelsea and Giant, Spring was not chosen for the vocational training programme. In work programmes, Spring took part in making mussel nets. He took charge of two steps: preparing plastic thread and sewing nets. By the time of the interviews, he had finished his education programmes, so he worked all day in the working room. Every morning, he prepared thread for others and he was assigned to count products finished by other students. After preparing enough thread for others, he sewed nets. When observed, he seemed to be happy. He sometimes had a chat with some students near him. He sometimes listened to music and sang along with singers (SO). When asked whether he liked working, he shared, *“at my age, I as well as others prefer playing to working. I do not really like working. Working is compulsory, so I have to do it” (SI).*

However, according to Spring, he was happy because while working, his friends and he were allowed to listen to teenagers’ favourite music, which made him feel comfortable and that time went past faster. *“My teacher often turns on songs for teenagers, that makes us comfortable and happy when we are working. We do not keep looking at the clock to see whether it is time for a break” (SI).*

Although he did not like working, he believed that working helped him to temper himself: *“I think, working helped me to become patient” (SI).* However, he thought that working skills he gained from the work programme would not help him to gain employment after release: *“I do not think it is useful for my future job on release because in my hometown, there are no jobs related to making mussel nets” (SI).* In agreement with Spring, his form teacher added that factors such as a lack of job skills, and discrimination for young offenders, made it hard for them to get a job and to go back to school.

## **Weekend activities**

Every weekend, Spring took part in playing sports with friends for a short time after cleaning his group room. When he joined in sports activities with his friends, he played very actively (SO). He was also an active member who joined in sports competitions and game competitions. As reflected in observations, he joined in a 'tug of war' game, and his group friends and he were enthusiastic in doing this. They cheered and yelled loudly. Although his team lost, they did not look unhappy and he shared that:

*Games should bring happiness to people rather than anger or sadness. Of course, in each game, the winner or loser must be identified. However, winning or losing does not affect us, so there is no reason for us to be unhappy (SI).*

However, he preferred spending time in the group room watching TV because he could have information about the outside world. In addition, watching TV was considered a way to avoid trouble with friends. *"Playing sports sometimes causes quarrels with friends, that also leads to fighting. So, watching TV can make me avoid quarrels and fighting" (SI).* In general, Spring thought that weekend activities helped him to feel better after a hard-working week and made him feel more connected to society.

## **Summary**

Spring was sentenced to 18 months in the correctional school for stealing. Like Prince and Martin, Spring did not live with his parents, but he was raised by grandparents. Unlike other young people, Spring was the only one to accept personal responsibility for his antisocial behaviours.

Spring considered himself as being impulsive and having a low level of self-control, however, he presented as a mature young man during incarceration which was shown by his thoughts and opinions about life and his grandparents. His maturity was especially shown in his future plans after release. He intended to work in his uncle's shop to support his grandparents financially, so that they could stop working to relax.

Like other young people, Spring considered the school environment harsh, especially in the initial period with strict regulations, poor living conditions, bullying and punishments. These were associated with his worry, fear and sadness. Importantly, methamphetamine

withdrawal symptoms which he had to deal with without teachers' assistance made him uncomfortable, although he did not recognise that he was addicted to it. However, after living in the correctional school for 13 months, Spring adjusted himself to school life. He rarely broke school regulations. Importantly, he had good relationships with peers and teachers. While Spring learnt good things from peers such as self-independence and had good times with them in weekend activities, he also picked up negative habits such as swearing. Spring was also the one whom other young people sought for advice. His form teacher who understood and supported him a lot had the most influence on him. He felt ashamed when he made mistakes and appeared to show a desire to redeem his faults. However, fake behaviour also stood out in Spring's case, for example, by pretending to be positive by agreeing with teachers' opinions.

Spring took part in educational and work programmes and had positive opinions about them. In particular, the knowledge and skills he gained from them were helpful. It appeared that the use of modern teaching equipment made lessons attractive to him. Importantly, he could distinguish right from wrong. In addition, he had positive changes in personal characteristics, for example, becoming more patient. He also developed love and sympathy toward others especially his grandparents. However, he thought a lack of some subjects such as English, technology and applied informatics would make it difficult for him to go to school after release.

Although he disliked the work programme, he enjoyed certain things. Teenagers' music was on in the work room and this brought him comfort. It also made him feel like that time went past faster. However, in his opinion, the work programme could not help him get a job because of an absence of similar jobs in his hometown. The following figure shows Spring's experiences in the rehabilitation programmes:

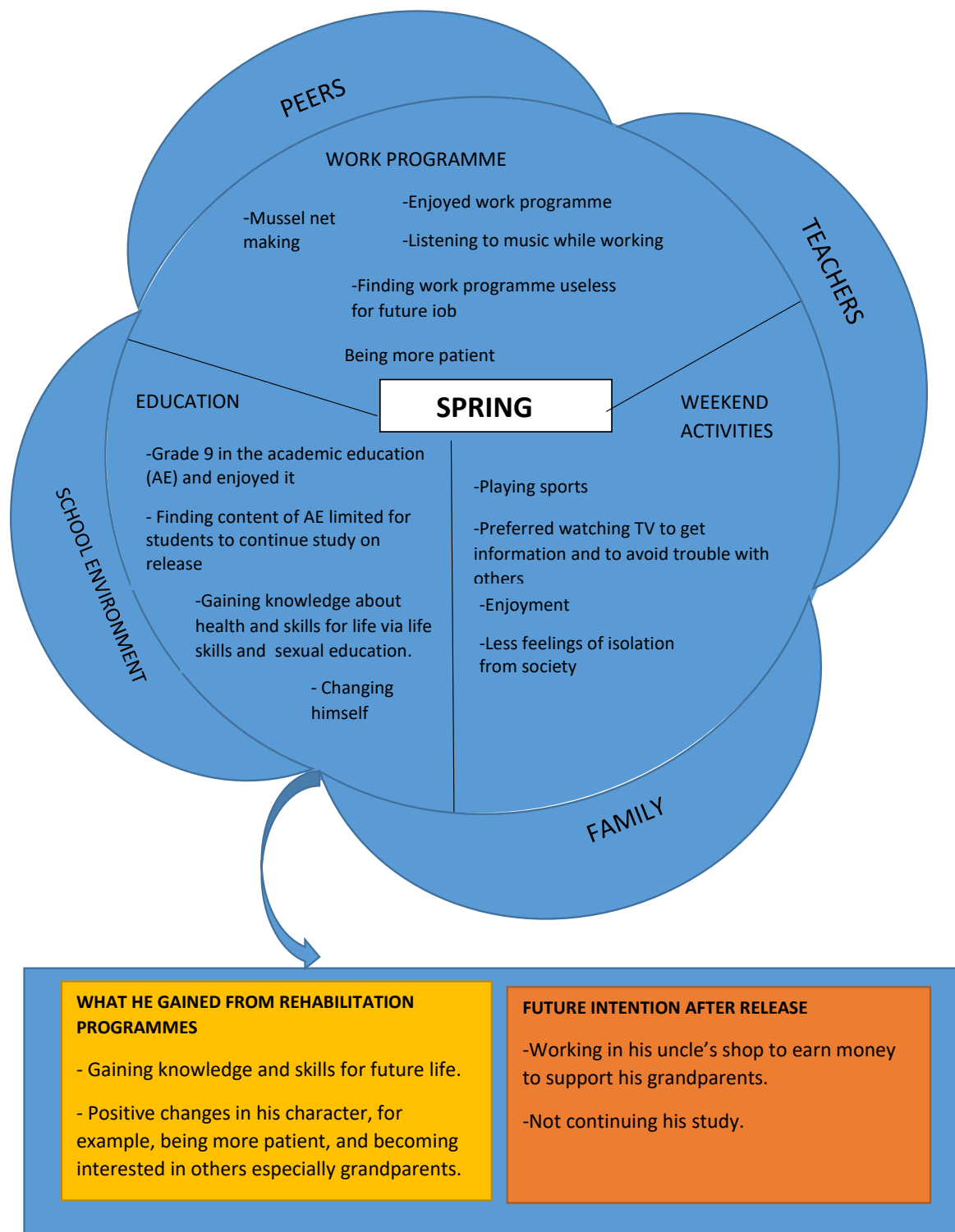


Figure 5. 8: Spring's experiences of a rehabilitation programme

**Chapter summary**

This chapter has provided a detailed description of the experiences in rehabilitation programmes and in the correctional school for each young person in this study. Their experiences were diverse. The majority of their experiences in the correctional school were through programmes and weekend activities, and through relationship and interactions with others. In particular, in the initial period all young people had to cope with psychological issues such as worry and fear as a result of separation from outside world, loss of freedom, alienation for correctional school environment with strict regulations and victimization. During incarceration, activities in programmes were considered to provide young people with knowledge, skills and enjoyment. There were differences in experiences for each participant. However, there were similarities identified across cases that were shown in the form of themes. These differences and similarities are presented in the next chapter.

## **CHAPTER SIX: CROSS-CASE ANALYSIS**

### **6.1. Introduction**

In the previous chapter, I presented the young people experiences in the correctional school. This chapter explores the five following themes, which were identified from the cross analysis of the individual cases.

1. Young people's perception of what contributed to their behaviour and incarceration.
2. Young people's transition to the correctional school.
3. Perception of teachers.
4. Participants' perceptions of rehabilitation programmes.
5. Perception of peers.

### **6.2. Young people's perception of what contributed to their behaviour and incarceration**

#### **6.2.1. Factors contributing to young people's behaviours**

Researchers have identified a variety of factors that can influence young people towards delinquency. These include family dynamics, peers, the neighbourhood they live in, and their personality (Burfeind & Bartusch, 2011; Derzon, 2010; Fagan & Wright, 2012). This study found that three of these factors, family dynamics, peers and the young people's personalities, were identified as being associated with the young people's delinquency. In the current study, there was no evidence on the relationship between neighbourhood and delinquency. However, a number of the participants, including returnees had been under the supervision of local authorities or committees prior to being sentenced to the correctional school. Interestingly, no mention was made of interventions or support services being provided by these local authorities to minimise the likelihood of offending.

#### **Family**

A number of studies have identified risk factors associated with the family that can impact on young people's antisocial behaviours. Family conditions such as broken homes or low socioeconomic status are factors that can influence juveniles towards delinquency (Omboto, Ondiek, Odera, & Ayugi, 2013; Shader, 2004). Family dynamics are also influential, with the potential to help prevent offending and reoffending or alternatively push young people towards delinquency and recidivism (García-Gomis, Villanueva, & Jara, 2017; Omboto et al., 2013). All of the participants in this study believed that their family circumstances and

family members' behaviours had an impact on their antisocial behaviours. Table 6.1 summarises their family circumstances and their self-described family relationship:

Table 6.1: Young people's family circumstances

Students	Family circumstance	Self-described family relationship
<b>Barcelona</b>	<ul style="list-style-type: none"> <li>* Two siblings.</li> <li>* Father: construction worker.</li> <li>* Mother: housewife.</li> <li>* Lived with both parents.</li> </ul>	<ul style="list-style-type: none"> <li>* Poor relationship, especially with father.</li> <li>* Lacked parental interest and supervision.</li> <li>* Shared problems with aunt who lived far away.</li> <li>* Not close to siblings.</li> </ul>
<b>Chelsea</b>	<ul style="list-style-type: none"> <li>* Two siblings.</li> <li>* Father: farmer.</li> <li>* Mother: construction worker.</li> <li>* Lived with both parents.</li> </ul>	<ul style="list-style-type: none"> <li>* Father: drunk and swore at him.</li> <li>* Physically fought with his father.</li> <li>* Lacked parental interest and supervision.</li> <li>* Mother: complained about his lack of educational success; ; compared him unfavourably with neighbours' children.</li> <li>* Not close to siblings.</li> </ul>
<b>Giant</b>	<ul style="list-style-type: none"> <li>* One sibling.</li> <li>* Father: security guard.</li> <li>* Mother: shopkeeper.</li> <li>* Lived with both parents.</li> </ul>	<ul style="list-style-type: none"> <li>* Not close to parents or sibling.</li> <li>* Lacked parental interest and supervision.</li> </ul>
<b>Harry Potter</b>	<ul style="list-style-type: none"> <li>* One sibling.</li> <li>* Mother: factory worker.</li> <li>* Father: a construction worker.</li> </ul>	<ul style="list-style-type: none"> <li>* Lacked parental interest and supervision.</li> <li>* Not close to parents.</li> <li>* Parents: complained to others about him; grumpy and angry with him.</li> </ul>

	<ul style="list-style-type: none"> <li>* Lived with both parents.</li> </ul>	
<b>Beckham (Returnee)</b>	<ul style="list-style-type: none"> <li>* Two married siblings.</li> <li>* Mother worked overseas.</li> <li>* Father: caregiver at home.</li> <li>* Lived with a single parent.</li> </ul>	<ul style="list-style-type: none"> <li>* Had limited contact with mother.</li> <li>* Lacked parental interest &amp; supervision.</li> <li>* Father and his siblings kept telling him off.</li> <li>* Did not feel close to parents and siblings.</li> </ul>
<b>Martin (Returnee)</b>	<ul style="list-style-type: none"> <li>* Three half-siblings.</li> <li>* Did not know parents' jobs.</li> <li>* Lived with father's parents (grandparents).</li> </ul>	<ul style="list-style-type: none"> <li>* Had limited contact with mother.</li> <li>* Lacked parental interest and supervision.</li> <li>* Father: Had rare meetings; swore at him.</li> <li>* Half-siblings: Had no contact.</li> <li>* Grandparents: old; had different opinions; rarely shared anything with grandparents.</li> </ul>
<b>Prince (Returnee)</b>	<ul style="list-style-type: none"> <li>* One sibling.</li> <li>* Mother worked overseas.</li> <li>* Did not know father's job.</li> <li>* Lived with a sibling.</li> </ul>	<ul style="list-style-type: none"> <li>* Parents: Had limited contact, especially with his father.</li> <li>* Lacked parental interest and supervision.</li> <li>* Sister: complained about him.</li> </ul>
<b>Spring</b>	<ul style="list-style-type: none"> <li>* One sibling.</li> <li>* Father: dead.</li> <li>* Mother: in prison.</li> <li>* Lived with mother's parents (grandparents).</li> </ul>	<ul style="list-style-type: none"> <li>* Grandparents: took an interest in him; complained about his tuition fees.</li> <li>* Uncle: took an interest in him; reprimanded him.</li> </ul>



		* Lacked parental interest and supervision. * Father's relatives: had no contact.
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Researchers have identified a number of specific family-related risk factors as being associated with problematic behaviour in young people. These include living without close monitoring by parents (Fosco et al., 2012; Hoeve et al., 2009; Racz & McMahon, 2011), living in a single parent household (Breivik & Olweus, 2006; Burfeind & Bartusch, 2011) and negative interactions with parents such as neglect, hostility, indifference and rejection (Derzon, 2010; Hoeve et al., 2009).

Four participants, including the three returnees, Martin, Beckham, Spring and Prince, either did not live with their parents or only lived with one (see Table 6.1). They all felt that there was a deficit in parental supervision which had presented opportunities to be involved in antisocial behaviours with peers. The boys described that without parental control, they felt free and comfortable to do what they wanted. However, they sometimes felt that they were 'invisible people' in the family. The interviews revealed that they felt their presence in the family was not important for other members and this led to negative feelings, for example loneliness. Beckham, Martin and Prince were all clear in their belief that family was a factor, blaming their reoffending directly on their family's ignorance about them. Unlike the other three students, Spring did not attribute his offending to a lack of parental supervision, but to his family members' attitudes and behaviours as presented below. Therefore, from young people's perspective, it is suggested that the reality that young people lived in non-intact families created hardships such as an absence of a parent, loss of time spent with a parent, reduced parental supervision and support, and negative moods. This was linked to young people's later delinquency. This finding is consistent with the findings of Juby and Farrington (2001), Mack et al. (2007), Nguyen (2015) and Sogar (2017).

The remaining four participants lived with parents. However, they also reported a lack of parental interest and poor communication with parents. Harry Potter, Barcelona, Chelsea and Giant all felt that their parents were too busy with work to have time for them. Four young people all felt that their parents never sat down and listened to them. According to the young people, this not only made them sad and tired of their lives, but also led to them seeking others to talk to and to share their problems with. Harry Potter shared his issues and stories

with his girlfriend, while Barcelona, who could not communicate with his father, shared his problems via phone with his aunt who lived over 1,700 km from him. Giant and Chelsea shared their stories with peers in their teenage gang. This finding suggested that there was an association between parent-child communications and a child's behaviours and psychology. This finding supports previous studies of Farrington (2011), Davidson and Cardemil (2009) and Davalos et al. (2005) that highlighted the importance of communication between parents and children in a reduction in children's externalising behaviours.

While there is still a strong emphasis on the value of the family, the reality is that there are many external pressures on Vietnamese society which impact on the role of the family (Nguyen, 2015). Vietnam, as a developing country, is affected by increased industrialisation and globalisation, which has led to changes in family circumstances. For example, many parents have had to leave their children and homes to earn a living in the big cities or even overseas, and parents are often too busy with work to take care of their children and to listen to them. In these situations, children are left in the care of grandparents, other family members or in some cases they are left to look after themselves. The young people in this study experienced these situations to varying degrees.

There is also evidence that the degree to which young people disclose, or share information about their lives with parents has a strong relationship with parental knowledge of their children's activities (Hamza & Willoughby, 2011; Vieno, Nation, Pastore, & Santinello, 2009; Willoughby & Hamza, 2011). Where parents have a good level of knowledge, this is related to lower levels of antisocial behaviours (Froijid et al., 2007; Hamza & Willoughby, 2011). In this study, some participants reported that their parents were not interested in what they did during the day. Their family members only appeared to be interested in their being present at home at night. Parents became annoyed when they knew what their children had been doing rather than being interested in the reasons for their behaviours. The young people suggested this led to them having negative thoughts and bad moods. For example, Beckham, Chelsea and Spring thought that they were a burden for their family and that made them sad, while Giant felt lonely within his family. These factors were related to young people establishing relationships with other antisocial friends that increased the likelihood of involvement in antisocial behaviours. All the participants in this study had joined a teenage gang when they felt dissatisfied with their family. Barcelona, Chelsea and Harry Potter took

part in fights with their friends in their local area. Martin, Beckham, Giant, Spring, Harry Potter and Prince were encouraged to steal to satisfy their needs for things such as online game playing and buying methamphetamine and cigarettes.

The research literature strongly suggests that parents' behaviours such as "anger, verbal and psychical aggression, or arguing" (Prinz et al., 2004, p. 94) affect young people's temperament and behaviours (Garthe et al., 2015; Hoeve et al., 2009; Prinz et al., 2004). In this study, the young people reported that a number of parental behaviours had the effect of making them more aggressive and led them to committing aggressive offences. Chelsea, for example, was annoyed and discouraged by his mother's behaviours, specifically, she kept complaining about his bad results at school and compared him with the neighbours' children. This not only led to him reacting negatively to his mother, but it was also one of the factors in him dropping out of school. Additionally, Chelsea's father was often drunk and swore at him during dinner time, which led to him yelling and hitting his father back. These findings are in line with the findings of Le (2017) who reported that intra-family conflict between parents and children was linked to children's antisocial behaviours.

Like Chelsea, Beckham was annoyed with his father and his brother for complaining and reprimanding him every day. Living without parents, Spring's life depended on his grandparents' and uncles' support which led him to feel a burden whenever they complained about his study and his school fees. This led to him deciding to drop out of school. Harry Potter felt sad, disappointed, shameful and lost his trust in his parents because they told others of his troubles and because of their negative response to his problems. Thus, from the young people's perspectives, parents' and family members' attitudes and behaviours towards them had a strong influence on their mood, feelings and behaviours. These findings support the importance of parents' behaviours on a child's behaviours as has been found in the study by Farrington (2011).

The young people in the current study tended to attribute their offending or antisocial behaviour to similar factors to those identified in the literature as family risk factors for offending (Farrington, 2011; Sogar, 2017). Specifically, living apart from parents likely results in a lack of parental interest and supervision, which in turn has been linked to later youth antisocial behaviours through relationships with other antisocial peers (Cassidy, 2011). Such outcomes are associated with an increase in young person's likelihood to engage in negative

behaviours and to experience psychological issues (Le, 2017). Hirschi and Gottfredson (1990) identified that family circumstance and structure indirectly influence an individual's antisocial behaviours when there is a lack of parental supervision and interest. Parents are not able to recognise a young people's lack of self-control without closeness, supervision and interest in their children. Young people with high impulsivity and a lack of self-control can have these behaviours mediated in a positive family environment (Campbell et al., 2006; Meldrum et al., 2013; Nguyen, 2015). There is evidence from a number of studies that when there is parental closeness with children, for example, by joining in children's leisure activities or frequent communication, there is a better understanding of their children, knowledge of children's activities and behaviours, and disclosure that are associated with a reduction in children's delinquent behaviours (Davidson & Cardemil, 2009; Ksinan & Vazsonyi, 2016)

### Individual characteristics

Young people in this study also stated that their personal characteristics contributed to their antisocial behaviours. The following table summarises participants' self-reported personal characteristics:

Table 6.2: Self-reported personality characteristics:

Students	Personality	Description
All students	Impulsive.	Doing everything on impulse. Acting without forethought.
All students	Low level of self-control	Easily tempted to antisocial behaviours such as smoking, using substances, fighting, stealing and dropping out of school.
Chelsea, Beckham, Barcelona, Martin	Hot-tempered  Irritable	Easily losing their temper and ready to fight or argue with others.  Easily annoyed.
Giant, Prince, Harry Potter	Quiet	Not talking much and having difficulty in communicating.
Martin, Beckham	Taciturn	Being reserved in speech. Rarely showing emotions.

First, the young people showed a lack of sympathy and empathy towards their parents. They all ascribed their antisocial behaviours to their parents or family members and to their friends, instead of being aware of their own roles in their behaviours. In addition, young people appeared not to have an understanding of their parents and their work, and this led them to being unsympathetic towards their parents. All young people shared that they had never thought of how hard their parents worked to support them and they had never put themselves in their parents' situations. They did express that they wanted their parents to understand them.

Second, impulsivity was consistently reported to be one of the young people's characteristics. Impulsivity has been found to be strongly linked to antisocial behaviours (Dalley et al., 2011; Higgins & Mahoney, 2014). Impulsivity refers to "the tendency to engage in inappropriate or maladaptive behaviours" (Wit, 2008, p. 23) as a result of deficits in the ability to see long-term consequences of behaviours and to control behavioural impulses (McAllister-Williams et al., 2007). All participants reported that they did not consider potential consequences caused by their antisocial behaviours or acts. In addition, there was evidence that young people with high impulsivity are prone to violence (Calvete, 2007; Swann et al., 2004; Zhou et al., 2014). Among the participants, Barcelona, Chelsea, and Martin appeared to have higher impulsivity than others, shown in their regular participation in fights when they were in society. Notably, both Barcelona and Martin had stabbed their friends when they had conflicts while incarcerated in the correctional school. For Chelsea, arguments and fights were his reaction to others when feeling vexed, even towards his parents, as mentioned above.

Strongly related to impulsivity is the issue of self-control. All of the participants reported that they had low levels of self-control. Self-control is defined as an individual's capacity to avoid and inhibit unacceptable impulses and to regulate individual thoughts, emotions and behaviours (Muraven & Baumeister, 2000; Tangney, Baumeister, & Boone, 2004). In other words, self-control refers to "the tendency of people to avoid criminal acts whatever the circumstances in which they find themselves" (Gottfredson & Hirschi, 1990, p. 87). Individuals with low self-control are found to be prone to impatience, impulsive physical responses, hot-temperedness, self-centredness and risk-taking (Gottfredson & Hirschi, 1990). These have been related to antisocial behaviours that meet their temporary satisfaction (Gottfredson &

Hirschi, 1990; Higgins & Mahoney, 2014). Interviews with participating young people revealed that they could not prevent themselves from engaging in antisocial behaviours to gratify themselves. Young people had merely perceived that those behaviours or acts would bring them more pleasure and pursued their own interest. In addition, half of the participants reported their characters as being hot-tempered and irritable which could trigger their antisocial behaviours (Sukyirun, 2016). Chelsea, Beckham, Martin and Barcelona easily lost their tempers, which led to quarrels and fights with others. Furthermore, individuals with low-self-control have been found to struggle to resist temptation (Gottfredson & Hirschi, 1990) and to be susceptible to peer influence (Meldrum et al., 2013). These findings are presented in the next section.

## **Peers**

While family and individual characteristics featured prominently in the case studies, with many of the young people explaining that their relationships with delinquent peers was partially due to a lack of parental interest and supervision, there were characteristics around adolescent development that also influenced the young people behaviours. In particular, sensitivity to external influences has been identified as being conducive to young people developing relationships with delinquent peers (Chein et al., 2011; Gardner & Steinberg, 2005). These relationships may encourage adolescent risk taking by “heightening sensitivity to the potential reward value of risky decisions” (Chein et al., 2011, p. F1). Young people in this study identified that being unsupervised and engaged with delinquent peers negatively influenced their behaviour and actions. For example, in this study, all the young people joined a teenage gang and then took part in delinquent activities with them. However, they appeared not to be aware that relationships with antisocial peers possibly led to their later delinquency. Therefore, they still retained their relationships with their friends because they gained happiness from friends rather than from their families. Barcelona experienced enjoyment and pleasurable experiences when his gang travelled to a mountainous area. Martin, Beckham, Spring, Chelsea and Harry Potter experienced positive feelings when taking methamphetamines and smoking with their friends. Giant, Martin and Prince were excited about playing online games. When interacting with their friends, young people had all their behaviours encouraged and reinforced, regardless of whether they were antisocial behaviours. Thus, young people in this study had a propensity towards delinquent activities

partly through their relationship with peers, and specifically through the resulting improvement in mood and the reinforcement they gained from friends.

However, from young people's perspective, the relationships with other peers was associated with a reduction in young people's ties to family. As mentioned in Family section, intergenerational differences and a lack of respect for the voices of young people not only discouraged young people from sharing their issues with parents but also lessened their closeness to their parents. Furthermore, having the same interests and more empathy from peers made young people want to spend their time with peers rather than family. This might not only limit parents' knowledge of their children's activities and increase peer influences, but it may also create a greater separation from parents.

### **Local authorities**

Beyond the individual characteristics, family and peer factors mentioned above, the voice of the young people, and particularly the three returnees offer an insight into the role of the local authority in monitoring young people. In Vietnam, as mentioned in Chapter One, young people are placed under the supervision of the local authority when they first commit an act of antisocial behaviour. However, the role of local authorities is not identified clearly in previous studies both internationally and in Vietnam. In this study, young people interviewed reported neglect by local authorities or of only superficial activities being provided as interventions. This was particularly the case where little or no interest or supervision was offered by local authorities when young people were released from correctional schools. These findings are aligned with those of Cox (2010), who reported a lack of appropriate rehabilitation services to support young people to reintegrate into the community after release. They also support those of Nguyen (2015), who identifies the importance of local authority interest in young people after their release. In addition, this study found that there was little cooperation between families and the local authorities in the youth rehabilitation process.

#### **6.2.2. The role of family relationships in responding to young people's incarceration**

The family not only contributed to young people's delinquency, as presented in the previous section, but it also influenced young people while they were living at the correctional school. All those acknowledged that family interest, for example, family visits, encouraged them to

live and study at the school. Such interest contributed to changes in young people's thoughts, behaviours and acts. For example, the young people thought of reforming themselves so as to be able to go back to their families earlier. Consistent with young people's views, the teachers and the manager reinforced the role of family in contributing to positive changes for the youth. The staff noted that young people seemed to take part in activities more enthusiastically, and there was a reduction in breaking of school regulations after family visits.

Interviews with the young people and teachers revealed that family visits had an influence on young people's psychological states. Visits from family lessened feelings of being separated from their family (See section 6.2.2). It especially brought young people happiness by feeling their family still remembered them. However, as they looked forward to parents' visits, they experienced feelings of abandonment whenever their parents did not come as scheduled. For example, Giant and Beckham shared that they were sad when their family did not visit them and when they saw peers' parents visit them.

Unlike the other young people, both happiness and feelings of guilt came to Spring simultaneously after his grandparents' visits. He was happy to meet them, but he also felt guilty and conscience-stricken with images of his grandparents with bent backs, who could have been relaxing at their age rather than travelling a long way to visit him. He shared that these images had a great impact on his determination to reform himself in order to be released earlier.

Apart from their positive influences, family visits were also found to have negative influences on some young people. Interviews with teachers and the manager also revealed families' contribution to young people's negative behaviours and acts through satisfying their children's antisocial requirements, for example, some provided cigarettes hidden in bread for their children. Young people did not mention negative influences from family, except Martin reporting about his psychological issues related to his father's visit. Martin felt disappointed with his father's visit as his father was angry and swore which shocked Martin. That led to him and his grandparents concealing his second sentence at the school to avoid his father's visits.

In summary, the findings of this study show both negative and positive contributions from the family to young people's rehabilitation process in the correctional schools which are



consistent with the findings of previous studies (Agudelo, 2013; Mears et al., 2012; Walker & Bishop, 2016). These findings suggest involving family in the young people's rehabilitation process in the correctional school.

### **6.3. Young people's transition to the correctional school**

The transition from the community to the correctional facilities is a challenging process and one that is stressful for young people (Harvey, 2007; Mackenzie, Wison, Armstrong, & Gover, 2004). Leaving one world and entering another means young people must occupy "a place on both sides of a threshold or boundary between two worlds" (Harvey, 2007, p. 31). This makes it difficult for young people both to give up their hopes for the lives that they had had and to accept that they must now live in a different environment and be subjected to new regulations (Harvey, 2007). The findings from this study identified a number of key elements that made young people's transition difficult. These elements were identified as a preoccupation with alienation, separation, loss of freedom and autonomy, and bullying.

#### **6.3.1. Alienation**

It has been reported that adapting to the environment in prison or correctional schools is difficult for young people in the liminal stage (Harvey, 2007; Van der Laan & Eichelsheim, 2013). The young people in this study found this to be the case. They knew little about the school before they were sent to it and the school environment felt strange initially, which had made them worried and scared when they first arrived. The feeling of alienation in this new environment was a powerful emotion for all young people. Four factors, staff, living conditions, programmes and school regulations, were identified as contributing to young people's alienation. All the young people reported a preoccupation with alienation, however, they had different experiences with it. For example, Barcelona and Harry Potter reported being surprised, worried and scared on arrival when they saw school staff in police uniform because, before being sent to the correctional school, they had often had negative experiences with local police through the processes of arrest and interrogation. Spring, Beckham, Giant, Martin, Prince and Chelsea believed, based on information given to them by others, that the correctional school was like a prison but for teenagers. That contributed to their fear.

On arrival, the boys found that the living conditions at the school were entirely different from those at their homes, a reality that took them a while to adapt to. Differences included the

physical environment, and the need to share rooms and toilets. A number of boys complained about the cold showers they were required to use through the year, including winter. The quantity and quality of food that was available was a difficulty mentioned by all those interviewed, and, for many, the available food was different to what they had eaten before. Harry Potter and Martin, for example, had to eat dishes cooked with soy sauce that were totally strange to them. Martin had the particularly unpleasant experience of eating worms in his food when he had his first dinner at school. The teachers and school managers also considered that the amount of food supplied by the government was insufficient for the needs of growing boys, who were required to work physically hard.

The work programmes were also something new to the young people who had never done this kind of work before. Examples given in the interviews included Harry Potter, who found it difficult to hoe the ground to grow vegetables, while Beckham found separating cashew nuts from shells was hard work and Giant could not remember the steps for making mussel nets. The teachers reported that none of the students had worked before the correctional school, so all of them found it hard to adapt to working there, especially, in the liminal stage.

In addition to the work programmes, the students also had to learn to cope with the various demands involved with being enrolled in education programmes. Many of the boys had dropped out of school 2 to 4 years prior to incarceration, and this had impacted on their learning capacity. Beckham, Chelsea, Harry Potter and Barcelona all felt frustrated with sitting doing homework and learning lessons by heart for two hours every evening. Spring considered that studying every evening was anti-scientific because, after a hard-working day, he felt they needed to relax rather than study more. However, all the students were surprised with the learning conditions and the approaches to learning and teaching used in the programme, which were new to all of them. They also appeared to be excited about having lessons with projectors, screens and laptops, none of which they had experienced before. Barcelona, Harry Potter, Beckham, Prince and Spring all thought that although everything felt strange when they first came to school, the learning facilities and teaching approaches engaged them in study.

Apart from work and education programmes, the school environment with its extensive number of regulations was new to young people who were incarcerated for the first time. They had to follow both the written regulations and the unwritten ones (see section 4.6).

Before coming to school, all of the participants had become used to a lifestyle without rules, so starting to live within regulations was challenging to them. It appeared to be hard work for all boys to learn both kinds of regulations by heart and then, having done so, to apply them to daily life. It took all of them a period before they were successful. Beckham and Barcelona spent three months getting to the stage whereby they remembered all the regulations and were able to apply them to school life. An additional factor was that some of the boys having understood the regulations found them unreasonable. Spring, Chelsea, Beckham, Barcelona and Martin, for example, felt that the rules stating that "students are not allowed to farewell other students" (Term 6 of article 2) or "students are allowed to have short hair, but not a bare head" (Term 5 of article 2) was unreasonable. The boys felt it was important to have an opportunity to meet with and say farewell to their friends who were being released. They also considered that having a bare head did not affect their living and studying at school, and it made them feel more comfortable especially on hot summer days.

From the teachers' perspective, as young people had a free lifestyle before being sent to the correctional school, they always thought that school regulations were strict. All teachers participating in this study expressed the belief that students would not become better without school regulations. As explained in the interviews with teachers and a manager about young people's complaints about terms 5 and 6 of article 2, a farewell party easily provoked other young people's emotions which could create situations in which the young people were more likely to get sad or over-excited, and young people with bare heads did not look as nice as those with hair.

However, the advantages of having regulations enforced was realised by all those interviewed. Regulations not only helped students to get used to life within set limits, but they also made students have better self-management skills and especially, to control themselves. For instance, the young people acknowledged that they had better health through having a moderate lifestyle, for example getting up, eating and sleeping at scheduled times, which they had not done when they were in society. Other positive outcomes from the regulations included belief that following regulations led to a reduction in negative psychological characteristics, such as impulsivity, and in antisocial behaviours, such as swearing, smoking, quarrels and fights. For example, Martin, Barcelona, and Chelsea became less hot-tempered and more patient, and learnt to avoid conflicts with others because they

could control themselves. Giant, Spring and Beckham also believed they had become less spontaneous and more thoughtful before saying or doing something.

With regards to unwritten regulations, teachers shared that it was necessary to have unwritten regulations for each group. According to both the teachers and a manager, the young people in each group had different characteristics and backgrounds. This meant that teachers set group rules in response to the young people's characteristics and in the hope of changing them and minimising issues while they were incarcerated. However, all young people felt frustrated with those rules, as it was often not clear what the rules were. Spring, Giant, Barcelona, Harry Potter and Chelsea were surprised and annoyed about being punished by teachers for minor mistakes that were not mentioned in the school regulations, for example, talking to others at sleeping time or watching TV while others were revising lessons. In addition, abuses of power occurred among young people when teachers assigned them to enforce the group rules to manage the young people's behaviours. Beckham, Martin and Prince, for example, were shocked when they found they were expected to serve their peers in their groups in order not to be assaulted.

With regards to returnees' opinions about school and its regulations, they did not feel alienated from the school environment and regulations as a result of their previous experiences. They, therefore, got used to school life more quickly than those who were there the first time. Although the returnees did not feel as strange at the school, they, as well as other young people, had a feeling of separation when they first came to school, which is presented in the next section.

### **6.3.2. Separation**

When young people moved from society to the correctional school, they felt disconnected from the outside world, which brought them a feeling of separation. Interviews with the young people and teachers revealed three aspects related to the concept of separation. First, the separation from their family gave them the feeling that they were losing their family; this was a new experience for them they had not had before coming to the school. However, the extent to which they felt separated was diverse. All of the participants, except for Martin, missed their family. This was despite the difficulties they reported they had experienced with their families and in many cases the apparent lack of interest their families had in them. Harry Potter felt that he had lost his family because he did not know what they were doing. Chelsea

was an unusual case because, among other family members, he missed his father, with whom he often had conflicts and who had never visited him since he came to school most. This led to his feeling of sadness. Likewise, Barcelona missed his father, and the feelings of uselessness, hopelessness and separation came to him when he could not do anything for his father, who had been in an accident. As for the two other cases, Spring and Beckham's families did not visit them for over 6 months. This made them not only worried and sad, but it also made them think that their family did not need them.

Second, separation from friends made them miss their activities with their friends, which was associated with their psychological issues. Barcelona, Giant, Prince, Chelsea, and Martin missed their free lifestyles with friends in society. They missed the feelings of enjoyment with friends, and Martin especially missed the feelings he experienced when playing online games and using methamphetamine. Likewise, Beckham, Chelsea, Martin, Harry Potter and Spring reported that they missed using methamphetamine, which made them distracted for a few weeks at school; for example, their moods were up and down, and they easily lost their tempers and did not concentrate on working or learning. Harry Potter missed his girlfriend and was concerned that she would leave him and fall in love with another boy because of his sentence and his absence. This made him sleepless for a while until he received a letter from her.

Interviews with young people revealed that all young people including returnees felt separated in the transitional period. However, there were differences in levels of feelings of separation between returnees and those who were at the school for the first time, which led to differences in youth adaptation to school life. The returnees were more balanced and started their lives more quickly than those who were there the first time. Besides, there were differences in feelings of separation between returnees; for example, Beckham, Martin and Prince were scared and stayed away from others the first time, whereas they became more confident and less worried the second time.

### **6.3.3. Loss of freedom and autonomy**

Along with separation, the transition into the correctional school brought young people a loss of freedom and autonomy. First, all the participating young people felt cramped living at school due to having previously lived freely in society, basically without restrictions. At the correctional school, all their activities were under supervision and control within limited

physical space such as within the working rooms, classrooms and their group rooms on weekdays. In addition, they were required to ask for the teachers' permission to do such activities as, for example, going to toilet. This brought with it a loss of freedom and autonomy, especially in the liminal period. Young people found it insufferable and uncomfortable the first few days and it was a situation they struggled to manage. However, the young people reacted in different ways to such situations. For instance, Beckham, Martin and Barcelona reported that they wanted to shout in frustration when they were forced to sit in a room all day to learn school regulations during their first few days at the school. Chelsea wanted to have a fight or a quarrel with someone to get rid of his frustration. The others, while sharing this frustration, seemed to accept this loss of freedom.

Second, young people's social interactions with both peers and staff were associated with young people's autonomy (Van der Laan & Eichelsheim, 2013). All the young people reported that peers' behaviours and attitudes, such as staring at them, threatening them, looking down upon them and bullying, deprived them of their autonomy and brought them with a preoccupation with safety. In addition, teachers' constant warning of punishment if they broke regulations discouraged them from doing anything. For example, Giant wanted to help some peers with maths exercises every evening, but he did not because he was scared of it being misunderstood as gossiping during lesson-reviewing time. Spring, Harry Potter and Barcelona did not read books during lesson-reviewing time, although they had finished their exercises and learnt everything by heart.

The loss of freedom and autonomy partly contributed to young people's negative moods and thoughts; for example, all participating students experienced being frustrated and they all had thoughts of escaping from school in the first few days after they started their lives at school. This was consistent with data from teachers and a manager reporting on young people's intention of escaping. They also shared that they talked with young people about the advantages of staying in the correctional school when they became aware of young people's intentions.

Regardless of whether they were there the first time or returnees, feelings of lost freedom and autonomy occurred with all young people. However, having experienced those situations before, the returnees appeared to accept them more easily than those who were there for

the first time. The three returnees seemed to be ready to cope with life under incarceration and they were not as scared and worried as they had been.

#### **6.3.4. Bullying**

All young people reported that they had experienced bullying in the liminal period. Two forms of bullying, verbal and physical, were common for young people, however, the levels of bullying were diverse. Barcelona, Chelsea and Harry Potter were verbally bullied; they were sworn at and threatened to be punched on their first couple of days. This did not continue, partly because some of the bullies left the school and partly because some became their friends. Beckham, Spring, Giant, Martin and Prince both experienced verbal and physical bullying. Apart from being threatened and sworn at, Beckham and Martin had to serve the bullies, for example, washing bullies' plates and washing their clothes, and they were also assaulted while they were at school the first time. Prince was bullied in the form of being forced to work hard; specifically, he had to try his best to complete products during work programmes not only for himself but also for bullies.

No matter how long the bullying was, all participants experienced psychological effects such as worry and fear. Beckham was so stressed that he stayed away from others and kept quiet. Even after release, the mere thought of experiences in the correctional school made Beckham shiver. Unlike Beckham, others did not feel such stress, but they were, however, worried and scared. Importantly, bullying led to young people's antisocial behaviour and thoughts. For example, Chelsea hid dangerous things such as a knife, a pair of scissors and a screwdriver he got from the working room and from builders working in the school, so that he could protect himself in case he was assaulted by bullies. Beckham and Martin thought of swimming across the pond to escape when they were not permitted to use the toilet, and Martin stabbed a bully with a metal hook stolen from the working room.

Furthermore, witnessing others being bullied was also a frightening experience for young people. Thus, young people chose to either negotiate with bullies, fight with bullies or create a rapport with bullies or teachers. Prince volunteered to give his food to bullies and to work for them. Barcelona and Harry Potter made friends with bullies. Beckham did anything he was asked to do by the bullies. Spring and Giant built a rapport with teachers to make bullies worried about being reported to teachers. Chelsea and Martin had fights with bullies to prove their strength. This finding supports previous studies which found that experiences in prison

or correctional institutions may encourage cooperation among inmates (Abrams & Hyun, 2009; Cox, 2011) or those bullied seeking relationships with staff or by modifying their behaviour (Abrams, 2006; Fader, 2013).

With regard to teachers' reactions to young people being bullied, all young people reported that there was no intervention from teachers, although in some cases teachers knew about bullying. While other young people thought that teachers had other things to do rather than dealing with bullying among young people, Spring, Prince, Beckham and Martin identified overcrowding as a reason why teachers did not have any reaction to bullying situations. As confirmed by participating teachers, in some periods, there were so many young people at the school that it was challenging for teachers to control young people's activities.

#### **6.4. Perception of teachers**

Staff in the correctional school or prison have an impact on young people and their future (Marsh & Evans, 2009; Panuccio, Christian, Martinez, & Sullivan, 2012). Specifically, the behaviours and attitudes of staff have an influence on young people's outcomes, primarily social and educational (Kennedy & Kennedy, 2004; Morris, 2001; Sutherland, 2006). The findings identified issues related to the relationship between teachers and students: young people's reactions to the teachers' treatment, young people's fake behaviours for teachers, and victimisation.

##### **6.4.1. Reactions to the teachers' treatment**

###### **Form teachers**

Young people participating in this study considered that school life was better or more comfortable dependent upon a large degree on their form teachers and the degree to which they were responsive to their situations. This was because the form teachers supervised and controlled young people every day. They were also responsible for dealing with issues related to young people. Therefore, they had the greatest influence on young people and their daily lives. Although the young people thought that their form teachers were strict, all participants, except Martin, considered that their form teachers were understanding, sympathetic and considerate. Teachers' chats and advice were the greatest encouragement for them, especially when incidents happened to them. Their experiences with their form teachers, however, varied and the levels of teachers' influence on them were diverse. For example, Spring and Barcelona felt grateful to their form teachers for their support. Spring was



emotional discussing how his form teacher spent time having talks with him about his family and sometimes provided him with food when he found out that Spring's father was dead, and his mother was in prison. Spring trusted his form teacher, so he often shared his troubles and sought comfort, especially about his mother's illness. Beckham and Giant gained trust from their form teachers, and they were assigned to assist teachers to manage their groups when teachers were absent. Both Beckham and Giant admired and respected their form teachers. Due to form teachers' responsiveness, Spring, Beckham and Giant felt ashamed and did not dare to meet and look into their form teachers' eyes when they made mistakes. Importantly, Beckham, Giant and Spring became more careful when they decided to do anything, because they did not want their form teachers to lose trust in them or be disappointed in them. Furthermore, according to the young people, when form teachers defended them, they gained their trust. Barcelona, Spring, Harry Potter, Beckham and Spring appeared to appreciate teachers' behaviours when their form teachers took their sides and disagreed with other teachers' monthly assessment reports about them. These findings are aligned with those of previous studies which found that a positive relationship and interaction between correctional staff and young people had an increase in youth sense of well-being and feelings of autonomy (Harvey, 2007; Van der Laan & Eichelsheim, 2013).

Teachers shared that they possibly converted young people by means of their kindness and responsiveness. Daily chats helped them to be close to young people, which improved the relationship between teachers and young people. In addition, through chats, teachers gained more information about young people, which helped them to show timely interest and consideration when they had issues. For example, discussing family problems not only helped teachers to build a rapport with young people but it also changed young people's thinking and behaviours. The case of Chelsea is a good example of this process. Chelsea was an obstinate boy who was always ready to pick a quarrel or to fight with other young people when he was vexed, during the initial period. However, his form teacher knew that his negative behaviour could be partially attributed to the fact that his father had not visited him since he came to the school. Thus, the teacher not only explained to him that his father needed time to forgive him, but he also phoned Chelsea's parents to let them know about his issues. Then, Chelsea seemed to accept his situation and his relationships with the others improved. Chelsea, through chats with his form teacher about problems in life and in society,

also realised what behaviours or acts were right or wrong. The teachers reported that, as a result of this, Chelsea concentrated on working and studying more and there were reduced arguments and fights with others. Importantly, Chelsea started to think of changing himself to be a more useful person and especially, to become a good son for his family.

Among the young people, Martin was the only participant who had a different perspective of form teachers. Martin had a negative impression of his form teachers both times he was at the school. Martin considered that his form teachers were strict and seemed not to be understanding. He appeared to lose trust in his form teachers. The first time, his form teacher was not interested in him and was dissatisfied with whatever he did. That discouraged Martin. The second time, Martin was extremely disappointed in the teacher. Martin reported being bullied to his teacher; however, instead of believing in him, he accused Martin of making it up. In addition, he disliked his teacher, who punished him because of his jokes with other friends. Martin's form teacher shared that jokes and teasing brought with them the likelihood of arguments and fights, so they were prohibited in his group. Furthermore, from Martin's perspective, his form teacher did not understand young people and their abilities. For example, being given a quota of products to produce every day brought with it fear and stress for young people because each student had a different working capacity. Martin and his peers did not dare to go to the toilet during working time because they were afraid that they would not be able to finish enough products.

### **Other teachers**

Apart from the form teachers, other teachers such as education teachers, teachers in the counselling department, teachers in the duty department and vocational training teachers, also had an influence on young people. Firstly, the teachers that were preferred most were in the counselling department. All participants voluntarily came to meet counselling teachers for advice. They reported that these teachers were considerate and understanding. Young people gained comfort and felt good after chats with them. In addition, all young people trusted these teachers. The reason for their trust in counselling teachers was that anything they shared with teachers was not revealed to anyone. Barcelona, for example, intended to escape from school when he knew of his father's accident, however, he gave up that thought partly because of the counselling teacher's comfort and explanation about how sad and worried about him his father would be. Even inappropriate behaviours that young people had

displayed at the correctional school were not reported to their form teachers or school committee after talks with counselling teachers. Counselling teachers helped to sort out their issues, which helped young people avoid being punished. For example, the reality that Chelsea kept cigarettes given by builders and Barcelona stole needles from the working room was kept secret between the counselling teachers and them. Additionally, these teachers helped Barcelona and Chelsea to dispose of them. From the other teachers' perspectives, young people liked counselling teachers partly because they were originally psychologists who had a better understanding of young people than other teachers and their work at school was simply to give advice rather than sorting out young people's infractions.

Secondly, teachers in education programmes were also liked and admired by young people, except for Martin and Spring. Young people shared that teachers' knowledge and enthusiasm in teaching made them comfortable, attracted to lessons and lessened their feeling of being under custody. Notably, young people had positive experiences with teachers that they had not had in normal schools. That led them to study better. For example, Beckham, Barcelona, Prince, Harry Potter and Chelsea liked subjects because of the teachers' enthusiasm and the happy atmosphere the teachers brought to the classes. Unlike other students, Spring and Martin had no strong feelings for subject teachers, either positive or negative.

Thirdly, with reference to vocational training teachers, although only four young people, Barcelona, Harry Potter, Beckham and Martin, took part in vocational training courses, they had different opinions about these teachers. Barcelona and Harry Potter were happy with both teachers and vocational training courses. However, Beckham and Martin did not offer an opinion.

Fourthly, among teachers, teachers in the duty department were the least preferred. Young people shared in the interviews that these teachers were not only strict but also nosey. They often tried to find students' mistakes and then either reported them to their form teachers or punished them. All young people experienced having troubles with teachers in the duty department. Chelsea, Martin and their group of friends were reprimanded and punished by those teachers because they were seen to hold each other in a way that was considered to be a fight by the teacher, no matter how hard Chelsea and Martin tried to explain. Beckham considered that teachers in the duty department were less understanding and sympathetic. He thought that teachers should put themselves in young people's shoes to understand why

they had acted or behaved in such a way. In Beckham's opinion especially, teachers appeared to assume that all young people's behaviours or acts were obviously wrong because they were offenders. This made Beckham lose trust in teachers in the duty department. Spring had bad experiences with these teachers, too. Among the troubles, Spring remembered the night when he had a stomach ache and had to spend the whole evening in the toilet. That made him go to bed late, however, one teacher from the duty department punished Spring for going to bed late, and he did not give Spring a chance to explain, which made Spring annoyed. Likewise, Prince sometimes got into trouble with duty teachers when he shouted during the after-lunch nap. However, like Spring, he was not allowed to explain that he saw mice, which made him so scared that he screamed. Giant, Harry Potter, and Barcelona complained that duty teachers often made up stories about them; for example, Giant and his friend's chat about trying to take part in a motorbike race after release was heard by teachers. Giant was said to be encouraging friends to do bad things. Harry Potter and Barcelona sometimes did not play sports at the weekend because they were tired, however, they were considered to be lazy. These findings are consistent with those of previous studies which reported that staff treatment styles and attitudes towards young people influenced youth experiences while incarcerated (Deuchar et al., 2016; Lyon et al., 2000).

Finally, with regards to teachers as managers of the school, all young people knew the school managers by sight because they sometimes visited their groups in the working room or classrooms, but none of them except Beckham ever spoke to them or met them in person. Beckham appreciated the managers' kindness, consideration and their encouragement with a visit and a gift when he was sick.

#### **6.4.2. Compliant behaviours with teachers**

All young people participating in this study did not deny their 'fake behaviours'. In reality, young people showed fake behaviours in daily activities in different forms. It was common for the young people to pretend to be obedient and to agree with whatever the teachers said. The term 'pretend' was often mentioned by young people as the way they showed compliant behaviours. For example, they often pretended to focus on work and study and to listen to their teachers when teachers were in the room. They also showed respect and kindness to teachers, although they did not really feel it. Even though some young people hated some teachers very much, they warmly greeted them and pretended to be happy to meet them to

avoid getting into trouble with them. In addition, even when they were so angry due to being punished by teachers, they often showed remorse. But in reality, as shared by young people, they swore at the teachers after they left.

The young people explained the reasons for their compliant behaviours. Firstly, these behaviours helped young people to get attention from teachers, which played a role in creating rapport between young people and teachers, as a positive relationship with teachers benefitted young people. For example, Beckham and Giant gained trust from their form teachers by pretending to behave well in front of them, and they were assigned to take charge of their groups when the teachers were absent. That meant that they had more power than other students. Thus, instead of working hard like others, they only walked round and supervised them. Additionally, due to having power, Beckham was often provided with food or other things by students to hide their infractions. Likewise, Martin, Prince, Spring, Harry Potter, Chelsea and Barcelona sometimes avoided punishment because of their relationships with teachers. Secondly, fake behaviours helped young people have a good monthly assessment that would possibly lead to having their sentence shortened or to monetary rewards for their group to improve meals. Spring's sentence was shortened from 18 months to 16 months. Beckham would be released two months earlier. Prince, Barcelona and Harry Potter's groups got money as a reward for good performance and their form teachers used that money to buy more food for them. This finding supports previous studies which found that compliant behaviours were identified as a way young people used to get privileges or earn release and to hope to have a reduction in victimisation (Cox, 2011; Pérez et al., 2010).

According to interviews with teachers, they were all aware of young people's fake behaviours. However, their fake behaviours did not affect school activities. Teachers, therefore, ignored those behaviours if young people did not break school rules and did not cause trouble. Importantly, fake behaviour brought 'peace' for teachers and 'good examples' for other young people. For example, their volunteering to answer questions in education programmes made lessons interesting and others may have learnt positive behaviours. Notably, teachers also considered those behaviours as a token of their changes, compared to the liminal period when young people were disobedient.

### 6.4.3. Victimization

Apart from fake behaviour, issues of victimisation were prominent in the interview data. All participants experienced being punished by teachers as a consequence of their behaviours or acts as illustrated in the following table:

Table 6.3: Infractions and punishment

Student	Misbehaviours and infractions	Kinds of punishment	Frequency
Martin (Returnee)	- Punching others	- separated from school community	Once
	- Teachers considered his behaviours towards friends such as teasing them to be insulting	- forced to clean the floor on hands and knees	Once
	- Breaking sports equipment - Not concentrating on work, swearing and other minor mistakes	- caned by teachers - caned by teachers	Once Often
Harry Potter	- Tattooing himself by using the thorn of a plant in the garden and ink of a ball-point pen, and smoking	- lashed with a cane - caned	Once Three or four times
	- Fighting		
	- Making noise at nap time and at lunch time or other mistakes	- reprimanded and caned	Often
Prince (Returnee)	- Not learning lessons by heart and not completing assignment	- caned	Often
	- Shouting and speaking loudly at sleeping time	- caned	Sometimes
Spring	- Trading instant noodles	- reprimanded and caned	Once
	- Not completing assignment	- caned	Sometimes
Barcelona	- Tattooing himself by stealing a needle from the working room and ink from the classroom	- six or seven lashes with a cane	Once Often

	- Not completing assignment - Breaking sports equipment	- caned - caned and marks in the evaluation were reduced	Once
	- Fighting with another student	- forced to squat and hold legs and jump 10 times in a 100-metre distance	Once
<b>Giant</b>	- Watching TV in the evening in the group room while others were revising lessons	- caned	Once
	- Swearing and other minor mistakes	- reprimanded and caned	Often
<b>Beckham (Reoffender)</b>	- Smoking	- separated from school community	Once
	- Swearing	- reprimanded	Often
	- Fighting	- caned	Sometimes
<b>Chelsea</b>	- Smoking	- separated from school community	Once
	- Fighting	- caned hard	Sometimes
	- Swearing and teasing others, leading to argument	- reprimanded and caned	Often

As reflected in Table 6.3, all young people experienced corporal punishment in the form of being caned for their antisocial behaviours or acts. However, among the kinds of punishment, all young people considered that ‘being separated from the school community’ was the scariest and heaviest punishment. The term “Nhà tù dưỡng” (Correctional house) was used to describe this kind of punishment (see section 4.7). Three of the eight young people participating in this study had experienced being in “Nhà tù dưỡng” for one day and night. Beckham had the most terrible experiences when he had to suffer the heat of a summer day in the room. He also tried to get over feeling frightened when he saw a girl in a long white dress on a tree from the small window of the room at night, who he thought was a ghost. Unlike Beckham, Chelsea and Martin did not see the girl, however, they felt cramped and scared when they were in the dark all day. Chelsea felt like he had gone mad when he sat

alone without communicating with any one. Martin felt that he was a serious offender when he was separated from other friends. He also experienced cleaning the floor on hands and knees as a punishment which made him so sore that he would not forget the experience. Apart from being separated from the school community, being lashed with a cane and other physical punishments (see table 6.3) were sometimes used to punish young people. Barcelona and Harry Potter shared that they got six or seven lashes from a cane by teachers, which made them feel stabbing pain. Additionally, Barcelona experienced a physical punishment of jumping while in a squatted position to pay the penalty for stabbing his friend.

Interviews with teachers and young people revealed that punishment was associated with a decreased likelihood of young people repeating the same antisocial behaviours and acts after receiving sharp physical and spiritual pain. For example, Martin stopped teasing and hitting others, Harry Potter and Barcelona never tattooed themselves again, and Beckham and Chelsea gave up smoking. However, being caned seemed to be ineffective in reducing the frequency of some youth antisocial behaviours and acts. Prince, Spring and Barcelona still broke school regulations by not doing assignments or not revising lessons from the academic educational programme. Martin, Beckham, Giant and Chelsea kept swearing. However, in both the young people's and the teachers' views, the frequency of breaking regulations reduced compared to the initial period. This finding is aligned with social learning theory (Akers, 2001), which suggests that acts and behaviours that are punished are less likely to be repeated.

Certain kinds of behaviours and acts had an influence on youth repetition of antisocial behaviours. Young people considered that some kinds of behaviours were hard for them to give up, especially when those behaviours were their habits; for example, Martin, Beckham, Giant and Chelsea often swore in society and even in the correctional school. In addition, they repeated some behaviours and acts as a result of psychological characteristics typical of adolescent development; for example, heightened sensitivity to external influences leading to young people's antisocial behaviours (Steinberg, 2009a). Prince, Spring and Barcelona were attracted by other things such as chats with friends or doing crosswords, which led to ignorance of their assignments or in revising lessons from the academic education programme. Harry Potter, Beckham and Chelsea were easily vexed by other peers which then led to fighting, arguments or noisy situations.



Furthermore, in the eyes of young people, there were inconsistencies in punishments for the same mistakes (see Table 6.3). For example, while Beckham was told off for swearing, Giant, Chelsea and Martin were caned. Barcelona was forced to squat, hold his legs and jump 10 times for fighting, but Harry Potter was only caned on the bottom. However, according to the participating teachers, punishment was based on the level of seriousness of youth behaviours and their remorse about their behaviour.

No matter what kinds of punishment they were, all young people reported psychological effects. Signs of psychological effects were diverse in different periods; for example, in the initial period when they first came to school, all young people were very scared and worried. Even only witnessing others being punished made young people scared; for example, Chelsea, Giant and Spring, when they first came to school, hearing and witnessing others being caned whenever they broke the regulations made them shake with fear. Gradually, all of them got used to punishment, and they seemed to accept it and took it as a given when they broke regulations. This finding is aligned with those of previous studies which found the influence of punishment on youth behaviours and psychological state (Abrams, 2006; Valk et al., 2016).

Although all the young people were unhappy about being physically punished, all those interviewed realised that punishment helped them with self-management and self-regulation. Specifically, they felt partly it regulated their emotions and behaviours and controlled their impulses in different situations. However, young people were uncertain about the degree to which they would retain their self-regulation and self-management without punishment.

### **6.5. Participants' perception of rehabilitation programmes**

Rehabilitation programmes are expected to be helpful in potentially preventing offenders from reoffending and preparing them for coming back to their community. Participants in this study pointed out the following elements related to rehabilitation programmes in the correctional school:

#### **6.5.1. Programme preferences**

As mentioned in Chapter Four, young people were involved in three main programmes, education programmes, vocational training and work programmes. However, the education programme was liked the most by the young people and it seemed to have an influence on them, especially on their cognition. All of the programmes in the education programmes were

liked by young people, however, the sex educational programme was preferred most. All young people shared that the sex educational programme brought with it not only knowledge but also enjoyment. All of them were excited to learn about the human body and how to look after themselves. In addition, during lessons, the roles of teachers were also a factor contributing to young people's keenness on programmes as mentioned in section 6.3. As returnees, Beckham, Prince and Martin attended these lessons twice, however, they all found them interesting and helpful for their future. They affirmed that they had not known anything about social diseases, for example HIV or Hepatitis B, until they came to the school. Especially, after release the first time, they knew what actions were risk factors for getting social diseases, for example using the same needles to tattoo themselves. This finding supports 'The Good Lives Model' which highlights the importance of providing offenders with resources such as knowledge and skills through educational courses (Willis et al., 2014).

Interviews and observations with young people revealed that the life skills programme including twelve skills, seemed to also be interesting to young people and it influenced their self-awareness and behaviours in the following aspects. First, all young people came to realise that their previous behaviours were wrong, and they felt guilty about making their family members worried and sad. Chelsea thought a lot about his father and his bad reaction to him. He understood that his parents' grumpy words for him were not because they did not love him but because they were worried about him and wanted him to be a good person. Spring and Martin felt sorry for their old grandparents who had made sacrifices in life bringing them up. Beckham realised that he had wasted his time doing bad things in the past.

Second, young people started to think more carefully before doing everything. They did not do anything spontaneously as before. In addition, they also knew how to avoid being tempted to do antisocial acts. For example, Giant shared that he would let his parents know when someone wanted to tempt him into delinquent activities. Harry Potter, Barcelona and Spring would try to make excuses to stop following bad friends. Prince, Beckham, Chelsea and Martin asserted that they would try to stay away from bad friends.

Third, the life skill programme provided students with emotion-management skills. Young people appeared to be able to control their emotions, so there was a reduction in frequency of getting into trouble with others. Beckham, Martin, Barcelona and Chelsea no longer became angry as easily which had led to fighting with friends as they had done when they

first came to the school. Prince and Harry Potter did not lose their temper and endured their friends picking quarrels. Spring and Giant chose to think about being released earlier in order to control their anger. However, they all shared that they tried to control themselves partly because they did not want to be punished. These findings align with those of previous studies which found that social skills training or life skills programmes were effective in reducing youth impulsivity and aggressiveness and improving self-esteem, self-control and social skills (Redondo et al., 2012; Van der Stouwe et al., 2016)

With regards to academic education, all young people except Giant took part in academic education. Interviews with young people and teachers revealed that young people learnt better and had more interest in learning at the correctional school than they had done at the normal school. However, they had difficulties in catching up with the programme and making a habit of revising lessons in the initial period. Similar difficulties have been identified in previous studies and have been linked to a history of school failure and a low level of engagement in schooling (Foley, 2001; Gagnon et al., 2009; Vê, 2014). Barcelona, Harry Potter and Prince never liked physical education (PE) until they lived at the school. The relaxing atmosphere in PE made them feel as if they were at a break time rather than in lessons. Chelsea liked stories about family love, family support and behaviours among people in literature. These stories made him realise the value of family and love among humans. Like Chelsea, Spring also liked literature, however, he liked it because that subject did not make him think a lot about giving the right answers to questions unlike in maths, physics and chemistry lessons. Beckham, experiencing the programme for the second time, liked maths, physics and chemistry because he found it interesting to do calculations in maths lessons, and chemistry and physics were helpful in his daily life. He learnt, for example that he could use pig dung to make gas or stale vegetables to make fertiliser for a garden. The achievement Beckham gained in the programme was a great motivation for him, which brought him improved self-esteem including considering himself to be valuable. This finding is consistent with 'The Risk-Need-Responsivity Model' which refers to matching treatments to an individual characteristics and needs to engage them with treatments and to help them to change (Bonta & Andrews, 2007). Unlike Beckham and Prince, Martin only took part in the academic education programme at the correctional school the first time. However, he did not like any subjects because of the pressure of study that brought with it fear and stress. He

reported that he only liked the programme because he did not have to work. He did not try his best to study. Unlike other students, who tried to get good marks to gain praise that could help them shorten their sentences at the school, Martin only tried to achieve good marks so that he would not be told off or punished by teachers.

#### **6.5.2. The nature of work programmes and vocational training (VT)**

Young people in this study had to take part in work programmes either for the whole day or for half a day depending on the school's schedule. However, vocational training was not available for all young people. First, with regard to work programmes, interviews and observations with young people revealed that work programmes were labour activities to earn money rather than activities to provide them with skills for their later release. However, young people considered that working activities were useful in changing their personal characters. For example, Giant, Chelsea, Beckham, Barcelona, Martin and Spring felt the work helped improve their ability to control themselves, and specifically, they became more patient and less hot-tempered. Most of them realised the value of labour while working and they felt that they were more mature. Harry Potter thought that working activities were boring because he was forced to sit and do the same work every day. From the teachers' perspectives, working activities helped young people to practise their patience and realise the value of labour through which they gained more empathy with and love for their parents. In addition, working activities partly helped to build the spirit of working in a team.

Although most of young people found working activities helpful, they did not like working because, as mentioned in section 6.2, they all found work difficult, especially when they first came to school. In addition, they felt tired after a working day. All of them shared that working activities were compulsory, and they were forced to do this rather than it being their choice. Importantly, most of them except Beckham thought that they did not gain skills from working activities and that it may not be helpful for them to gain employment after release. Beckham thought that the knowledge and skills he got from working in the vegetable fields may help him become self-employed by growing vegetables to provide for local people. In alignment with most young people's views, teachers considered that the kinds of work in the facility were not popular in society, so it would be hard for young people to find a job that suited what they practised in the facility.

Second, interviews with teachers and young people revealed that there were two kinds of VT: VT courses held by a vocational training college (VT1) and VT courses held and taught by form teachers at the correctional school (VT2). With regard to VT1, only two young people in each group were allowed to attend these courses and after finishing these courses, young people were issued a certificate. Young people were selected based on not only them volunteering but also that their absence would not affect the productivity of the work programmes. In other words, they were people who had a limited work capacity. Only two of the participating young people, Barcelona and Harry Potter, joined in a building course. The VT2 courses in which most of the young people participated were training courses for work programmes. The majority of young people in these trainings gained skills to work on contracts with companies signed by the correctional school.

With regard to effectiveness of VT, Barcelona and Harry Potter both thought that the VT course may be helpful for their future job because their fathers' work was related to building. In addition, they had more knowledge about their fathers' work and acknowledged their hard work. Other young people did not like VT because it was training for work activities. Hence, in their opinion, the likelihood of them getting a job after release was impossible.

Three young returnees ascertained that they could not get a job related to the job skills they had gained. They shared that there was an absence of the kinds of work they experienced in the correctional school in their hometown. This meant they were unlikely to gain employment. Consistent with the young people's views, the teachers explained that VT in the school did not meet the labour market in society. They added that a lack of up-to-date information about kinds of work in the labour market and discrimination against young people by employers were also factors associated with unemployment among young people.

#### **6.5.3. Role of recreational activities**

There is evidence that recreational activities influenced young people's behaviours and psychology (Dubberley et al., 2011; Meek & Lewis, 2014). Findings of this study showed influences of weekend and leisure activities on young people. Interviews and observations with young people and teachers revealed that activities were good for their health and brought with them enjoyment as well as a reduction in their psychological issues. For example, Chelsea and Spring reported that recreational activities helped them stop feeling separated from the outside world. Martin and Chelsea also shared that the sorrow and

pressure of daily work disappeared because of these kinds of activities. Giant and Barcelona shared that activities helped to connect young people from different groups. Taking part in activities was regarded as a way of gaining marks for evaluation that may help them have their sentences shortened. This motivated them to engage in programmes.

Among activities, playing sports was reported to be popular with young people. Most young people liked playing sports and took part in sports activities every weekend. Chatting with others, watching TV, playing Chinese chess and doing crosswords were activities that some young people liked. Spring and Chelsea, for example, preferred watching movies or chatting with others because they found that these activities did not bring conflict with others as playing sports did. Data from observations and interviews with the young people showed that reading books in the library, a compulsory activity for two people in a group every weekend, was not a favourite activity for young people. This led to 'fake' reading among young people: for example, Prince, Barcelona, Beckham and Chelsea pretended to concentrate on books to avoid the librarian asking questions about the books they read.

With regard to returnees, Martin, Beckham and Prince shared that the first time they did not have opportunities to take part in weekend activities because of overpopulation and a lack of equipment. Therefore, those who did not want to be bullied by the older ones, let the older ones have first choice. They sat in the school yard chatting with others instead. The second time, three of them took part in all weekend activities that they found interesting and helpful as mentioned above.

## **6.6. Perception of peers**

Peers and their interactions with each other have an influence on an individual's attitude, behaviours and acts (Miller & Morris, 2016; Sutherland, 2011). This study identified two aspects of peer relationships: getting into trouble together and good times together.

### **6.6.1. Getting into trouble together**

There was some evidence in this study to suggest that attachment to peers increased antisocial attitudes, behaviours or acts. First, picking a quarrel and fighting was quite common in the school. All young people except Giant and Prince experienced having quarrels or fights with their group peers. Barcelona and Martin had serious fights resulting in them stabbing their opponents. Chelsea had quarrels and fights with bullies to prove his strength. He also

had quarrels with his group friends because of personal conflicts. Unlike Chelsea, Barcelona and Martin, Beckham, Harry Potter and Spring only had arguments with peers.

Second, encouraging each other to commit antisocial acts or behaviours was quite popular in the school, although they all knew they would break school regulations if they did so. Chelsea and Beckham were tempted to smoke by their group peers. One friend got half of a smoked cigarette from a builder and encouraged Chelsea to smoke, with the belief that no one would know about it. As part of his role controlling the group, Beckham was allowed to go around the vegetable garden without his teacher's permission. However, Beckham was encouraged to pick up pieces of the smoked cigarettes by his group peers to meet not only his craving but also theirs. Martin was incited to steal story books from the library and threw them away into the backyard to take revenge on the librarian because his group friends and he were told off by the librarian for no apparent reason. Prince was asked to go to the traditional room with his two friends to look at photos and read the principals' biography. But this act was considered breaking school regulations.

Third, the findings revealed that there was cooperation among young people to isolate other young people. For instance, Beckham and some young people did not communicate or sit near these students who did not meet Beckham's requirements. Like Beckham, Barcelona, Harry Potter, Spring and Giant sometimes called for people to boycott others when their requirement was not met. In addition, interviews with young people and teachers revealed that there was cooperation among young people to screen their friends' antisocial behaviours. As leaders of the groups, both Beckham and Giant asserted that they did not report to their teachers their group friends' small mistakes and big mistakes if they could hide them. For example, small mistakes like young people's swearing or teasing each other were often hidden, while big mistakes like quarrels or even fights had to be revealed to teachers, however, they were kept secret as long as possible.

Chelsea, Barcelona and Spring tried to help others find somewhere to hide prohibited things; for instance, Chelsea helped his friend to hide a small notebook in which names of the young people who owed him food and the way they would pay him back were written down. Teachers shared that lending things in order to get benefit was not allowed in the school. Barcelona helped Harry Potter to hide his girlfriend's letter while Harry's group room was being searched as scheduled. Spring asked Prince to throw pieces of the smoked cigarettes

kept by Spring's friend into the toilet when they realised that their form teacher appeared to know about it. Unlike Chelsea, Barcelona, Prince and Spring, who directly gave others a hand in hiding mistakes, Martin sometimes gave ideas about how to hide others' mistakes. For example, when a group friend broke a badminton racket, Martin suggested that the friend should steal glue from the working room to fix it and then gave it back to the teacher rather than reporting it to the teacher.

The teachers' perspectives on the issues mentioned above, was that it was impossible for young people to avoid quarrels or fights because each of them had different characters. Additionally, their free lifestyle before school made it difficult for them to control their tempers, which led to quarrels and fights. With regards to encouraging others to join in antisocial behaviours at school and screening others' mistakes, all teachers realised that there was an affiliation among young people, even, often using the trick called 'Em không biết' (I have no idea) when they were investigated by teachers.

#### **6.6.2. Good times together**

Apart from causing trouble together, all young people shared that friends at the correctional school also had a good impact on them. Firstly, friends' support in the liminal period made young people less preoccupied with alienation. Giant was shown what to do in order not to break school regulations; for example, he was advised to ask teachers whether he could do something or not, so that if he did something wrong by accident, he would not be punished. Like Giant, Harry Potter, Barcelona and Spring got a lot of support from other young people in other groups to get over difficulties in the transitional period. For instance, they were advised and instructed about school rules including written and unwritten ones, which made them less worried and scared. Prince felt much better when a young person coming from Prince's hometown sat down and chatted with him every day. Beckham gained comfort from friends in the liminal period when he was bullied, which made him less stressed. Beckham shared that others even helped him to wash bullies' clothes and that made him less lonely.

Secondly, sharing everything with others not only brought young people social knowledge and skills, and positive psychological effects but it also helped young people to change themselves. Martin was given food that helped him get over hunger whenever his grandparents did not visit him as scheduled which made him emotional and happy. Martin started to be less selfish by thinking of others. In addition, Martin's friends shared tips on



working that led to him being more effective at work. Chelsea, a hot-tempered boy, learned how to manage his anger through Giant's advice and tips; for example, running around the room and shouting when he was annoyed instead of picking a quarrel with others immediately. Giant gained knowledge about heroin through his friends' stories about heroin and about addicted young people being changed into cruel people. Giant was taught how to refuse to use heroin in case of being incited. Prince was given advice on his behaviours with others; for example, he was advised that he should be more interested in his parents by phoning them more often rather than ignoring them and only waiting for their calls. Like Prince, Beckham and Barcelona were taught what to say and how to behave not only with their parents but with others. Beckham became better at communicating with others via specific situations recommended by his group friends every evening. Beckham realised that he had changed himself into a more communicative boy. Spring became less worried and more relaxed after chatting with his friends about his issues, for example, his worries and sorrow about his mother's health and his father's family's behaviour towards him. Importantly, he learnt about self-independence from friends; for example, he shared that he would not depend on his grandparents, by looking for a job after release. Besides, the young people shared that taking part in leisure activities with peers brought benefits, as mentioned in section 6.4.3.

Finally, all young people realised that friendship in the school was one of the factors that contributed to the reduction in their antisocial behaviours. Friends' advice and their attitudes towards young people's potential antisocial behaviours partly prevented young people from these behaviours. For example, all the young people had thoughts of escaping from school, however, friends' explanations and support prevented them doing that. From the teachers' perspectives, peers played an important role in helping others to reform themselves. As shared in interviews with teachers and observations by the researcher, it appeared that young people easily accepted advice from others whose interests and lifestyles were similar. Therefore, teachers asserted that using good students to set an example for others was a good method of helping students change themselves.

### Chapter summary

The research data revealed the findings addressing young people's experiences in rehabilitation programmes in a correctional school in Vietnam. First, the findings revealed factors contributing to young people's antisocial behaviours. They were young people's characteristics, family and peers. These factors were also found to be linked to young people's rehabilitation process in the correctional school. The implication drawn from the findings is that an understanding of the influence of these factors on young people helps to address these factors when designing rehabilitation programmes. Second, the findings identified that there were interrelationships among these factors: school, programmes, staff, peers and the young people, as illustrated in Figure 6.1.

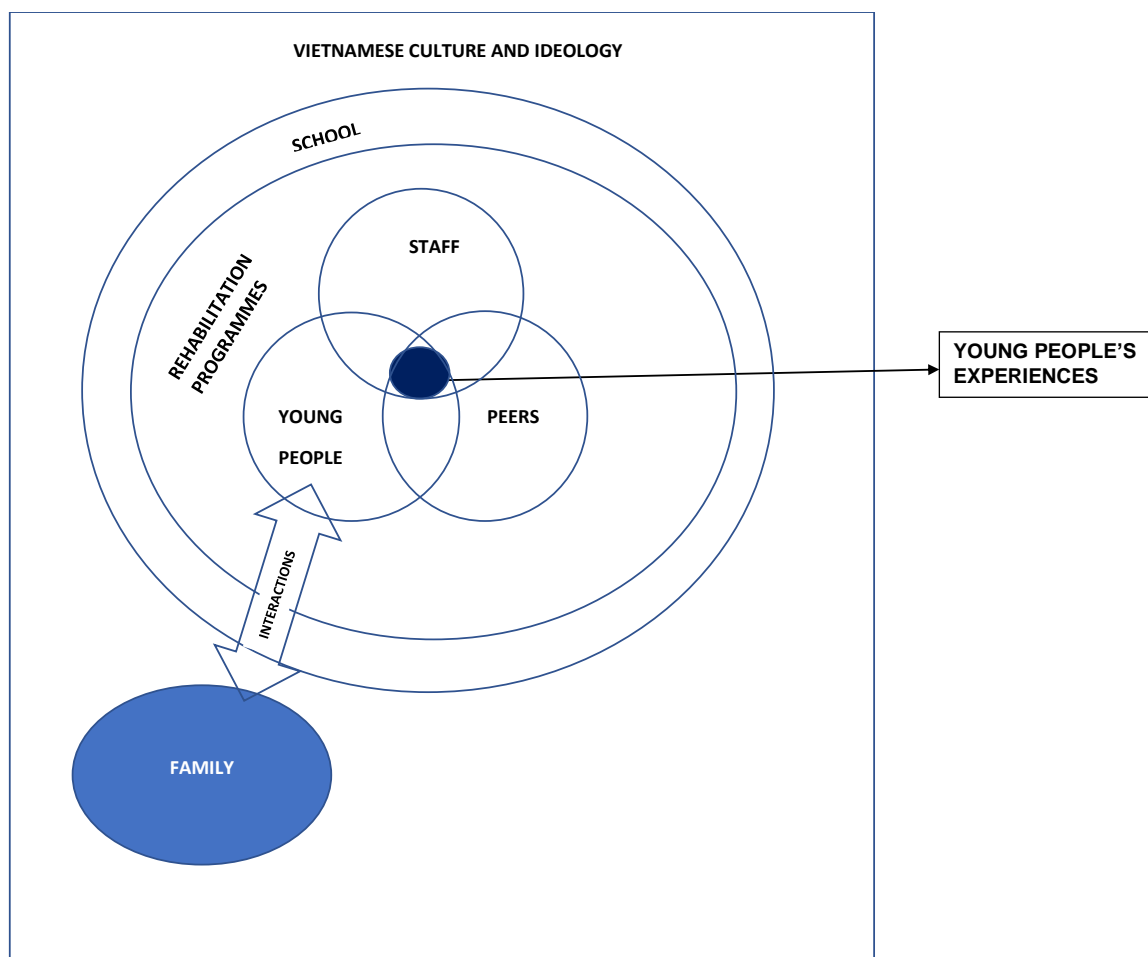


Figure 6.1: A model of young people's experiences of a rehabilitation programme in the correctional school

The data revealed that young people's experiences were created through the complex interactions with staff and peers in the correctional school environment. In addition, interaction with family made a contribution to their experiences. However, cultural and social

factors were also associated with young people's experiences through their influences on, not only young people, but also others such as staff, peers, parents and even on school practices. This influence will be discussed in Chapter Seven. The implication of this finding is that understanding interrelationships is crucial to gain a better understanding of the influence of rehabilitation policy and practice for young people in the correctional school.

## CHAPTER SEVEN: DISCUSSION

### 7.1. Introduction

This chapter is structured around the research questions. It considers the significance of the findings in relation to previous studies in this area and the wider literature that underpinned this study. It discusses major findings in relation to young people's perceptions of, and experiences in a rehabilitation programme. Discussion of the findings of this study have been framed by 3 theories: deprivation, importation and social learning theory. Cultural factors have been also taken into consideration, in particular, cultural influences on young people, staff and their behaviours during young people's incarceration. In addition, based on a synthesis of the findings, solutions to these problems are developed.

The study addressed an overarching research question and the sub questions listed below:

*How do young people perceive and experience a rehabilitation programme within a correctional school in Vietnam?*

1. What do young people experience in a rehabilitation programme?
2. What difficulties do young people experience at a correctional school?
3. What motivates young people to be engaged in a rehabilitation programme?
4. What are teachers' and leaders' perceptions of how young people experience the rehabilitation programme?
5. What views do young people, leaders and teachers have on the effectiveness of the school's rehabilitation programme, including the curriculum and its delivery?

### 7.2. Influences on youth behaviour during rehabilitation programmes

The findings rely on self-reports from young participants triangulated with researcher observations and the viewpoints of selected staff members accessed through interviews and informal conversations. In discussing the findings, the correlational and causal attributions referred to are not those based on experimental or formal correlational research but rather those constructed by the researcher and participants.

The findings from this study suggest that the participants positioned youth behaviour as being influenced by three factors, individuals, family and peers during the time in the correctional school.

The young participants attributed a lack of self-control and impulsivity as contributing to antisocial behaviour. Impulsivity was associated with short-sighted decisions made without consideration of the long-term implications, and in the form of risk-taking and violent and aggressive behaviour. These findings align with those of other researchers: "Gottfredson and Hirschi (1990), Sukyirun (2016), Calvete (2007), Dalley et al. (2011), Higgins and Mahoney (2014), Swann et al. (2004), and Zhou et al. (2014)". A number of previous studies identified that in the adolescent development period, young people demonstrated a lack of maturity (Démuthová, 2012; Seck et al., 2010; Steinberg, 2009a), and changes in development of cognition and the brain that partly contributed to young people's susceptibility to involvement in delinquent behaviours (Monahan et al., 2015). In addition, sensitivity to external influences, is one of the identified characteristics that possibly leads to antisocial behaviours (Cauffman et al., 2010; Chein et al., 2011; Figner, Mackinlay, Wilkening, & Weber, 2009; Hardin et al., 2009). These findings were consistent with the findings of this study which also found an association between participants' individual characteristics and their behaviours.

In relation to impulsivity and a lack of self-control, the young people in this study appeared to choose behaviours without concern for potential consequences but simply to satisfy their need for immediate gratification and to prove their strength. Examples of this included their smoke, tattooing and fighting. However, while personal characteristics such as having a low level of self-control were given as reasons for their misbehaviour, this explanation can be interpreted as a way for the youth to avoid personal responsibility for their actions.

These findings are consistent with importation theory, which suggests that personal characteristics have an influence on young people's behaviours during the period of incarceration in correctional schools (Berg & DeLisi, 2006; Gover et al., 2000; Van der Laan & Eichelsheim, 2013). While the relationship between personal characteristics and antisocial behaviours has been well-documented, it should be noted that other young people with the above characteristics do not exhibit antisocial behaviours and activities. Thus, the relationship is not a simple linear one, but is more complex, with various other factors contributing to youth antisocial behaviours. Future research could usefully explore this complexity in greater depth.

Apart from individual characteristics, family featured prominently in the youth rehabilitation process during incarceration time, a number of studies have found that family interaction has a positive impact on young people, regardless of their relationships with parents, when visits occur while young people are incarcerated (Agudelo, 2013; Corchrán, 2012; Monahan et al., 2011; Shanahan, 2010; Walker & Bishop, 2016). Monahan et al. (2011), Corchrán (2012) and Mears et al. (2012) all identified that parental visitation helped to reduce juvenile depression while Agudelo (2013), Shanahan (2010) and Walker and Bishop (2016), all suggested that family visits and contact help to improve juvenile mood and juvenile skill acquisition in correctional facilities.

The results of this study are consistent with previous studies. The interviews with the young people and teachers showed that family visits were effective in improving youth mood and thoughts. For example, the young people felt happier, more energetic or became more empathetic, which led to better outcomes from school activities and programmes. This suggested that the mood and emotional connection between young people and their family might influence a young person's rehabilitation process, with some identifying a relationship between family contact and a reduction in negative psychological characteristics, for example, temper loss and aggression.

In Vietnam society, the family plays an important role in raising their children to be good citizens. Confucian ideology highlights the role of family in creating a strong and good society. This is reflected in a Vietnamese slogan: "Gia đình là tế bào của xã hội" (Family is cells to make a society). Therefore, in Vietnamese culture, family is considered the first school in which children learn about life (Nguyen, 2015). In other words, family is expected to play an important role in bringing a child up, in helping them develop good characteristics and giving them a positive orientation for life. This cultural belief helps to explain the young people's perspectives on the influence of their family on themselves during incarceration as mentioned.

However, the interviews with teachers also revealed that family interaction could have a negative influence on young people. This occurred through behaviours such as providing their sons with prohibited items (cigarettes) or satisfying their sons' requests that were against the rules. There is a cultural aspect to this behaviour as in traditional Vietnamese culture, the family is affected by a men-oriented kinship hierarchy (Jamieson, 1993) that prefers sons to

daughters. Boys are considered the centre of the family and are given more attention and care than girls. Families try to meet their sons' needs, even in unreasonable ways, especially when boys are the only son in the family. Thus, in many cases, families not only ignore their sons' negative behaviour, but that they will act in ways that support it.

While the correctional school encouraged families to be involved with the young people, there was no systematic programme to involve them in the rehabilitation process. The high levels of expectation for families to be successful in raising children cause an arguably greater degree of shame for parents in Vietnam, when their children misbehave, than occurs in other societies. This expectation offers an opportunity for the authorities to work with the families in ways that can help young people at risk, avoid involvement with the judicial system. When incarceration does occur, involving the family to ensure ongoing support, and consistent expectations throughout the process, may help create a climate leading to successful integration back into society.

While family and individual characteristics featured prominently in the case studies, many of the young people considering their relationships with peers in the correctional school to be a protective factor to help them get through their incarcerated time more smoothly (Cesaroni & Peterson-Badali, 2010; Van der Laan & Eichelsheim, 2013). Peers were supportive in helping young people to adapt to the inmate subculture that developed in response to the school regulations, the (Valk et al., 2016) conditions of incarceration and helped to decrease the pains of imprisonment (Sykes, 2007). Support from, and positive interaction with peers, were found to positively influence their emotions; for example, supportive relationships with peers led to a decrease in stress and an increased feeling of safety which helped young people to get over difficulties (Cesaroni & Peterson-Badali, 2010; Van der Laan & Eichelsheim, 2013). Consistent with these findings, in this study young people and teachers revealed that support, comfort and encouragement from peers played a part in helping young people not only to get over challenges in correctional schools, especially in the transitional period, but also had a positive effect on their emotional state.

In addition, interactions among young people were reported to be associated with an increase in youth self-management of behaviours and thoughts that was linked to a reduction in negative behaviours. However, this study found that peers also played a role in encouraging young people to engage in antisocial behaviours in the correctional school as

well. This was consistent with the findings of Bayer et al. (2009), Simons-Morton and Farhat (2010), Haynie et al. (2014), Tasca et al. (2010) and Schofield et al. (2015), who confirmed that peers played a role in reinforcing existing delinquent behaviours among young people and improving their knowledge and the skills of antisocial acts. Peers also acted as catalysts for antisocial behaviours.

Social learning theory (Akers, 2001) suggests that an individual learns antisocial behaviours through interaction with others. This theory helps to explain why it is often challenging for young people to prevent themselves from being exposed to antisocial behaviours. The reality that young people spent considerable time with delinquent peers in the correctional school means they have opportunities to share their own values, norms and behaviours with each other. These shared values, norms and behaviours create inmate cultures that have an impact on young people's lives (Camp & Gaes, 2005). Observations and interviews with the young people in this study revealed that antisocial behaviours and actions occurred when young people were provoked through interactions and relationships with peers or when there were personal conflicts. This suggests that it may be useful to promote positive relationships among young people in order to help them adapt to life in the correctional school. In addition, there should be activities to provide young people with an opportunity to share stories about themselves and other people. This helps teachers not only to gain information about young people but also have a timely intervention to reduce the likelihood of young people having distorted thoughts through stories. This also facilitates effective learning through good examples and enhances the wellbeing among young people.

### **7.3. Challenges for young people in the correctional school**

Starting a life behind the gates of the correctional school was challenging for young people, especially if it was the first time they had been incarcerated. There was a sense of harshness in the school environment with living conditions and school regimes, especially when their knowledge of correctional schools was limited. To some extent, these challenges are in keeping with 'deprivation theory' (as discussed in Chapter Two), suggesting that characteristics of correctional institutions, and institutional cultures including institutional activities, programmes and other 'pains of imprisonment' closely relate to inmate anxiety, depression, and aggression (Ashkar & Kenny, 2008; Gover et al., 2000; Harvey, 2007; Sykes, 2007).



Alongside the harshness of the school environment, young people also suffered substance withdrawal symptoms. Although substance use is identified as an aspect of detention culture (Ashkar & Kenny, 2008), this study did not find youth had access to illegal substances in the school environment. However, young people felt that they were left to deal with these symptoms without any assistance from the school. These findings suggest that teachers and school leaders should be aware of this problem and there should be plans to support those struggling with substance withdrawal symptoms.

In addition, separation from the outside world, bullying and physical and non-physical punishment from the staff were found to be associated with negative feelings in young people especially feelings of loss of freedom and autonomy. The issue of physical punishment is interesting to consider. One thing stood out was that teachers abused their power by corporally punishing young people. This was done with knowledge of school leaders. Importantly, there was the potential for a knock-on effect where physical punishment created fear which did make young people temporarily modify their behaviour. Corporal punishment was also related to poor communication between staff and young people. This finding is consistent with previous studies that reported a similar response to physical punishment by young people (Abrams, 2006; Valk et al., 2016; Van der Laan & Eichelsheim, 2013). The use of physical punishment is culturally acceptable in Vietnam and exhorted in the proverb *Yêu cho voi cho vọt, ghét cho ngọt cho bùi* (Spare the rod, and spoil the child). In addition, the justice system in Vietnam has a focus on the prosecution of young people rather than prevention (Cox, 2010). Aligned with the belief that *Miếng ngon nhớ lâu, đòn đau nhớ đời* (An hour of pain is longer than a day of pleasure—a Vietnamese proverb), physical punishment is considered a way to help deter young people's ongoing antisocial behaviours. The interviews with teachers, managers, and young people identified that this type of punishment was used as a method to control young people and to help teachers handle issues and maintain discipline in the school. This was consistent with findings of Van der Helm et al. (2014) who reported staff abusing authority and using power over offenders to maintain social order in correctional facilities.

However, the young people in this study seemed to be in agreement with teachers' right to use physical punishment, although they also found it unreasonable. As mentioned in Chapter Two, Vietnam is influenced by Confucianism which highlights hierarchical values in society,

thus the power of teachers is taken for granted. Relationships between teachers and students are based on respect and obedience. Therefore, young people believed that reacting negatively to teachers' behaviours was not allowed. This is aligned with importation theory which identifies that an inmate's values, beliefs and personal experiences produce current inmate experiences (Innes, 1997).

Another form of victimisation that the majority of young people experienced was bullying. While there have been some structural factors such as overcrowding identified as influencing the amount of bullying, the attitude of the young people to reporting bullying and of the staff when bullying occurred was pivotal.

While staff did not overtly encourage violence, they turned a blind eye to it ignoring bullying situations by not intervening and redressing them unless young people reported them. This behaviour is associated with staff perspectives of bullying. These perspectives are partially rooted in Vietnamese belief that bullying is considered unavoidable. This cultural belief is captured in the well-known Vietnamese proverb: "*Cá lớn nuốt cá bé*" (The great fish eats the small).

The young people, especially those who had previously failed educationally, also faced educational challenges. For those who had not recently attended school, and especially if they had limited learning capacity, it was difficult to re-enter education and to restart their education. These findings are aligned with those of previous studies that reported that young people's histories of school failure and low level of school involvement before incarceration were associated with challenges in taking part in educational programmes while incarcerated (Foley, 2001; Gagnon et al., 2009; Rogers-Adkinson et al., 2008; Vê, 2014).

Those who were returning to the correctional school faced many of the same challenges although their previous experiences allowed them to adapt to the school environment more quickly as a result of foreseeing what would happen. This finding is in line with importation theory, which suggests that previous experiences of incarceration influence young people's adjustment to detention facilities (Van der Laan & Eichelsheim, 2013).

The young people face a number of challenges when they enter the school. Many of these had been identified in previous studies from a number of countries, although it is acknowledged that there is a strong Vietnamese cultural element that is influential in this study. The challenges faced by the young people impact in a number of ways, many of which

are not conducive to rehabilitation or in limiting recidivism. When looking at ways in which to reduce the negative impact of these challenges, there needs to be acknowledgement of cultural expectations and the reality of the Vietnamese context. One suggestion is that an orientation programme should be provided for young people when they start at the school. The orientation should focus on explaining the school, its regimes, rules both written and unwritten, programmes, and how young people can protect themselves from victimisation. The reduction in uncertainty that would result from such a programme would go some way towards reducing the stress and anxiety felt by the young people. The issue of punishment is one that needs consideration. While there is an obvious need for punishments to help manage the young people and to modify behaviour, whether physical punishment, such as caning, should continue should be debated. This debate would give due consideration to the cultural realities that exist in Vietnam.

#### **7.4. What motivated engagement in programmes?**

This study has identified a number of factors contributing not only to engaging young people in programmes but also to motivating them to reform themselves. Apart from family and peers, as mentioned in the previous section, teachers and school policy were identified as motivating sources for young people in the correctional school.

Firstly, from young people's perspectives, teachers were a source of motivation for young people to take part in programmes, and to change themselves and to reduce their antisocial behaviours. In particular, teachers' support, responsiveness, encouragement and caring attitudes and behaviours were associated with an increase in youth well-being, feelings of autonomy and a reduction in antisocial behaviours and negative feelings. For example, staff support helped to reduce young people's psychological problems such as stress (Van der Laan & Eichelsheim, 2013). These findings support previous studies, which put an emphasis on influences of staff on young people (Harvey, 2007; Liebling & Arnold, 2004; Van der Laan & Eichelsheim, 2013). This finding is in line with that of the study by Dirkzwager and Kruttschnitt (2012) which focused on adults and found that staff contributed to motivating offenders to promote their autonomy, amenities, well-being and engagement in activities. Therefore, it is apparent that staff in detention facilities have an impact on not only young people but also adult.

The Vietnamese culture puts an emphasis on building a harmonious world based on positive relationships, mutual help and respect among people. This cultural belief is captured in the well-known Vietnamese proverb '*Một trăm cái lý không bằng một tí cái tình*' (An ounce of love is worth more than tonnes of laws) which refers to the idea that all partners gain pleasure when problems are sorted out in a sympathetic and understanding way. Young people in this study, like other Vietnamese people, preferred being treated in a caring way, so support and responsiveness from staff positively influenced them. The findings suggest that staff who work with young people play a role in promoting young people's self-awareness (or self-recognition) through their participation in rehabilitation programmes that may be linked to changes in young people's mindsets and behaviour. This is because according to Inderbitzin (2006), nothing changes unless young people want to change. This is also consistent with principles of one of the rehabilitation models, RNR, referring to the responsivity principle in which effectiveness of individual rehabilitation is based on treatment, specifically service delivery (Andrews & Bonta, 2010a).

Another factor that played a role in engaging young people in programmes was school policy. Interviews with the young people and teachers revealed that school policy, specifically a policy called shortening incarcerated time, motivated young people not only to take part in activities and programmes but also to make demonstrable behavioural changes. However, without this policy, a question would be whether or not those changes continued. Likewise, monetary rewards given to groups who gained good marks every month encouraged young people not only to try their best to take part in activities but also to control themselves and not to break school rules. This supported one of the concepts of social learning theory, differential reinforcement. This refers to the condition in which operant behaviour is shaped by reward and punishment (Akers, 2001). In other words, according to Akers (2001), when a given behaviour is rewarded or reinforced more than others, that given behaviour will be repeated. In addition, in the adolescent developmental period, young people have heightened sensitivity to external influences, including peer influence and incentives. Incentives refer to "reward-based cues" that can lead an individual to increased effort and better performance (National Research Council, 2013, p. 93). This explanation is in line with the findings of this study, which found that seeing other groups being rewarded or seeing other young people leave the correctional school earlier than their sentence, gave young

people encouragement to live well and change their behaviours. These findings suggest that, in an educational domain in general and in correctional education in particular, encouragement plays a role in individual improvement, so it should be promoted; however, stakeholders should also be aware that inappropriate encouragement would bring with it negative results.

#### **7.5. What young people gained from rehabilitation programmes?**

The importance of rehabilitation programmes in assisting people to gain skills, knowledge and cognition through education and activities has been identified in a variety of research (Aos et al., 2006; Clark, 2010; MacKenzie, 2006; Shoemaker, 2017; Ward & Maruna, 2007; Ward & Salmon, 2009). In Vietnam, one of the important goals of juvenile justice system, as identified in Chapter One, is to rehabilitate young people and to reduce recidivism. In order to meet this goal, rehabilitation programmes in correctional school focus on providing young people with educational courses, vocational training, work programmes and recreational activities. These activities are intended to help them to fill in gaps in their knowledge and skills in the hope of improving their employability and changing their personal attitudes and perceptions (Bon, 2013; Vê, 2014).

The evaluation of the effectiveness of rehabilitation programmes in the correctional school, including curriculum and delivery, was relied on self-reports from young people and staff. These were then triangulated with the researcher's observations and an assessment of the text books used in programmes. The voice of the young people, particularly the three returnees and staff perspectives in this study offers an insight into the effectiveness of the rehabilitation programmes in achieving these goals. Firstly, with regard to educational programmes, interviews and observations revealed that building social and social cognitive skills for young people through lessons with real-life examples had a positive influence on the young people, especially on their self-awareness skills. For example, they gained awareness of their past wrongdoing and began to accept personal responsibility for their antisocial acts instead of blaming others as they had done before. This growing awareness helped young people to create their own strategies to prevent and protect themselves from being tempted into antisocial behaviours. In addition, educational programmes affected their feelings and emotions towards their parents and family members. For example, they started to talk of loving their parents and developing empathy for them. These findings support previous

studies, which affirms that providing individuals with both internal and external capacities that they lack (Andrews & Bonta, 2010b; Fortune, 2018; Ward et al., 2012) through skill-building programmes is associated with an improvement in their social skills and their prosocial behaviours (Ang & Hughes, 2001; Loeber et al., 2008; Redondo et al., 2012; Van der Put et al., 2012; Van der Stouwe et al., 2016; Vê, 2014). From the findings of this study, it is suggested that the content of educational programmes should be tailored towards the reality of life post release as well as to create a positive environment during their incarceration.

However, from the participants' perspectives, there were a number of limitations in the educational programmes. There was a lack of a proper induction programme. In particular, there was no assessment process at the beginning of incarceration including assessing levels of literacy and a history of schooling. This lack of initial assessment is associated with inconsistency between programmes and young people's capacity. This is also not in line with GLM which puts an emphasis on personal factors and identity while conducting rehabilitation programmes. In addition, an absence of 4 subjects: English, Technology, Art and Applied Informatics might make it hard for young people to catch up with others when they go back to school. Importantly, the policy of providing a general education for young people only up until grade 9 deprived them of opportunities to study at a level that supported their transition into higher education after release. This problem has been identified in a number of previous studies including Harder et al. (2014), Blomberg et al. (2012), Blomberg et al. (2011), Cavendish (2014) and Jäggi (2016) who suggest that academic achievement while incarcerated may contribute to the likelihood of young people going back to school. Hence, this policy seems not to be consistent with one of the principles of the RNR model (i.e. Andrews & Bonta, 2010a; Andrews et al., 2006) that refers to differences in treatment for different people. It is also not aligned with principles of the GLM, referring to promoting offenders to gain "primary human goods" by providing them with "secondary goods" (Ward et al., 2012, p. 95). Applying these principles to the area of general education in this study, it appears to be appropriate for young people with higher learning capacity and greater enthusiasm for learning to be provided with higher education while incarcerated.

It is suggested that the general educational programme should cater to all young people and that young people should have the right to choose their subjects based on what they consider their strengths to be. This may be helpful for them in work or in other domains when released.

As Archimedes stated: *“Give me a place to stand and with a lever I will move the whole world”*, or according to Confucian ideology, *“Nhất nghệ tinh, nhất thân vinh”* (Do what you do best and write your own ticket in life—a Vietnamese proverb). Young people’s strength may be promoted when it is encouraged.

Secondly, while young people and teachers recognised vocational training (VT) and work programmes as having a positive influence on youth behaviours and characteristics and them developing team-working skills, VT was not effective in supporting them to get a job. This study found that the type of VT run by the correctional school was not truly vocational training in the sense of developing knowledge and skills for future employment. Rather what was offered by the school was training that provided a pathway to the work programmes the school offered. It was noted that training was conducted without a curriculum or plans, and without considering the individual capacity and strengths. In addition, there was a lack of diversity in the kinds of jobs these work programmes offered and the knowledge and skills they gained did not meet the labour market. This was obviously associated with less likelihood of having employment after release.

These findings are consistent with previous studies which reported that the failure of VT to improve young people's likelihood of having a job, was the result of a lack of teaching the diverse skills needed in the market (Steele et al., 2016; Vê, 2014). The results of this study suggest that there should be a diversity in kinds of jobs in VT. Additionally, work programmes should be designed as a pathway of VT that provides young people with opportunities to apply knowledge and practise skills they gain in VT. This may help young people to become skilful workers so that they may be employed more easily after release. Young people should be given opportunities to choose VT that is suitable for their ability and strengths, and the popularity of jobs in their home town.

With regard to the association between VT and youth recidivism, interviews with returnees and teachers did not reveal any obvious effects of VT on recidivism with recidivism being described as the result of an integration of factors. These findings were aligned with those of Roos (2006) and Steele et al. (2016) who report that VT does not have an association with recidivism. It is suggested that future research should focus on the association between VT and recidivism in Vietnam to gain insights into the role of VT in reducing reoffending among juveniles. This may help stakeholders to design a detailed curriculum with specific strategies.

The voice of young people on work programmes may also point towards considering whether these programmes could be described as use of child labour an issue Cox (2012) mentions in his study. Teachers and managers in correctional schools participating in this, and Cox's study, denied that they were using child labour and considered the reality of children working to be a kind of training. However, data from interviews and observations with young people in this study revealed how hard young people worked every day to complete contracts signed by the correctional school and companies. Importantly, young people seemed to accept this hard work as a punishment for their previous wrongdoing. Their acceptance can be explained as being influenced by Vietnamese culture and ideology on young people. This is mentioned in a Vietnamese proverb "*Gieo nhân nào gặt quả đó*" (What you gain now is the result of your previous behaviours). This finding of this study suggests that there should be an examination of whether there is use of child labour in correctional schools in future research.

Thirdly, in the literature, another area of rehabilitation programmes that has been identified as having a positive influence on individuals is recreational activities, for example, sports, reparation and group activities (Dubberley et al., 2011; H M Prison Service, 2009; Meek & Lewis, 2014; Murtaza & Uddin, 2011). In particular, there was an association between group and sports activities, and an improvement in psychological characteristics and positive changes in youth behaviours (Dubberley et al., 2011; Meek & Lewis, 2014). Consistent with Dubberley et al. (2011) and Meek and Lewis (2014), the findings of this study revealed that activities at weekends, especially sports, developed connections among young people in the groups and an improvement in relationships with peers and staff. This helped young people to reduce psychological effects such as stress and the feeling of separation from the world. These findings suggest that increasing sport and relaxation activities every day after lessons or work would possibly be helpful for young people's physical and psychological health and may lead to more prosocial behaviour. In addition, through these activities, teachers would have a better understanding of, and relationships with, young people, which may help them manage them.

In general, young people in this study believed that the rehabilitation programmes seemed to positively influence their knowledge of life, thoughts and behaviour. One example was a reduction in impulsivity and an increase in their self-control and self-awareness while incarcerated, changes that led to improvement in behaviours. These findings were aligned



with those of previous studies which reported that programmes for young people in correctional facilities based on a CBT approach brought changes in individuals' thoughts and emotions (Abrams & Aguilar, 2005; Hollin et al., 2013; Kennealy et al., 2012). The changes in individuals' thoughts and emotions possibly led to individual demonstrable behavioural changes (Clark, 2010; Dobson & Khatri, 2000; Hyatt, 2013). For example, young people could better control themselves, their impulses and their behaviours (Abrams & Aguilar, 2005; Clark, 2010; Hollin et al., 2013).

However, interviews with returnees in this study revealed that insufficient knowledge and skills were partly associated with young people's unsuccessful reintegration into society after release. In particular, a lack of job skills brought them difficulties in gaining employment and a lack of knowledge about general education prevented them from returning to school. In addition, the reality that there were no alternative rehabilitation programmes for returnees in correctional schools in Vietnam, led to the situation as mentioned by both returnees and teachers: "*Quen quá hóa nhàm*" (Familiarity breeds contempt—a Vietnamese proverb). Thus, rehabilitation programmes are not in line with the model RNR model, which emphasises more intensive treatments for higher-risk individuals (Fortune, 2018; Koehler, Lösel, et al., 2013). Therefore, it is suggested that there should be programmes for returnees in which specific strategies should be outlined.

The returnees also reported that there were a number of other interrelated factors that contributed to their failure to reintegrate into society on release. These included prejudice against offenders, a lack of comprehensive support, and a lack of cooperation between correctional schools and local authorities in handling them (Le, 2017). In Vietnamese culture, the belief that "*Gan muc thi den*" (someone, who keeps company with the wolves, will learn how to howl—a Vietnamese proverb) means that offenders are often deprived of opportunities to make friends with good young people. In addition, discrimination against and the loss of trust towards offenders makes it hard for them to get a job. Therefore, joining groups of delinquent peers and returning to delinquent behaviours becomes an obvious choice, if they wanted company and meet their needs. These findings suggest that in order to prevent young people from reoffending, and to help them rehabilitate into a positive social life, a comprehensive system that offers an integrated package of support be developed by the correctional schools and the local authorities to support released young people.

### 7.6. The authenticity of changes

A major goal of the rehabilitation programmes was to reform young people by providing them with the appropriate knowledge and skills to allow them to reintegrate into society (Inderbitzin, 2005; Shoemaker, 2017; Ward & Salmon, 2009). The reality was, however, that living in the correctional school with other delinquent young people and experiencing school regimes, regulations and culture did not result in this outcome. Rather it led to the young people becoming institutionalised and becoming resistant to the school regime and school programmes (Cox, 2011).

One of the factors in this process was the response of the young people to attempts at behaviour compliance. Attempt at behaviour compliance has been found in previous studies to result in 'fake behaviours' or 'fake it till you make it' (Abrams, 2006; Inderbitzin, 2007; Sankofa et al., 2017). Abrams (2006), Inderbitzin (2007), Cox (2011), Fader (2013) and Sankofa et al. (2017) use these terms when referring to the way young people cope with staff (Abrams, 2006; Inderbitzin, 2007; Sankofa et al., 2017) to get privileges, to earn release (Cox, 2011) or to develop relationships with staff in the hope of a reduction in victimisation (Pérez et al., 2010). Young people in this study showed behaviour compliance in different ways and at different levels. In general, they accepted their time in programmes and learned to cope with the school system in order to reach their aims with as little hassle as possible (Inderbitzin, 2005).

The findings of this study reveal that behaviour compliance could be viewed as young people's behavioural changes shown in the form of 'self-control' or 'self-management'. These changes were more a performance to make their lives easier than a genuine change in attitude because the young people were living in an environment based on strict regulations and punishment. In effect, they learnt how to perform in a certain way. This is partly explained by Vietnamese culture with the idea: "*Ở bầu thì tròn, ở ống thì dài*" (He that lives with cripples learns to limp – a Vietnamese proverb). The interviews with staff identified that they were aware of this tactic but accepted it because they were happy that the young people were well behaved, which made their work easier. The acceptance of these behaviours from the staff contributed to the young people's abuse of behaviour compliance.

The compliance in behaviour to avoid negative consequences was an important aspect of the school culture. The young people's acceptance of performance is aligned with deprivation

theory, which identifies prison culture as a factor contributing to offenders' behaviours. It is also aligned with social learning theory, which suggests that an individual may learn behaviours from others through association with and observation of behaviours modelled by others (Akers, 2001). The identification of a performance element in self-control raises the question of whether the programme would have an impact on young people's impulsivity and self-control after their release. The fact that young people described similar behaviour occurring outside of the school in their interactions with policemen and local authorities suggests this is, at best, uncertain. The degree to which behaviours demonstrated within rehabilitation programmes are maintained upon release is an area that should be considered for future research.

While there was an element of performance identified among the young people, there was also evidence of genuine changes in young people's thinking about their past behaviours. This included an increased awareness of their personal responsibility for what had happened in their lives. The findings revealed that the young people felt remorse about their past behaviours and their attitudes to parents. Importantly, young people had sympathy and love for parents and grandparents. This may have an impact on the young people's future intentions and on their future social reintegration. Therefore, promoting positive changes in young people's thoughts, which could lead to changes in their behaviours and actions should be highlighted in programmes.

### **Chapter summary**

Discussion about youth experiences in the rehabilitation programme in the correctional school was framed around the five research sub-questions. Based on the participants' perspectives, the prominent issues were discussed in light of international and Vietnamese literature and the Vietnamese culture. In particular, certain Vietnamese cultural values which emphasise relationships between people had an influence on the participants in the study. These values helped explain parents' and teachers' behaviours towards young people and vice versa. Importantly, the Vietnamese cultural factors explained the uniqueness and differences of the participants' behaviour when compared to other cultures.

Additionally, the three theories: Importation, deprivation and social learning were used to explain youth experiences and behaviours. These were framed in light of interaction between

individual factors (including characteristics, background and previous experiences) and inherent school factors (including school environment, peers, staff and programmes).

## **CHAPTER 8: CONCLUSION & IMPLICATION**

In this final chapter, the main findings of the study are addressed. The chapter also discusses limitations associated with this study and concludes by offering a number of implications and recommendations for policy, teachers, staff and curriculum designers, and implications for future research.

It is necessary at this point to return to arguments and information provided earlier in this thesis. The set of principles guiding and orientating this study is that of constructivism, which is defined as “the view that all knowledge, and, therefore, all meaningful reality as such, is contingent upon human practices, being constructed in and out of interaction between human beings and their world, and developed and transmitted within an essentially social context” (Crotty, 1998, p. 42). Thus, in this study, the meaning of events, experiences and realities are viewed as constructed by individual young people through their participation in those events and realities, and through interaction with the researcher. Crotty (1998) suggests that different individuals have different views from the same situations or phenomena. Although, Crotty (1998) states that constructivism “drives home unambiguously that there is no true or valid interpretation” (p. 47), it is acknowledged that interpretation is still useful and valuable. Hence, the meaning given by young people and teachers is their meaning and it has value.

The literature review identified a number of domains in which research was limited or non-existent. Firstly, there has been little research on young people’s perceptions and experiences of rehabilitation programmes and correctional facilities in Vietnam, with most studies conducted in Western countries (e.g. Blomberg et al., 2011; Koehler, Hamilton, et al., 2013; Lipsey & Cullen, 2007). Given the marked differences between the social and cultural settings of Western countries to those of countries such as Vietnam, it is questionable whether findings can be generalised from Western settings to the Vietnamese context. Secondly, there has been an absence of methodological breadth; specifically most studies have applied quantitative approaches to measure young people’s perception of rehabilitation programmes (e.g. Luong & Wormith, 2011; Roos, 2006; Schaeffer et al., 2014; Van der Stouwe et al., 2016). So, while the existing literature provides information on patterns and outcomes, it is missing insights in the how people experience and make sense of correctional schools. Thirdly, there is an absence of research that enables young people to voice their perceptions of everyday

life in a correctional school in Vietnam. This study addressed these gaps in the literature. Given the apparent cultural differences between Vietnamese and Western societies; the current study sought to provide an on the ground insights into the realities of Vietnamese correctional schools.

In addressing the gaps identified, a qualitative case study methodology was chosen that enabled the researcher to explore events, and processes in their natural setting (Yin, 2009) and to collect and interpret multiple views of young people's experiences through participant observations, non-participant observations, interviews with young people and with staff, analysis of documents, and the maintenance of a research journal and field notes (Creswell, 2014).

### **8.1. Summary of main findings**

One of the findings in this study is that family, individual characteristics and peers all contribute to young people's delinquency. Importantly, there is the potential for a 'knock-on' effect where one risk factor increases or creates other risk factors that may then influence individuals' likelihood of involvement in offending (Heilbrun, Goldstein, & Redding, 2005). The knock-on effect can be seen in the findings of this study, which found that young people living in a less supportive home environment, those in a single-parent home, broken home or no parent home, suffering child-rearing problems and conflict with their parents, sought other potentially negative social environments. In particular, a negative family environment was associated with young people's negative emotions such as boredom, sadness and loneliness and aggression, and the development of negative individual characteristics such as high impulsivity and a lack of self-control. These were associated with having poor relationships with their parents. In turn, the participants were inclined to explain their relationships with delinquent peers (and the linked reinforcement of antisocial behaviour) in terms of this being their way of coping with being bored or negative feelings that were "caused" by poor relationships with parents. The young people saw their participation in gangs or delinquent peer groups as a way to have someone listen to them and to gain the enjoyment and social reinforcement they could not get from their families.

The study also reveals an interrelationship among young people, peers and staff which influenced youth experiences through a process of interaction. Interactions among young people and between young people and staff provided them opportunities not only to be

exposed to others' norms, values and behaviours but also to share theirs. Especially, through these interactions, young people gained knowledge about life in the correctional school which contributed to their adjustment and compliance during incarceration. This finding highlights the role of staff and peers in the youth rehabilitation process in the correctional school in both negative and positive ways. Although family was not directly involved in youth rehabilitation programmes during incarceration, it was considered to play a role in supporting young people. While the findings from other studies had identified influences of relationships among these factors on youth, their experiences differed in a number of ways. Of particular importance is that cultural factors were related to perceptions of young people, peers, staff and parents which had an impact on their behaviours, attitudes and acts.

Many participants in this study voiced challenges referred to as the 'pains of imprisonment'. These were alienation, separation, loss of freedom and autonomy, and victimisation. However, of particular concern was victimisation including punishment from staff and bullying from peers. Especially, corporal punishment from staff was common during incarceration which was related to a reduction in antisocial behaviours but also negative psychological outcomes.

A fourth important finding emerging from this study was that although rehabilitation programmes were considered effective in providing young people with knowledge, skills and enjoyment, it would appear these did not support youth reintegration into society. Participants identified a lack of alignment between programmes and future educational and labour market opportunities which influenced their commitment to education and success in getting a job.

Finally, although both juvenile justice policy and practice highlight the role of a local authority in monitoring young people, participants in this study reported a lack of support from local authorities, especially neglect or superficial activities being provided as interventions. Importantly, returnees in this study voiced a lack of appropriate rehabilitation services from local authorities to support them to reintegrate into society after release.

## **8.2. Limitations**

The following limitations of the study were identified:

Firstly, in any setting-based research, it should be acknowledged that there is potential for the research process itself to have an influence on participants. Although efforts were made to reduce this impact, the reality was that the process of data collection and the presence of the researcher potentially impacted participants.

Secondly, this study focussed on a small group of males and employed a case study approach. It is recognised that this method does not allow for generalisation to a wider population or to other similar groups.

Thirdly, this study was constrained by time and place, and that made it impossible to meet young people's parents for interviews to gain their insights.

Fourthly, although narrative interviews enabled young people to feel free to share their stories, the data reflected that some of young people had more dominant voices than others. In particular, narrative interviews were held in the school meeting room; this may have meant that some of the young people were hesitant to share their stories. In addition, some of them reported that they feared for the consequences if their form teachers found out about the information they shared. As mentioned previously, steps were taken to alleviate their concerns, however, it needs to be acknowledged that some young people may have withheld information about their experiences in the correctional school.

Fifthly, this study was conducted in the reality of a correctional school with its regulations, daily activities and programmes. This brought with it unforeseen and uncontrollable events which at times impacted on the data collection. However, while presented as a limitation, this can also be seen as a strength for the research in that it helped this study to be grounded in reality.

### **8.3. Implications and recommendations**

#### **Implication for rehabilitation policy and practice**

The findings of this study provide a comprehensive understanding of the experiences of young people in a correctional school in Vietnam. The study suggests the need for a wider range of stakeholders, government, organisations and the private sector in Vietnam to confront and tackle the challenges of rehabilitation policy and practice. The following implications are presented as a means towards developing youth rehabilitation policy and practice that are appropriate for Vietnam:



Firstly, the policy goals should be focused on preventing young people from reoffending and to help them reintegrate into community after their release. Guidelines are needed to ensure that there is active cooperation between local authorities and the correctional school, between families and local authorities, and between families and the correctional school. The guidelines should help to identify specific responsibility and strategies or steps for those involved in the policy to follow.

Secondly, all those sentenced to correctional school need access to the rehabilitation and educational programmes. It would be desirable if these young people's rights are protected and outlined in official documents.

Thirdly, it is recommended that the government (specifically the Ministry of Public Security) listen to the views of correctional officials, managers in the correctional school and other stakeholders as to the effectiveness of about existing rehabilitation policy and programmes and to their suggestions for improvements. This could help MoPS, correctional officials and managers to embrace new ideas about policy and programmes.

Fourthly, there is a need for existing rehabilitation programmes to be reviewed and developed with the aim of reflecting and meeting the needs and abilities of young people and to bring clarity in the youth rehabilitation process. In addition, programmes need to focus on prevention of youth recidivism. In other words, they need balance between punishment and prevention. Therefore, young people should be provided with knowledge and skills on matters related to risk factors and to prepare for future life after release. This could enable them not only to have control of their relationships with others and of their behaviours but also to recognise what would be best suited for their lives. Besides, rehabilitation programmes should be improved to meet social needs and development. This could help young people to better integrate into society after release.

Fifthly, it is necessary to have other rehabilitation programmes with specific strategies for returnees in order to avoid them becoming familiar with the current rehabilitation programmes. This would support returnees to help them reintegrate into community after release and prevent them from reoffending.

### **Recommendations for teachers (Correctional officials)**

Young people in this study are vulnerable. Their stories indicated that support and relationships with teachers had a positive influence on their behaviours, thoughts and their educational outcomes. However, they also reported the impact of teachers' negative behaviours and attitudes on their serving time in the correctional school. Therefore, it is recommended that:

- Teachers ensure that they have an understanding of young people while being in charge of them. This includes an understanding of their characteristics, family situations and psychological issues. Therefore, teachers should listen to what young people are saying if teachers really want to encourage young people to take part in rehabilitation programmes.
- When dealing with trouble caused by young people or conflicts among them, teachers should consider the situation from all angles in order to avoid an injustice that possibly leads to a young person having psychological problems, or negative thoughts and behaviours. Teachers should think about potential conflicts among young people when they sort problems out unfairly. Importantly, teacher should be careful to choose types of punishment to help them realise their mistakes, however, corporal punishment should not be used in order to avoid causing negative physical and psychological outcomes.
- When realising bullying has occurred, especially violence among young people, teachers should have immediate solutions in order to avoid escalation.
- Teachers should actively promote young people's positive behaviours and acts; however, they should also be aware of young people's behaviour compliance strategies.

### **8.4. Implications for future research**

In this study, I explored young people's experiences in rehabilitation programmes in a correctional school in Vietnam. The implications for future study drawn from the findings and limitations of this study are:

Firstly, as this study employed a qualitative case study approach, the findings may not be generalised. Therefore, from a methodological viewpoint, it is necessary to conduct similar

studies in other correctional schools in Vietnam to have a general understanding of rehabilitation programmes. Furthermore, it is recommended that a mixed method study should be carried out with the magnitude of the sample not only to identify responses to rehabilitation policy and practices but also to determine factors influencing young people's rehabilitation process.

Secondly, one of the findings of this study was around young people's behaviour modification strategies. These strategies could be viewed as young people's positive behaviour shown in the form of self-control and self-regulation. Therefore, young people's self-control or self-regulation after release should be considered for future research.

Thirdly, another finding of this study was around the effectiveness of rehabilitation programmes on young people while they were in the correctional school. Therefore, it is necessary for further studies to explore effectiveness of rehabilitation programmes on young people after release.

Lastly, the returnees in this study reported a lack of support from family and local authorities after release. This was associated with their reoffending. There is need for future studies to examine returnees' experiences after release. Their experiences may be used to reconsider after-release rehabilitation policy and practice. Additionally, attention could be paid to developing young people's knowledge of alternative avenues and strategies to use if families and local authorities are unable to provide the support needed

### **Concluding statement**

This study has provided an insight into young people's experiences in rehabilitation programmes in a correctional school. This study made a contribution to the knowledge of young people in a Vietnamese context and to the existing literature on young people's experiences in the correctional institutions in an international context. This was done by:

- identifying factors contributing to youth offending and to youth life while incarcerated in a correctional school
- giving detailed information about young people's challenges while incarcerated, especially in the transitional period
- describing young people's adjustment in behaviours to life in the correctional school.
- addressing participants' perceptions of rehabilitation programmes.

- describing relationships among young people and between young people and school staff.

Importantly, the findings of this study were described and interpreted in the light of Vietnamese culture and ideology. This lens offers a Vietnamese perspective of young people's experiences, practices of rehabilitation policy and programmes and the influence of traditional culture on rehabilitating young people.

By highlighting the different perspectives of young people's experiences and practices in rehabilitation programmes, this study has provided information for policy makers, curriculum designers, educators and programme providers in correctional schools who are interested in how to support young people to reintegrate into society successfully through rehabilitation programmes.

In order to give this study an opportunity make an impact, a hard copy of this thesis will be sent to the correctional school and to the Department of Correctional School and Prison Management-Ministry of Public Security. Along with this, it is intended that this study will be used in conferences about juvenile justice in Vietnam.

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## APPENDICES

FACULTY OF EDUCATION TE WHĀNAU O AKO PAI

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### APPENDIX 1

#### INFORMATION SHEET FOR THE MANAGER (TO GIVE PERMISSION FOR THE RESEARCH TO TAKE PLACE)

RESEARCH TITLE: **EXPERIENCES IN A REHABILITATION PROGRAMME: CASE  
STUDIES OF JUVENILE OFFENDERS IN A CORRECTIONAL SCHOOL IN VIETNAM**

RESEARCHER: **DO THI THU HA**

*(This letter was translated into Vietnamese and sent to the leader)*

Thank you for your interest in this research project. Please read the information carefully  
before making a decision whether to take part in this project or not.

#### **1. Information about the researcher and this research project:**

I am Do Thi Thu Ha- a PhD student at School of Education at Victoria University of Wellington, New Zealand. I am also a lecturer at Vietnam Youth Academy, where I teach English grammar and do research on youth. I am at present completing a PhD research under supervision of Dr. Barrie Gordon and Dr. Stephanie Doyle- Senior lecturers of Victoria University of Wellington, New Zealand.

I would like you to participate in this research project. This project aims to explore young people's experiences and perceptions of a rehabilitation programme within a correctional school in Vietnam. This project will give young people an opportunity to talk about their experiences in the correctional school. It will also share teachers' and leader's perception of young people's experiences and of the rehabilitation programme including its curriculum and delivery.

This project has been approved by the Human Ethics Committee (HEC) of Victoria University of Wellington, New Zealand with approval number 23186.

#### **2. What the researcher will do in your school**

- I will invite 8 young people and three teachers and a leader to take part in this research
- I will meet young people and teachers and participate in their activities where appropriate.

- I will interview 8 young people and 3 teachers and a leader. I will also observe young people and teachers in activities in the classrooms and outside the classrooms.

**3. Your role in this project:**

If you agree to take part in my research project, I will:

- Seek your consent for me to be in your school and to interview your teachers and young people;
- Seek your assistance in finding teachers and young people suitable for this research;
- Seek your consent for me to contact teachers, leader and interview and observe them.
- Seek your consent for me to contact young people and interview and observe them in your school;
- Seek your consent for me to be in your school and in the classrooms and participate in school activities.
- Seek your consent to get teachers' assistance in both my participation in school activities and to complete research in your school;
- Seek your assistance in giving information about this research project to young people's parents;
- Seek your consent to access young people who are under the legal guardian of your school;
- Seek your consent for me to have an access to young people's recorded files saved at your school.

**4. The rights of the leader and teachers, and young people in this project:**

- They can stop interview at any time without giving a reason;
- They can withdraw from the study at any stage before 1<sup>st</sup> November 2016 and the data you provide will be destroyed;
- They can refuse to answer any questions;
- They can choose any pseudonym for me to use;
- They can read all transcripts and notes of their interviews and make changes or amendments to them;
- They can ask me to turn off the recorder at any time during the interviews.

**5. For safety and confidentiality for leader and teachers and students in your school:**



- I will not use manager's name, teachers' names and young people's name or your school name and a pseudonym will be used instead. However, you should be aware that there is a small chance of your school being recognised by those familiar with the system;
- Any information that would identify you, teachers and young people as well as your school will not be given out in my thesis or in any publications;
- Only my supervisors and I will read the notes and transcript of interviews and observations and listen to the tapes;
- All recordings and transcripts and notes will be kept secured and will be destroyed in December 2022.

If you have any questions, please contact me or my supervisors any time.

**Do Thi Thu Ha**

**PhD student**

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If you have any questions about the ethics of this research, please contact the HEC  
Convener Associate Professor Susan Corbett, email: [susan.corbett@vuw.ac.nz](mailto:susan.corbett@vuw.ac.nz),  
telephone: +64-4-5635480.

**Thank you very much**

## APPENDIX 1

### THÔNG TIN CHO LÃNH ĐẠO (ĐỒNG Ý CHO THỰC HIỆN NGHIÊN CỨU TẠI TRƯỜNG GIÁO DƯỠNG)

#### TÊN ĐỀ TÀI: NHỮNG TRẢI NGHIỆM TRONG MỘT CHƯƠNG TRÌNH TÁI HÒA NHẬP: NGHIÊN CỨU CÁC TRƯỜNG HỢP NGƯỜI CHƯA THÀNH NIÊN VI PHẠM PHÁP LUẬT Ở TRƯỜNG GIÁO DƯỠNG Ở VIỆT NAM

NGƯỜI NGHIÊN CỨU: ĐỖ THỊ THU HÀ

*(Văn bản này được gửi cho lãnh đạo)*

Cám ơn sự quan tâm của bạn với đề tài thử nghiệm này. Xin hãy đọc các thông tin về thử nghiệm trước khi bạn quyết định có tham gia thử nghiệm này hay không.

#### 1. Thông tin về người nghiên cứu và đề tài nghiên cứu:

Tôi là Đỗ Thị Thu Hà – Nghiên cứu sinh tại trường Giáo Dục thuộc Đại học Victoria ở Wellington, Niu Di Lân. Tôi cũng là giảng viên của Học viện Thanh thiếu niên Việt Nam nơi tôi dạy tiếng Anh và làm đề tài nghiên cứu liên quan tới thanh niên. Tôi hiện nay đang thực hiện 1 đề tài nghiên cứu dưới sự hướng dẫn của Tiến sĩ Barie Gordon và Tiến sĩ Stephanie Doyle là những giảng viên chính của Đại học Victoria ở Wellington, Niu Di Lân.

Tôi trân trọng mời trường của anh/ chị tham gia vào nghiên cứu này. Mục đích của dự án là tìm hiểu trải nghiệm của học sinh và quan điểm của họ về chương trình tái hòa nhập trong trường giáo dưỡng ở Việt Nam. Nghiên cứu này tạo cho học sinh cơ hội nói về những trải nghiệm của mình trong trường giáo dưỡng. Nghiên cứu cũng muốn chia sẻ những ý kiến của giáo viên và lãnh đạo về trải nghiệm của học sinh và chương trình tái hòa nhập bao gồm cả nội dung chương trình và cách thức thực hiện.

Nghiên cứu này đã được công nhận bởi Ban Đạo Đức Con Người của trường đại học Victoria, Niu Di Lân với số mã số 23186.

#### 2. Những việc người nghiên cứu sẽ làm trong trường của anh/chị:

- Tôi sẽ mời 8 học sinh và 3 giáo viên và 1 lãnh đạo tham gia vào nghiên cứu này;
- Tôi sẽ gặp học sinh và giáo viên và sẽ tham gia vào các hoạt động của trường nếu có thể;

- Tôi sẽ phỏng vấn 8 học sinh, 3 giáo viên và 1 lãnh đạo. Tôi sẽ quan sát học sinh và giáo viên trong các hoạt động trong lớp cũng như ngoài lớp học.

### **3. Vai trò của anh/chị trong nghiên cứu này:**

Nếu anh/chị đồng ý tham gia nghiên cứu của tôi, tôi sẽ:

- Được sự đồng ý của anh/chị cho tôi ở trong trường và phỏng vấn giáo viên và học sinh;
- Được sự trợ giúp của anh/chị trong việc tìm kiếm giáo viên và học sinh phù hợp với nghiên cứu này;
- Được sự đồng ý của anh/chị cho tôi liên hệ với giáo viên, phỏng vấn và quan sát họ;
- Được sự đồng ý của anh/chị cho tôi liên hệ với học sinh, phỏng vấn và quan sát họ trong trường của anh/chị;
- Được sự đồng ý của anh/chị cho tôi ở trong trường, trong lớp và tham gia vào các hoạt động của trường;
- Được sự đồng ý của anh/chị cho tôi nhận sự giúp đỡ của giáo viên trong việc tham gia hoạt động của tôi và việc nghiên cứu;
- Được sự trợ giúp của anh/chị trong việc chuyển thông tin về nghiên cứu này tới cha mẹ học sinh;
- Được sự đồng ý của anh/chị cho tôi tiếp xúc với học sinh mà dưới sự bảo trợ hợp pháp của trường của anh/chị;
- Được sự đồng ý của anh/chị cho tôi xem hồ sơ của học sinh được lưu tại trường.

### **4. Quyền của lãnh đạo, giáo viên và học sinh trong nghiên cứu này:**

- Họ có thể dừng phỏng vấn bất cứ lúc nào mà không phải đưa ra lý do;
- Họ có thể rút khỏi nghiên cứu này bất cứ lúc nào trước ngày 1 tháng 11 năm 2016 và mọi thông tin bạn cung cấp sẽ bị hủy bỏ;
- Họ có thể từ chối trả lời bất cứ câu hỏi nào;
- Họ có thể chọn bất cứ biệt danh nào cho tôi để dùng;
- Họ có thể đọc tất cả những bản ghi chép và sao chép trong cuộc phỏng vấn và thay đổi nó;
- Họ có thể đề nghị tôi tắt máy ghi âm bất cứ lúc nào trong khi phỏng vấn.

### **5. Để đảm bảo an toàn và bí mật cho anh/chị:**

- Tôi sẽ không sử dụng tên anh/chị, tên giáo viên, tên học sinh và tên trường và thay vào đó biệt danh sẽ được dùng. Tuy nhiên anh/chị và trường có thể được nhận ra bởi sự tương đồng;
- Bất cứ thông tin nào mà sẽ nhận dạng ra anh/chị, giáo viên, học sinh và trường của anh/chị sẽ không được viết trong luận án và trong bất cứ ấn bản nào;

- Chỉ có tôi và người hướng dẫn sẽ đọc các ghi chép và sao chép của phỏng vấn và quan sát cũng như nghe băng ghi âm;
- Tất cả ghi âm và ghi chép sẽ được giữ ở nơi an toàn và sẽ được hủy bỏ vào tháng 12 năm 2022

Nếu anh/chị có bất cứ câu hỏi gì, xin hãy liên lạc với tôi hoặc người hướng dẫn của tôi bất cứ lúc nào.

**Đỗ Thị Thu Hà**

**Nghiên cứu sinh**

Trường Giáo Dục, Khoa Giáo Dục, Đại học  
Victoria ở Wellington, Niu Di Lân. Email:  
[Ha.Do@vuw.ac.nz](mailto:Ha.Do@vuw.ac.nz)

**Tiến sĩ. Barrie Gordon**

**Giảng viên chính**

Email: [Barrie.Gordon@vuw.ac.nz](mailto:Barrie.Gordon@vuw.ac.nz)

**Tiến sĩ Stephanie Doyle**

**Giảng viên chính**

Email: [Stephanie.Doyle@vuw.ac.nz](mailto:Stephanie.Doyle@vuw.ac.nz)

Trường Giáo Dục, Khoa Giáo Dục, Đại học  
Victoria ở Wellington, Niu Di Lân.

Nếu anh/chị có bất cứ câu hỏi gì về đạo đức nghiên cứu, xin hãy liên lạc với người phụ trách của Hội Đồng Đạo Đức Con Người: Phó Giáo Sư Susan Corbett, email: [susan.corbett@vuw.ac.nz](mailto:susan.corbett@vuw.ac.nz), điện thoại: +64-4-5635480.

**Xin chân thành cảm ơn**

## APPENDIX 2

### CONSENT OF THE MANAGER TO GIVE PERMISSION FOR THE RESEARCH TO TAKE PLACE.

#### RESEARCH TITLE: EXPERIENCES IN A REHABILITATION PROGRAMME: CASE STUDIES OF JUVENILE OFFENDERS IN A CORRECTIONAL SCHOOL IN VIETNAM

*(Please read each sentence carefully)*

I have read the Information Sheet which has been explained to me and I have understood the information of this research project. I have had an opportunity to ask questions and all of my questions have been answered to my satisfaction.

#### I understand that

- This school's participation will not affect activities and operation of this school.
- Young people's participation and teachers' participation as well as leader's participation are voluntary and all participants may withdraw themselves (or any information they have provided) from this project before 1<sup>st</sup> November 2016 without having to give reasons and any information they provided would be destroyed.
- This research project has got the permission from the Ministry of Public Security and ethical approval from Victoria University of Wellington Human Ethics Committee, New Zealand.
- Written permission will be sought from the participating young people and the participating teachers and participating leader.
- I will be the legal guardian of the participating young people under 16 years.
- The researcher will observe and interview young people, teachers and a manager in my school.
- The researcher needs my school's assistance in giving information about this research project to young people's parents;
- Any information participants provide during the interviews will be kept confidential to the researcher and her supervisors and reported in a way which would not identify them. However, I am aware that there is a small chance of my school being recognised by those familiar with the system;
- The information obtained will be securely stored and destroyed in December 2022.

**Agreement**

I have read this letter, understand the project and agree to my school's participation in this research project under the conditions written in the Information Sheet.

Signed.....

Name of Participant.....

Date.....

I wish to receive a copy of the research summary. This will not be available until late 2019

☐ Yes. Please provide your email address: .....

☐ No

## APPENDIX 2

### VĂN BẢN ĐỒNG Ý CỦA LÃNH ĐẠO CHO PHÉP NGHIÊN CỨU THỰC HIỆN TẠI TRƯỜNG

#### TÊN ĐỀ TÀI: NHỮNG TRẢI NGHIỆM TRONG MỘT CHƯƠNG TRÌNH TÁI HÒA NHẬP: NGHIÊN CỨU CÁC TRƯỜNG HỢP NGƯỜI CHƯA THÀNH NIÊN PHẠM TỘI Ở TRƯỜNG GIÁO DƯỠNG Ở VIỆT NAM

*(Xin hãy đọc kỹ từng câu)*

Tôi đã đọc và có tài liệu giải thích về nghiên cứu này. Tôi hiểu các thông tin về nghiên cứu này. Tôi cũng có cơ hội hỏi và các câu hỏi của tôi đã được trả lời thỏa đáng.

#### Tôi hiểu rằng:

- Việc trường của tôi tham gia vào nghiên cứu này sẽ không ảnh hưởng tới các hoạt động và điều hành của trường.
- Việc học sinh và giáo viên và lãnh đạo tham gia nghiên cứu này là tình nguyện và tất cả những người tham gia có thể rút khỏi nghiên cứu này (hoặc rút các thông tin họ đã cung cấp) trước ngày 1 tháng 11 năm 2016 mà không phải đưa ra bất cứ lí do nào và tất cả các thông tin họ cung cấp sẽ được hủy bỏ.
- Nghiên cứu này đã được sự đồng ý của Bộ Công An và Hội đồng Đạo đức Con người của trường Đại học Victoria ở Wellington, Niu Di Lân.
- Sự đồng ý tham gia của học sinh, giáo viên và lãnh đạo được thể hiện bằng văn bản.
- Tôi sẽ là người bảo trợ hợp pháp cho học sinh tham gia nghiên cứu dưới 16 tuổi.
- Người nghiên cứu sẽ quan sát học sinh trong trường của tôi và sự xuất hiện của cô ấy sẽ không ảnh hưởng tới hoạt động và điều hành của trường của tôi.
- Bất cứ thông tin nào người tham gia cung cấp trong các cuộc phỏng vấn sẽ được giữ bí mật bởi người nghiên cứu và người hướng dẫn cô ấy và được báo cáo theo cách mà sẽ không nhận dạng ra họ. Tuy nhiên tôi hiểu rằng tôi và trường có thể được nhận ra bởi sự tương đồng
- Thông tin có được sẽ được cất giữ an toàn và được hủy bỏ vào tháng 12 năm 2022.

**Đồng ý**

Tôi đã đọc văn bản này và hiểu về nghiên cứu này và đồng ý tham gia nghiên cứu này.

Chữ ký.....

Tên người tham .....  
.....

Ngày.....

Tôi mong muốn nhận được bản tóm tắt của nghiên cứu. Nghiên cứu này sẽ được hoàn thành vào cuối năm 2019.

☐ Có. Xin hãy cung cấp địa chỉ email: ☐ Không

.....



## APPENDIX 3

### INFORMATION SHEET FOR MANAGER PARTICIPATING IN AN INTERVIEW

RESEARCH TITLE: **EXPERIENCES IN A REHABILITATION PROGRAMME: CASE STUDIES OF JUVENILE OFFENDERS IN A CORRECTIONAL SCHOOL IN VIETNAM**  
RESEARCHER: **DO THI THU HA**

*(This letter was translated into Vietnamese and sent to the leader)*

Thank you for your interest in this research project. Please read the information carefully before making a decision whether to take part in this project or not.

#### **1. Information about the researcher and this research project:**

I am Do Thi Thu Ha- a PhD student at School of Education at Victoria University of Wellington, New Zealand. I am also a lecturer at Vietnam Youth Academy, where I teach English grammar and do research on youth. I am at present completing a PhD research under supervision of Dr. Barrie Gordon and Dr. Stephanie Doyle- Senior lecturers of Victoria University of Wellington, New Zealand.

I would like you to participate in this research project. This project aims to explore young people's experiences and perceptions of a rehabilitation programme within a correctional school in Vietnam. This project will give young people an opportunity to talk about their experiences in the correctional school. It will also share your perception of young people's experiences and of the rehabilitation programme including its curriculum and delivery.

This project has been approved by the Human Ethics Committee (HEC) of Victoria University of Wellington, New Zealand with approval number 23186.

#### **2. Your role in this project:**

If you agree to take part in my research project, I will:

- Meet you and interview you about your perspectives of the students' experiences for approximately 45 minutes;
- Record our interviews on paper and in a digital recorder;
- Translate your words into English when quoting them in my thesis (If necessary);
- Use the information you provide for this research project and maybe for presentations for publication or at a conference;

#### **3. Your right in this project:**

- You can stop interview at any time without giving a reason;

- You can withdraw from the study at any stage before 1<sup>st</sup> November 2016 and the data you provide will be destroyed;
- You can refuse to answer any questions;
- You can choose any pseudonym for me to use;
- You can read all transcripts and notes of your interviews and make changes or amendments to them;
- You can ask me to turn off the recorder at any time during the interviews.

**4. For your safety and your confidentiality:**

- I will not use your name and a pseudonym will be used instead. However, you should be aware that there is a small chance of yourself being recognised by those familiar with the system;
- Any information that would identify you will not be given out in my thesis or in any publications;
- Only my supervisors and I will read the notes and transcript of interviews and observations and listen to the tapes;
- All recordings and transcripts and notes will be kept secured and will be destroyed in December 2022.

If you have any questions, please contact me or my supervisors any time.

**Do Thi Thu Ha**

**PhD student**

School of Education, Faculty of Education,  
Victoria University of Wellington, New  
Zealand

Email: [Ha.Do@vuw.ac.nz](mailto:Ha.Do@vuw.ac.nz)

**Dr. Barrie Gordon**

**Senior Lecturer**

Email: [Barrie.Gordon@vuw.ac.nz](mailto:Barrie.Gordon@vuw.ac.nz)

**Dr. Stephanie Doyle**

**Senior Lecturer**

Email: [Stephanie.Doyle@vuw.ac.nz](mailto:Stephanie.Doyle@vuw.ac.nz)

School of Education, Faculty of Education,  
Victoria University of Wellington, New  
Zealand

If you have any questions about the ethics of this research, please contact the HEC  
Convener Associate Professor Susan Corbett, email: [susan.corbett@vuw.ac.nz](mailto:susan.corbett@vuw.ac.nz),  
telephone: +64-4-5635480.

**Thank you very much**

## APPENDIX 3

### THÔNG TIN CHO LÃNH ĐẠO THAM GIA PHÒNG VẤN

#### TÊN ĐỀ TÀI: NHỮNG TRẢI NGHIỆM TRONG MỘT CHƯƠNG TRÌNH TÁI HÒA NHẬP: NGHIÊN CỨU CÁC TRƯỜNG HỢP NGƯỜI CHƯA THÀNH NIÊN VI PHẠM PHÁP LUẬT Ở TRƯỜNG GIÁO DƯỠNG Ở VIỆT NAM

NGƯỜI NGHIÊN CỨU: ĐỖ THỊ THU HÀ

*(Văn bản này được gửi cho lãnh đạo)*

Cám ơn sự quan tâm của bạn với đề tài thử nghiệm này. Xin hãy đọc các thông tin về thử nghiệm trước khi bạn quyết định có tham gia thử nghiệm này hay không.

#### 1. Thông tin về người nghiên cứu và đề tài nghiên cứu:

Tôi là Đỗ Thị Thu Hà – Nghiên cứu sinh tại trường Giáo Dục thuộc Đại học Victoria ở Wellington, Niu Di Lân. Tôi cũng là giảng viên của Học viện Thanh thiếu niên Việt Nam nơi tôi dạy tiếng Anh và làm đề tài nghiên cứu liên quan tới thanh niên. Tôi hiện nay đang thực hiện 1 đề tài nghiên cứu dưới sự hướng dẫn của Tiến sĩ Barie Gordon và Tiến sĩ Stephanie Doyle là những giảng viên chính của Đại học Victoria ở Wellington, Niu Di Lân.

Tôi trân trọng mời anh/ chị tham gia vào nghiên cứu này. Mục đích của dự án là tìm hiểu trải nghiệm của học sinh và quan điểm của họ về chương trình tái hòa nhập trong trường giáo dưỡng ở Việt Nam. Nghiên cứu này tạo cho học sinh cơ hội nói về những trải nghiệm của mình trong trường giáo dưỡng. Nghiên cứu cũng muốn chia sẻ những ý kiến của anh/chị về trải nghiệm của học sinh và chương trình tái hòa nhập bao gồm cả nội dung chương trình và cách thức thực hiện.

Nghiên cứu này đã được công nhận bởi Ban Đạo Đức Con Người của trường đại học Victoria, Niu Di Lân với số mã số 23186.

#### 2. Vai trò của bạn trong nghiên cứu này:

Nếu anh/chị đồng ý tham gia nghiên cứu của tôi, tôi sẽ:

- Gặp và phỏng vấn anh/chị về quan điểm của anh/chị về trải nghiệm của học sinh trong trường trong khoảng 45 phút;
- Ghi chép nội dung cuộc phỏng vấn vào giấy và máy ghi âm;
- Dịch các câu nói của anh/chị sang tiếng Anh khi trích dẫn trong luận án (nếu cần);

- Sử dụng các thông tin anh/chị cung cấp cho nghiên cứu này và có thể dùng cho các buổi thuyết trình ở các hội nghị và trên các ấn phẩm;

### **3. Quyền của anh/chị trong nghiên cứu này:**

- Anh/chị có thể dừng phỏng vấn bất cứ lúc nào mà không phải đưa ra lí do;
- Anh/chị có thể rút khỏi nghiên cứu này bất cứ lúc nào trước ngày 1 tháng 11 năm 2016 và mọi thông tin bạn cung cấp sẽ bị hủy bỏ;
- Anh/chị có thể từ chối trả lời bất cứ câu hỏi nào;
- Anh/chị có thể chọn bất cứ biệt danh nào cho tôi để dùng;
- Anh/chị có thể đọc tất cả những bản ghi chép và sao chép trong cuộc phỏng vấn và thay đổi nó;
- Anh/chị có thể đề nghị tôi tắt máy ghi âm bất cứ lúc nào trong khi phỏng vấn.

### **4. Để đảm bảo an toàn và bí mật cho anh/chị:**

- Tôi sẽ không sử dụng tên anh/chị và thay vào đó biệt danh sẽ được dùng. Tuy nhiên anh/chị và trường có thể được nhận ra bởi sự tương đồng;
- Bất cứ thông tin nào mà sẽ nhận dạng ra anh/chị sẽ không được viết trong luận án và trong bất cứ ấn bản nào;
- Chỉ có tôi và người hướng dẫn sẽ đọc các ghi chép và sao chép của phỏng vấn và quan sát cũng như nghe băng ghi âm;
- Tất cả ghi âm và ghi chép sẽ được giữ ở nơi an toàn và sẽ được hủy bỏ vào tháng 12 năm 2022

Nếu anh/chị có bất cứ câu hỏi gì, xin hãy liên lạc với tôi hoặc người hướng dẫn của tôi bất cứ lúc nào.

**Đỗ Thị Thu Hà**

**Nghiên cứu sinh**

Trường Giáo Dục, Khoa Giáo Dục, Đại học  
Victoria ở Wellington, Niu Di Lân.Email:

[Ha.Do@vuw.ac.nz](mailto:Ha.Do@vuw.ac.nz)

**Tiến sĩ. Barrie Gordon**

**Giảng viên chính**

Email: [Barrie.Gordon@vuw.ac.nz](mailto:Barrie.Gordon@vuw.ac.nz)

**Tiến sĩ Stephanie Doyle**

**Giảng viên chính**

Email: [Stephanie.Doyle@vuw.ac.nz](mailto:Stephanie.Doyle@vuw.ac.nz)

Trường Giáo Dục, Khoa Giáo Dục, Đại học  
Victoria ở Wellington, Niu Di Lân.

Nếu anh/chị có bất cứ câu hỏi gì về đạo đức nghiên cứu, xin hãy liên lạc với người phụ trách của Hội Đồng Đạo Đức Con Người: Phó Giáo Sư Susan Corbett, email: [susan.corbett@vuw.ac.nz](mailto:susan.corbett@vuw.ac.nz), điện thoại: +64-4-5635480.

**Xin chân thành cảm ơn**

## APPENDIX 4

### CONSENT OF THE MANAGER TO PARTICIPATE IN AN INTERVIEW.

#### RESEARCH TITLE: **EXPERIENCES IN A REHABILITATION PROGRAMME: CASE STUDIES OF JUVENILE OFFENDERS IN A CORRECTIONAL SCHOOL IN VIETNAM**

*(Please read each sentence carefully)*

I have read the Information Sheet which has been explained to me and have understood the information of this research project. I have had an opportunity to ask questions and all of my questions have been answered to my satisfaction.

#### **I understand that**

- My participation is voluntary and I may withdraw myself (or any information I have provided) from this project before 1<sup>st</sup> November 2016 without having to give reasons and any information I provided would be destroyed.
- This research project has got the permission from the Ministry of Public Security and the leader of the correctional school as well as ethical approval from Victoria University of Wellington Human Ethics Committee, New Zealand.
- The interviews will be recorded on paper and in a digital recorder and transcribed.
- I will have the right to listen to the tapes and read notes and transcripts and make changes or amendments to the data gathered from the interviews with me.
- Any information I provide during the interviews will be kept confidential to the researcher and her supervisors and reported in a way which would not identify me. However, I am aware that there is a small chance of myself being recognised by those familiar with the system;
- The information I provide will be used for this research project and may be presented for publication or at a conference and the published results will use a pseudonym instead of my name.
- I may refuse to answer any questions without having to give reasons.
- The information obtained will be securely stored and destroyed in December 2022.

### **Agreement**

I have read this letter, understand the project and agree to participate in this research project.

Signed.....

Name of Participant.....

Date.....

I wish to receive a copy of the research summary. This will not be available until late 2019

☐ Yes. Please provide your email address: .....

☐ No

**APPENDIX 4****VĂN BẢN ĐỒNG Ý THAM GIA PHÒNG VẤN CỦA LÃNH ĐẠO.****TÊN ĐỀ TÀI: NHỮNG TRẢI NGHIỆM TRONG MỘT CHƯƠNG TRÌNH TÁI HÒA NHẬP:  
NGHIÊN CỨU CÁC TRƯỜNG HỢP NGƯỜI CHƯA THÀNH NIÊN PHẠM TỘI Ở TRƯỜNG  
GIÁO DƯỠNG Ở VIỆT NAM**

*(Please read each sentence carefully)*

Tôi đã đọc và có tài liệu giải thích về nghiên cứu này. Tôi hiểu các thông tin về nghiên cứu này. Tôi cũng có cơ hội hỏi và các câu hỏi của tôi đã được trả lời thỏa đáng.

**Tôi hiểu rằng:**

- Sự tham gia của tôi là tình nguyện và tôi có thể rút khỏi dự án này (cũng như rút các thông tin mà tôi đã cung cấp) trước ngày 1 tháng 11 năm 2016 mà không phải đưa ra bất cứ lí do gì và thông tin tôi đã cung cấp sẽ được hủy bỏ.
- Nghiên cứu này đã được sự đồng ý của Bộ Công An và lãnh đạo trường giáo dưỡng cũng như Hội đồng Đạo đức Con người của trường Đại học Victoria ở Wellington, Niu Di Lân.
- Các cuộc phỏng vấn sẽ được ghi lại trên giấy và máy ghi âm và sau đó được sao chép.
- Tôi sẽ có quyền nghe băng ghi âm và đọc các ghi chép, sao chép và thay đổi các thông tin thu được từ các cuộc phỏng vấn với tôi.
- Bất cứ thông tin nào tôi cung cấp trong các cuộc phỏng vấn sẽ được giữ bí mật bởi người nghiên cứu và người hướng dẫn cô ấy và được báo cáo theo cách mà sẽ không nhận dạng ra tôi. Tuy nhiên tôi có thể được nhận ra bởi sự tương đồng;
- Thông tin tôi cung cấp sẽ được dùng cho nghiên cứu này và có thể được trình chiếu trong các hội thảo và được dùng cho các ấn bản và các ấn bản sẽ dùng biệt danh thay vì tên tôi.
- Tôi có thể từ chối trả lời bất cứ câu hỏi nào mà không phải đưa ra lí do.
- Thông tin có được sẽ được cất giữ an toàn và được hủy bỏ vào tháng 12 năm 2022.

**Đồng ý**

Tôi đã đọc văn bản này và hiểu về nghiên cứu này và đồng ý tham gia nghiên cứu này.

Chữ ký.....

Tên người tham .....  
.....

Ngày.....

Tôi mong muốn nhận được bản tóm tắt của nghiên cứu. Nghiên cứu này sẽ được hoàn thành vào cuối năm 2019.

☐ Có. Xin hãy cung cấp địa chỉ email: ☐ Không

.....



## APPENDIX 5

### INFORMATION SHEET FOR TEACHERS

RESEARCH TITLE: **EXPERIENCES IN A REHABILITATION PROGRAMME: CASE STUDIES OF JUVENILE OFFENDERS IN A CORRECTIONAL SCHOOL IN VIETNAM**  
RESEARCHER: **DO THI THU HA**

*(This letter was translated into Vietnamese and sent to the teachers)*

Thank you for your interest in this research project. Please read the information carefully before making a decision whether to take part in this project or not.

**1. Information about the researcher and this research project:**

I am Do Thi Thu Ha- a PhD student at School of Education at Victoria University of Wellington, New Zealand. I am also a lecturer at Vietnam Youth Academy, where I teach English grammar and do research on youth. I am at present completing a PhD research under supervision of Dr. Barrie Gordon and Dr. Stephanie Doyle- Senior lecturers of Victoria University of Wellington, New Zealand.

I would like you to participate in this research project. This project aims to explore young people's experiences and perceptions of a rehabilitation programme within a correctional school in Vietnam. This project will give students an opportunity to talk about their experiences in the correctional school. It will also share your perception of students' experiences and of the rehabilitation programme including its curriculum and delivery.

This project has been approved by the Human Ethics Committee (HEC) of Victoria University of Wellington, New Zealand with approval number 23186.

**2. Your role in this project:**

If you agree to take part in my research project, I will:

- Meet you and interview you about your perspectives of the students' experiences for approximately 45 minutes;
- Observe you and young people during your lessons in your classroom;
- Record our interviews on paper and in a digital recorder;
- Translate your words into English when quoting them in my thesis (If necessary);
- Use the information you provide for this research project and maybe for presentations for publication or at a conference;

- Invite students from your classroom to participate in this research project;
- Seek your consent for me to be in your classroom and to interview your students;
- Seek your assistance in giving information about this research project to young people's parents.

**3. Your right in this project:**

- You can stop the interview at any time without giving a reason;
- You can withdraw from the study at any stage before 1<sup>st</sup> November 2016 and the data you provide will be destroyed;
- You can refuse to answer any questions;
- You can choose any pseudonym for me to use;
- You can read all transcripts and notes of your interviews and make changes or amendments to them;
- You can ask me to turn off the recorder at any time during the interviews.

**4. For your safety and your confidentiality:**

- I will not use your name and a pseudonym will be used instead;
- Any information that would identify you will not be given out in my thesis or in any publications;
- Only my supervisors and I will read the notes and transcript of interviews and observations and listen to the tapes;
- All recordings and transcripts and notes will be kept secured and will be destroyed in December 2022.

If you have any questions, please contact me or my supervisors any time.

**Do Thi Thu Ha**

**PhD student**

School of Education, Faculty of Education,  
Victoria University of Wellington, New  
Zealand

Email: [Ha.Do@vuw.ac.nz](mailto:Ha.Do@vuw.ac.nz)

**Dr. Barrie Gordon**

**Senior Lecturer**

Email: [Barrie.Gordon@vuw.ac.nz](mailto:Barrie.Gordon@vuw.ac.nz)

**Dr. Stephanie Doyle**

**Senior Lecturer**

Email: [Stephanie.Doyle@vuw.ac.nz](mailto:Stephanie.Doyle@vuw.ac.nz)

School of Education, Faculty of Education,  
Victoria University of Wellington, New  
Zealand

If you have any questions about the ethics of this research, please contact the HEC  
Convener Associate Professor Susan Corbett, email: [susan.corbett@vuw.ac.nz](mailto:susan.corbett@vuw.ac.nz),  
telephone: +64-4-5635480.

**Thank you very much**

## APPENDIX 5

### THÔNG TIN CHO GIÁO VIÊN

#### TÊN ĐỀ TÀI: NHỮNG TRẢI NGHIỆM TRONG MỘT CHƯƠNG TRÌNH TÁI HÒA NHẬP: NGHIÊN CỨU CÁC TRƯỜNG HỢP NGƯỜI CHƯA THÀNH NIÊN VI PHẠM PHÁP LUẬT Ở TRƯỜNG GIÁO DƯỠNG Ở VIỆT NAM

NGƯỜI NGHIÊN CỨU: ĐỖ THỊ THU HÀ

*(Văn bản này được gửi cho giáo viên)*

Cảm ơn sự quan tâm của bạn với đề tài thử nghiệm này. Xin hãy đọc các thông tin về thử nghiệm trước khi bạn quyết định có tham gia thử nghiệm này hay không.

#### 1. Thông tin về người nghiên cứu và đề tài nghiên cứu:

Tôi là Đỗ Thị Thu Hà – Nghiên cứu sinh tại trường Giáo Dục thuộc Đại học Victoria ở Wellington, Niu Di Lân. Tôi cũng là giảng viên của Học viện Thanh thiếu niên Việt Nam nơi tôi dạy tiếng Anh và làm đề tài nghiên cứu liên quan tới thanh niên. Tôi hiện nay đang thực hiện 1 đề tài nghiên cứu dưới sự hướng dẫn của Tiến sĩ Barie Gordon và Tiến sĩ Stephanie Doyle là những giảng viên chính của Đại học Victoria ở Wellington, Niu Di Lân.

Tôi trân trọng mời anh/ chị tham gia vào nghiên cứu này. Mục đích của dự án là tìm hiểu trải nghiệm của học sinh và quan điểm của họ về chương trình tái hòa nhập trong trường giáo dưỡng ở Việt Nam. Nghiên cứu này tạo cho học sinh cơ hội nói về những trải nghiệm của mình trong trường giáo dưỡng. Nghiên cứu cũng muốn chia sẻ những ý kiến của anh/chị về trải nghiệm của học sinh và chương trình tái hòa nhập bao gồm cả nội dung chương trình và cách thức thực hiện.

Nghiên cứu này đã được công nhận bởi Ban Đạo Đức Con Người của trường đại học Victoria, Niu Di Lân với số mã số 23186.

#### 2. Vai trò của bạn trong nghiên cứu này:

Nếu anh/chị đồng ý tham gia nghiên cứu của tôi, tôi sẽ:

- Gặp và phỏng vấn anh/chị về quan điểm của anh/chị về trải nghiệm của học sinh trong trường trong khoảng 45 phút;
- Quan sát anh/chị và học sinh của anh/chị trong giờ học trong lớp của anh/chị;
- Ghi chép nội dung cuộc phỏng vấn vào giấy và máy ghi âm;
- Dịch các câu nói của anh/chị sang tiếng Anh khi trích dẫn trong luận án (nếu cần);

- Sử dụng các thông tin anh/chị cung cấp cho nghiên cứu này và có thể dùng cho các buổi thuyết trình ở các hội nghị và trên các ấn phẩm;
- Mời học sinh trong lớp của anh/chị tham gia vào nghiên cứu này;
- Được sự đồng ý của anh/chị cho tôi ở trong lớp của anh/chị và phỏng vấn học sinh của anh/chị;
- Được sự hỗ trợ của anh chị trong việc chuyển thông tin về nghiên cứu này tới cha mẹ học sinh.

### **3. Quyền của anh/chị trong nghiên cứu này:**

- Anh/chị có thể dừng phỏng vấn bất cứ lúc nào mà không phải đưa ra lí do;
- Anh/chị có thể rút khỏi nghiên cứu này bất cứ lúc nào trước ngày 1 tháng 11 năm 2016 và mọi thông tin bạn cung cấp sẽ bị hủy bỏ;
- Anh/chị có thể từ chối trả lời bất cứ câu hỏi nào;
- Anh/chị có thể chọn bất cứ biệt danh nào cho tôi để dùng;
- Anh/chị có thể đọc tất cả những bản ghi chép và sao chép trong cuộc phỏng vấn và thay đổi nó;
- Anh/chị có thể đề nghị tôi tắt máy ghi âm bất cứ lúc nào trong khi phỏng vấn.

### **4. Để đảm bảo an toàn và bí mật cho anh/chị:**

- Tôi sẽ không sử dụng tên anh/chị và thay vào đó biệt danh sẽ được dùng;
- Bất cứ thông tin nào mà sẽ nhận dạng ra anh/chị sẽ không được viết trong luận án và trong bất cứ ấn bản nào;
- Chỉ có tôi và người hướng dẫn sẽ đọc các ghi chép và sao chép của phỏng vấn và quan sát cũng như nghe băng ghi âm;
- Tất cả ghi âm và ghi chép sẽ được giữ ở nơi an toàn và sẽ được hủy bỏ vào tháng 12 năm 2022

Nếu anh/chị có bất cứ câu hỏi gì, xin hãy liên lạc với tôi hoặc người hướng dẫn của tôi bất cứ lúc nào.

**Đỗ Thị Thu Hà**

**Nghiên cứu sinh**

Trường Giáo Dục, Khoa Giáo Dục, Đại học  
Victoria ở Wellington, Niu Di Lâm.Email:

[Ha.Do@vuw.ac.nz](mailto:Ha.Do@vuw.ac.nz)

**Tiến sĩ. Barrie Gordon**

**Giảng viên chính**

Email: [Barrie.Gordon@vuw.ac.nz](mailto:Barrie.Gordon@vuw.ac.nz)

**Tiến sĩ Stephanie Doyle**

**Giảng viên chính**

Email: [Stephanie.Doyle@vuw.ac.nz](mailto:Stephanie.Doyle@vuw.ac.nz)

Trường Giáo Dục, Khoa Giáo Dục, Đại học  
Victoria ở Wellington, Niu Di Lâm.

Nếu anh/chị có bất câu hỏi gì về đạo đức nghiên cứu, xin hãy liên lạc với người phụ trách của Hội Đồng Đạo Đức Con Người: Phó Giáo Sư Susan Corbett, email: [susan.corbett@vuw.ac.nz](mailto:susan.corbett@vuw.ac.nz), điện thoại: +64-4-5635480.

**Xin chân thành cảm ơn**

## APPENDIX 6

### CONSENT OF TEACHERS TO PARTICIPATE IN THE RESEARCH.

#### RESEARCH TITLE: **EXPERIENCES IN A REHABILITATION PROGRAMME: CASE STUDIES OF JUVENILE OFFENDERS IN A CORRECTIONAL SCHOOL IN VIETNAM**

*(Please read each sentence carefully)*

I have read the Information Sheet, which has been explained to me, and have understood the information of this research project. I have had an opportunity to ask questions and all of my questions have been answered to my satisfaction.

#### **I understand that**

- My participation is voluntary and I may withdraw myself (or any information I have provided) from this project before 1<sup>st</sup> November 2016 without having to give reasons and any information I provided would be destroyed.
- This research project has got the permission from the Ministry of Public Security and the leader of the correctional school as well as ethical approval from Victoria University of Wellington Human Ethics Committee, New Zealand.
- The interviews will be recorded on paper and in a digital recorder and transcribed.
- I will have the right to listen to the tapes and read notes and transcripts and make changes or amendments to the data gathered from the interviews with me.
- Any information I provide during the interviews will be kept confidential to the researcher and her supervisors and reported in a way which would not identify me.
- The information I provide will be used for this research project and may be presented for publication or at a conference and the published results will use a pseudonym instead of my name.
- I may refuse to answer any questions without having to give reasons.
- The researcher will only observe students during my class time.
- The information obtained will be securely stored and destroyed in December 2022.

### **Agreement**

I have read this letter, understand the project and agree to participate in this research project.

Signed.....

Name of Participant.....

Date.....

I wish to receive a copy of the research summary. This will not be available until late 2019

☐ Yes. Please provide your email address: .....

☐ No

## APPENDIX 6

### VĂN BẢN ĐỒNG Ý THAM GIA NGHIÊN CỨU CỦA GIÁO VIÊN TÊN ĐỀ TÀI: NHỮNG TRẢI NGHIỆM TRONG MỘT CHƯƠNG TRÌNH TÁI HÒA NHẬP: NGHIÊN CỨU CÁC TRƯỜNG HỢP NGƯỜI CHƯA THÀNH NIÊN PHẠM TỘI Ở TRƯỜNG GIÁO DƯỠNG Ở VIỆT NAM

*(Xin hãy đọc kỹ từng câu)*

Tôi đã đọc và có tài liệu giải thích về nghiên cứu này. Tôi hiểu các thông tin về nghiên cứu này. Tôi cũng có cơ hội hỏi và các câu hỏi của tôi đã được trả lời thỏa đáng.

#### **Tôi hiểu rằng:**

- Sự tham gia của tôi là tình nguyện và tôi có thể rút khỏi dự án này (cũng như rút các thông tin mà tôi đã cung cấp) trước ngày 1 tháng 11 năm 2016 mà không phải đưa ra bất cứ lí do gì và thông tin tôi đã cung cấp sẽ được hủy bỏ.
- Nghiên cứu này đã được sự đồng ý của Bộ Công An và lãnh đạo trường giáo dưỡng cũng như Hội đồng Đạo đức Con người của trường Đại học Victoria ở Wellington, Niu Di Lân.
- Các cuộc phỏng vấn sẽ được ghi lại trên giấy và máy ghi âm và sau đó được sao chép.
- Tôi sẽ có quyền nghe băng ghi âm và đọc các ghi chép, sao chép và thay đổi các thông tin thu được từ các cuộc phỏng vấn với tôi.
- Bất cứ thông tin nào tôi cung cấp trong các cuộc phỏng vấn sẽ được giữ bí mật bởi người nghiên cứu và người hướng dẫn cô ấy và được báo cáo theo cách mà sẽ không nhận dạng ra tôi.
- Thông tin tôi cung cấp sẽ được dùng cho nghiên cứu này và có thể được trình chiếu trong các hội thảo và được dùng cho các ấn bản và các ấn bản sẽ dùng biệt danh thay vì tên tôi.
- Tôi có thể từ chối trả lời bất cứ câu hỏi nào mà không phải đưa ra lí do.
- Người nghiên cứu sẽ quan sát các học sinh trong giờ dạy của tôi và sự xuất hiện của cô ấy sẽ không ảnh hưởng đến việc dạy của tôi.
- Thông tin có được sẽ được cất giữ an toàn và được hủy bỏ vào tháng 12 năm 2022.



**Đồng ý**

Tôi đã đọc văn bản này và hiểu về nghiên cứu này và đồng ý tham gia nghiên cứu này.

Chữ ký.....

Tên người tham .....

Ngày.....

Tôi mong muốn nhận được bản tóm tắt của nghiên cứu. Nghiên cứu này sẽ được hoàn thành vào cuối năm 2019.

☐ Có. Xin hãy cung cấp địa chỉ email: ☐ Không

.....

## APPENDIX 7

### INFORMATION SHEET FOR YOUNG PEOPLE

RESEARCH TITLE: **EXPERIENCES IN A REHABILITATION PROGRAMME: CASE STUDIES OF JUVENILE OFFENDERS IN A CORRECTIONAL SCHOOL IN VIETNAM**  
RESEARCHER: **DO THI THU HA**

*(This letter was translated into Vietnamese and read out to and checked for understanding with young people)*

Thank you for your interest in this research project. Please listen to the information carefully before making a decision whether to take part in this project or not.

#### **1. Information about the researcher and this research project:**

I am Do Thi Thu Ha- a PhD student at School of Education at Victoria University of Wellington, New Zealand. I am also a lecturer at Vietnam Youth Academy, where I teach English grammar and do research on youth. I am at present completing a PhD research under supervision of Dr. Barrie Gordon and Dr. Stephanie Doyle- Senior lecturers of Victoria University of Wellington, New Zealand.

I would like you to participate in this research project. This project aims to explore young people's experiences and perceptions of a rehabilitation programme within a correctional school in Vietnam. This project will give you an opportunity to talk about your experiences in the correctional school.

This project has been approved by the Human Ethics Committee (HEC) of Victoria University of Wellington, New Zealand with approval number 23186.

#### **2. Your role in this project:**

If you agree to take part in my research project, I will:

- Meet you and ask you to share your stories about your daily life and feelings as well as experiences in the correctional school;
- Observe you during lessons and activities
- Interview you for approximately 45 minutes after class several times;
- Record our interviews on paper and in a digital recorder;
- Translate your words into English when quoting them in my thesis (If necessary);
- Use the information you provide for this research project and maybe for presentations for publication or at a conference;

- Access your recorded files saved at the correctional school.

### **3. Your right in this project:**

- You can choose from the various options for the time and place of the interview, the most suitable one as agreed to by school, will be used;
- You can stop the interview at any time without giving a reason;
- You can withdraw from the study at any stage before 1<sup>st</sup> November 2016 and the data you provide will be destroyed;
- You can refuse to answer any questions;
- You can have a support person of your choice in the room with us;
- You can choose any pseudonym for me to use;
- You can read all transcripts and notes of your interviews and make changes or amendments to them.
- You can ask me to turn off the recorder at any time during the interview.

### **4. For your safety and your confidentiality:**

- I will not use your name and a pseudonym will be used instead;
- Any information that would identify you will not be published in my thesis or in any publications;
- Only my supervisors and I will read the notes and transcript of interviews and observations and listen to the tapes;
- All recordings and transcripts and notes will be kept secured and will be destroyed in December 2022.

If you have any questions, please contact me or my supervisors any time.

Do Thi Thu Ha

Email: [Ha.Do@vuw.ac.nz](mailto:Ha.Do@vuw.ac.nz)

**Dr. Barrie Gordon**

**Senior Lecturer**

Email: [Barrie.Gordon@vuw.ac.nz](mailto:Barrie.Gordon@vuw.ac.nz)

**Dr. Stephanie Doyle**

**Senior Lecturer**

Email: [Stephanie.Doyle@vuw.ac.nz](mailto:Stephanie.Doyle@vuw.ac.nz)

School of Education, Faculty of  
Education, Victoria University of  
Wellington, New Zealand

If you have any questions about the ethics of this research, please contact the HEC  
Convener Associate Professor Susan Corbett, email: [susan.corbett@vuw.ac.nz](mailto:susan.corbett@vuw.ac.nz),  
telephone: +64-4-5635480.

**Thank you very much**

## APPENDIX 7

### THÔNG TIN CHO HỌC SINH

#### TÊN ĐỀ TÀI: NHỮNG TRẢI NGHIỆM TRONG MỘT CHƯƠNG TRÌNH TÁI HÒA NHẬP: NGHIÊN CỨU CÁC TRƯỜNG HỢP NGƯỜI CHƯA THÀNH NIÊN VI PHẠM PHÁP LUẬT Ở TRƯỜNG GIÁO DƯỠNG Ở VIỆT NAM

NGƯỜI NGHIÊN CỨU: ĐỖ THỊ THU HÀ

*(Văn bản này sẽ được đọc và kiểm tra việc hiểu văn bản của học sinh)*

Cám ơn sự quan tâm của bạn với nghiên cứu này. Xin hãy đọc các thông tin về thử nghiệm trước khi bạn quyết định có tham gia nghiên cứu này hay không.

#### 1. Thông tin về người nghiên cứu và đề tài nghiên cứu:

Tôi là Đỗ Thị Thu Hà – Nghiên cứu sinh tại trường Giáo Dục thuộc Đại học Victoria ở Wellington, Niu Di Lân. Tôi cũng là giảng viên của Học viện Thanh thiếu niên Việt Nam nơi tôi dạy tiếng Anh và làm đề tài nghiên cứu liên quan tới thanh niên. Tôi hiện nay đang thực hiện 1 đề tài nghiên cứu dưới sự hướng dẫn của Tiến sĩ Barie Gordon và Tiến sĩ Stephanie Doyle là những giảng viên chính của Đại học Victoria ở Wellington, Niu Di Lân.

Tôi trân trọng mời bạn tham gia vào dự án nghiên cứu này. Mục đích của dự án là tìm hiểu trải nghiệm của học sinh và quan điểm của họ về chương trình tái hòa nhập trong trường giáo dưỡng ở Việt Nam. Nghiên cứu này tạo cho bạn cơ hội nói về những trải nghiệm của mình trong trường giáo dưỡng.

Nghiên cứu này đã được công nhận bởi Ban Đạo Đức Con Người của trường đại học Victoria, Niu Di Lân với số mã số 23186.

#### 2. Vai trò của bạn trong nghiên cứu này:

Nếu bạn đồng ý tham gia nghiên cứu của tôi, tôi sẽ:

- Gặp bạn và mong muốn bạn chia sẻ các câu chuyện về cuộc sống hàng ngày, những tâm tư tình cảm cũng như những trải nghiệm trong trường giáo dưỡng với tôi;
- Quan sát bạn trong các giờ học và các hoạt động;
- Phỏng vấn bạn vài lần khoảng 45 phút sau giờ học;
- Ghi chép các cuộc phỏng vấn của chúng ta trên giấy và thiết bị ghi âm;
- Dịch các lời nói của bạn sang tiếng Anh khi trích dẫn trong luận văn của tôi (Nếu cần);
- Dùng các thông tin bạn cung cấp cho nghiên cứu này và có thể dùng cho các buổi thuyết trình ở các hội nghị và trên các ấn phẩm;

- Xem xét hồ sơ về bạn được lưu giữ trong trường giáo dưỡng;

### **3. Quyền của bạn trong nghiên cứu này:**

- Bạn có thể chọn thời gian và địa điểm phỏng vấn mà được sự đồng ý của nhà trường;
- Bạn có thể dừng phỏng vấn bất cứ lúc nào mà không phải đưa ra lí do;
- Bạn có thể rút khỏi nghiên cứu này bất cứ lúc nào trước ngày 1 tháng 11 năm 2016 và mọi thông tin bạn cung cấp sẽ bị hủy bỏ;
- Bạn có thể từ chối trả lời bất cứ câu hỏi nào;
- Bạn có thể có người hỗ trợ theo ý bạn ở trong phòng với chúng ta;
- Bạn có thể chọn bất cứ biệt danh nào cho tôi để dùng;
- Bạn có thể đọc tất cả những bản ghi chép và sao chép trong cuộc phỏng vấn và thay đổi nó;
- Bạn có thể đề nghị tôi tắt máy ghi âm bất cứ lúc nào trong khi phỏng vấn.

### **4. Để đảm bảo an toàn và bí mật cho bạn:**

- Tôi sẽ không sử dụng tên bạn và thay vào đó biệt danh sẽ được dùng;
- Bất cứ thông tin nào mà sẽ nhận dạng ra bạn sẽ không được viết trong luận án và trong bất cứ ấn bản nào;
- Chỉ có tôi và người hướng dẫn sẽ đọc các ghi chép và sao chép của phỏng vấn và quan sát cũng như nghe băng ghi âm;
- Tất cả ghi âm và ghi chép sẽ được giữ ở nơi an toàn và sẽ được hủy bỏ vào tháng 12 năm 2022

Nếu bạn có bất cứ câu hỏi gì, xin hãy liên lạc với tôi hoặc người hướng dẫn của tôi bất cứ lúc nào.

**Đỗ Thị Thu Hà**

**Nghiên cứu sinh**

Trường Giáo Dục, Khoa Giáo Dục, Đại học Victoria ở Wellington, Niu Di Lân.

Email: [Ha.Do@vuw.ac.nz](mailto:Ha.Do@vuw.ac.nz)

**Tiến sĩ. Barrie Gordon**

**Giảng viên chính**

Email: [Barrie.Gordon@vuw.ac.nz](mailto:Barrie.Gordon@vuw.ac.nz)

**Tiến sĩ Stephanie Doyle**

**Giảng viên chính**

Email: [Stephanie.Doyle@vuw.ac.nz](mailto:Stephanie.Doyle@vuw.ac.nz)

Trường Giáo Dục, Khoa Giáo Dục, Đại học Victoria ở Wellington, Niu Di Lân.

Nếu bạn có bất cứ câu hỏi gì về đạo đức nghiên cứu, xin hãy liên lạc với người phụ trách của Hội Đồng Đạo Đức Con Người: Phó Giáo Sư Susan Corbett, email:

[susan.corbett@vuw.ac.nz](mailto:susan.corbett@vuw.ac.nz), điện thoại: +64-4-5635480.

**Xin chân thành cảm ơn**

## APPENDIX 8

### CONSENT OF YOUNG PEOPLE TO PARTICIPATE IN THE RESEARCH.

#### RESEARCH TITLE: **EXPERIENCES IN A REHABILITATION PROGRAMME: CASE STUDIES OF JUVENILE OFFENDERS IN A CORRECTIONAL SCHOOL IN VIETNAM**

*(This consent form was translated into Vietnamese and read out to and checked for understanding with the students)*

I have read and had the Information Sheet, which has been explained to me, and I have understood the information of this research project. I have had an opportunity to ask questions and all of my questions have been answered to my satisfaction.

#### **I understand that**

- My participation is voluntary and I may withdraw myself (or any information I have provided) from this project before 1<sup>st</sup> November 2016 without having to give reasons and any information I provided would be destroyed.
- The interviews will be recorded on paper and in a digital recorder and then transcribed.
- I will have the right to listen to the tapes and read notes and transcripts and make changes or amendments to the data gathered from the interviews with me.
- My recorded file saved at the correctional school will be read by the researcher
- Any information I provide during the interviews will be kept confidential to the researcher and her supervisors and reported in a way which would not identify me.
- The information I provide will be used for this research project and may be presented for publication or at a conference and the published results will use a pseudonym instead of my name.
- I may refuse to answer any questions without having to give reasons.
- I may choose someone as a support person during the interviews.
- The information obtained will be securely stored and destroyed in December 2022.

**Agreement**

I have read this letter, understand the project and agree to participate in this research project.

Signed.....

Name of Participant.....

Date.....

I wish to receive a copy of the research summary. This will not be available until late 2019

☐ Yes. Please choose method of delivery:

☐ your home address or ☐ via your email address (Please provide your email address or your address: .....)

☐ No

**For the Legal Guardian of Young people under 16**

I .....the leader of the school, consent to.....  
who is under the legal guardianship of the school to take part in this research project.

Signed:.....

Date:.....

## APPENDIX 8

### VĂN BẢN ĐỒNG Ý THAM GIA NGHIÊN CỨU CỦA HỌC SINH

#### TÊN ĐỀ TÀI: NHỮNG TRẢI NGHIỆM TRONG MỘT CHƯƠNG TRÌNH TÁI HÒA NHẬP: NGHIÊN CỨU CÁC TRƯỜNG HỢP NGƯỜI CHƯA THÀNH NIÊN PHẠM TỘI Ở TRƯỜNG GIÁO DƯỠNG Ở VIỆT NAM

*(Văn bản này được đọc và kiểm tra việc hiểu thông tin trong văn bản với học sinh)*

Tôi đã đọc và có tài liệu giải thích về nghiên cứu này. Tôi hiểu các thông tin về nghiên cứu này. Tôi cũng có cơ hội hỏi và các câu hỏi của tôi đã được trả lời thỏa đáng.

#### Tôi hiểu rằng:

- Sự tham gia của tôi là tình nguyện và tôi có thể rút khỏi dự án này (cũng như rút các thông tin mà tôi đã cung cấp) trước ngày 1 tháng 11 năm 2016 mà không phải đưa ra bất cứ lí do gì và thông tin tôi đã cung cấp sẽ được hủy bỏ.
- Các cuộc phỏng vấn sẽ được ghi lại trên giấy và máy ghi âm và sau đó được sao chép.
- Tôi sẽ có quyền nghe băng ghi âm và đọc các ghi chép, sao chép và thay đổi các thông tin thu được từ các cuộc phỏng vấn với tôi.
- Hồ sơ của tôi được lưu trữ tại trường giáo dưỡng sẽ được đọc bởi người nghiên cứu.
- Bất cứ thông tin nào tôi cung cấp trong các cuộc phỏng vấn sẽ được giữ bí mật bởi người nghiên cứu và người hướng dẫn cô ấy và được báo cáo theo cách mà sẽ không nhận dạng ra tôi.
- Thông tin tôi cung cấp sẽ được dùng cho nghiên cứu này và có thể được trình chiếu trong các hội thảo và được dùng cho các ấn bản và các ấn bản sẽ dùng biệt danh thay vì tên tôi.
- Tôi có thể từ chối trả lời bất cứ câu hỏi nào mà không phải đưa ra lí do.
- Tôi có thể chọn ai đó làm người hỗ trợ trong các cuộc phỏng vấn.
- Thông tin có được sẽ được cất giữ an toàn và được hủy bỏ vào tháng 12 năm 2022.



## Đồng ý

Tôi đã đọc văn bản này và hiểu về nghiên cứu này và đồng ý tham gia nghiên cứu này.

Chữ ký.....

Tên người tham .....  
Ngày.....

Tôi mong muốn nhận được bản tóm tắt của nghiên cứu. Nghiên cứu này sẽ được hoàn thành vào cuối năm 2019.

☐ Có. Xin hãy chọn phương án gửi: ☐ Không

☐ địa chỉ nhà bạn or ☐ qua địa chỉ email (Xin hãy cung cấp địa chỉ email hoặc địa chỉ nhà:.....)

## APPENDIX 9

### INFORMATION SHEET FOR YOUNG PEOPLE'S PARENTS

RESEARCH TITLE: **EXPERIENCES IN A REHABILITATION PROGRAMME: CASE STUDIES OF JUVENILE OFFENDERS IN A CORRECTIONAL SCHOOL IN VIETNAM**  
RESEARCHER: **DO THI THU HA**

*(This letter was translated into Vietnamese and sent to the students' parents)*

Thank you for your interest in this research project. Please read the information carefully

#### **1. Information about the researcher and this research project:**

I am Do Thi Thu Ha- a PhD student at School of Education at Victoria University of Wellington, New Zealand. I am also a lecturer at Vietnam Youth Academy, where I teach English grammar and do research on youth. I am at present completing a PhD research under supervision of Dr. Barrie Gordon and Dr. Stephanie Doyle- senior lecturers of Victoria University of Wellington, New Zealand.

I would like your child to participate in this research project. This project aims to explore young people's experiences and perceptions of a rehabilitation programme within a correctional school in Vietnam. This project will give your child an opportunity to talk about their experiences in the correctional school.

This project has been approved by the Human Ethics Committee (HEC) of Victoria University of Wellington, New Zealand with approval number 23186.

#### **2. Your child's role in this project:**

If your child agrees to take part in my research project, I will:

- Meet them and ask them to share their stories about their daily life and feelings as well as experiences in the correctional school with me;
- Observe them during lessons and activities
- Interview them for approximately 45 minutes after class
- Record our interviews on paper and in a digital recorder
- Use the information they provide for this research project and maybe for presentations for publication or at a conference;
- Access their recorded files saved at the correctional school.

#### **3. Your child's right in this project:**

- They can stop interview at any time without giving a reason;
- They can withdraw from the study at any stage before 1<sup>st</sup> November 2016 and all information they provide will be destroyed;

- They can refuse to answer any questions;
- They can choose any pseudonym for me to use;
- They can read all transcripts and notes of your interviews and make changes or amendments to them;
- They can ask me to turn off the recorder at any time during the interviews.
- You can have a support person of your choice in the room with us;

**4. Your rights in this project:**

- You can refuse for your child to take part in this research (Please contact me by email before September 2016)

**5. For your child's safety and confidentiality:**

- I will not use your child's name and a pseudonym will be used instead;
- Any information that would identify your child will not be given out in my thesis or in any publications;
- Only my supervisors and I will read the notes and transcript of interviews and observations and listen to the tapes;
- All recordings and transcripts and notes will be kept secured and will be destroyed in December 2022.

If you have any questions, please contact me or my supervisors any time.

**Do Thi Thu Ha**

**PhD student**

School of Education, Faculty of Education,  
Victoria University of Wellington, New  
Zealand

Email: [Ha.Do@vuw.ac.nz](mailto:Ha.Do@vuw.ac.nz)

**Dr. Barrie Gordon**

**Senior Lecturer**

Email: [Barrie.Gordon@vuw.ac.nz](mailto:Barrie.Gordon@vuw.ac.nz)

**Dr. Stephanie Doyle**

**Senior Lecturer**

Email: [Stephanie.Doyle@vuw.ac.nz](mailto:Stephanie.Doyle@vuw.ac.nz)

School of Education, Faculty of Education,  
Victoria University of Wellington, New  
Zealand

If you have any questions about the ethics of this research, please contact the HEC  
Convener Associate Professor Susan Corbett, email: [susan.corbett@vuw.ac.nz](mailto:susan.corbett@vuw.ac.nz),  
telephone: +64-4-5635480.

**Thank you very much**

## APPENDIX 9

### THÔNG TIN CHO CHA MẸ HỌC SINH

#### TÊN ĐỀ TÀI: NHỮNG TRẢI NGHIỆM TRONG MỘT CHƯƠNG TRÌNH TÁI HÒA NHẬP: NGHIÊN CỨU CÁC TRƯỜNG HỢP NGƯỜI CHƯA THÀNH NIÊN VI PHẠM PHÁP LUẬT Ở TRƯỜNG GIÁO DƯỠNG Ở VIỆT NAM

NGƯỜI NGHIÊN CỨU: ĐỖ THỊ THU HÀ

Cám ơn sự quan tâm của bạn với nghiên cứu này. Xin hãy đọc các thông tin về thử nghiệm trước khi bạn quyết định có tham gia nghiên cứu này hay không.

#### 1. *Thông tin về người nghiên cứu và đề tài nghiên cứu:*

Tôi là Đỗ Thị Thu Hà – Nghiên cứu sinh tại trường Giáo Dục thuộc Đại học Victoria ở Wellington, Niu Di Lân. Tôi cũng là giảng viên của Học viện Thanh thiếu niên Việt Nam nơi tôi dạy tiếng Anh và làm đề tài nghiên cứu liên quan tới thanh niên. Tôi hiện nay đang thực hiện 1 đề tài nghiên cứu dưới sự hướng dẫn của Tiến sĩ Barie Gordon và Tiến sĩ Stephanie Doyle là những giảng viên chính của Đại học Victoria ở Wellington, Niu Di Lân.

Tôi trân trọng mời con của anh/chị tham gia vào dự án nghiên cứu này. Mục đích của dự án là tìm hiểu trải nghiệm của học sinh và quan điểm của họ về chương trình tái hòa nhập trong trường giáo dưỡng ở Việt Nam. Nghiên cứu này tạo cho con của anh/chị cơ hội nói về những trải nghiệm của mình trong trường giáo dưỡng. Nghiên cứu này đã được công nhận bởi Ban Đạo Đức Con Người của trường đại học Victoria, Niu Di Lân với số mã số 23186.

#### 2. *Vai trò của con của anh/chị trong nghiên cứu này:*

Nếu con anh/chị đồng ý tham gia nghiên cứu của tôi, tôi sẽ:

- Gặp con anh/chị và mong muốn họ chia sẻ các câu chuyện về cuộc sống hàng ngày, những tâm tư tình cảm cũng như những trải nghiệm trong trường giáo dưỡng với tôi;
- Quan sát con anh/chị trong các giờ học và các hoạt động;
- Phỏng vấn con anh/chị vài lần khoảng 45 phút sau giờ học;
- Ghi chép các cuộc phỏng vấn của chúng tôi trên giấy và thiết bị ghi âm;
- Dùng các thông tin con anh/chị cung cấp cho nghiên cứu này và có thể dùng cho các buổi thuyết trình ở các hội nghị và trên các ấn phẩm;
- Xem xét hồ sơ về con anh/chị được lưu giữ trong trường giáo dưỡng;

#### 3. *Quyền của con của anh/chị trong nghiên cứu này:*

- Họ có thể dừng phỏng vấn bất cứ lúc nào mà không phải đưa ra lý do;
- Họ có thể rút khỏi nghiên cứu này bất cứ lúc nào trước ngày 1 tháng 11 năm 2016 và mọi thông tin họ cung cấp sẽ bị hủy bỏ;
- Họ có thể từ chối trả lời bất cứ câu hỏi nào;
- Họ có thể có người hỗ trợ theo ý bạn ở trong phòng với chúng ta;
- Họ có thể chọn bất cứ biệt danh nào cho tôi để dùng;
- Họ có thể đọc tất cả những bản ghi chép và sao chép trong cuộc phỏng vấn và thay đổi nó;
- Họ có thể đề nghị tôi tắt máy ghi âm bất cứ lúc nào trong khi phỏng vấn.
- Họ có thể có người hỗ trợ theo ý bạn ở trong phòng với chúng ta;

#### **4. Quyền của anh/chị trong nghiên cứu này:**

- Anh/chị có thể không đồng ý cho con anh/chị tham gia nghiên cứu này (Xin hãy liên hệ với tôi qua email trước tháng 9 năm 2016)

#### **5. Để đảm bảo an toàn và bí mật cho con của anh/chị:**

- Tôi sẽ không sử dụng tên con của anh/chị và thay vào đó biệt danh sẽ được dùng;
- Bất cứ thông tin nào mà sẽ nhận dạng ra con của anh/chị sẽ không được viết trong luận án và trong bất cứ ấn bản nào;
- Chỉ có tôi và người hướng dẫn sẽ đọc các ghi chép và sao chép của phỏng vấn và quan sát cũng như nghe băng ghi âm;
- Tất cả ghi âm và ghi chép sẽ được giữ ở nơi an toàn và sẽ được hủy bỏ vào tháng 12 năm 2022

Nếu bạn có bất cứ câu hỏi gì, xin hãy liên lạc với tôi hoặc người hướng dẫn của tôi bất cứ lúc nào.

**Đỗ Thị Thu Hà**

**Nghiên cứu sinh**

Trường Giáo Dục, Khoa Giáo Dục, Đại học Victoria ở Wellington, Niu Di Lân. Email:

[Ha.Do@vuw.ac.nz](mailto:Ha.Do@vuw.ac.nz)

**Tiến sĩ. Barrie Gordon**

**Giảng viên chính**

Email: [Barrie.Gordon@vuw.ac.nz](mailto:Barrie.Gordon@vuw.ac.nz)

**Tiến sĩ Stephanie Doyle**

**Giảng viên chính**

Email: [Stephanie.Doyle@vuw.ac.nz](mailto:Stephanie.Doyle@vuw.ac.nz)

Trường Giáo Dục, Khoa Giáo Dục, Đại học Victoria ở Wellington, Niu Di Lân.

Nếu anh/chị có bất cứ câu hỏi gì về đạo đức nghiên cứu, xin hãy liên lạc với người phụ trách của Hội Đồng Đạo Đức Con Người: Phó Giáo Sư Susan Corbett, email:

[susan.corbett@vuw.ac.nz](mailto:susan.corbett@vuw.ac.nz), điện thoại: +64-4-5635480.

**Xin chân thành cảm ơn**

## APPENDIX 10

### Observation protocol (Nhật ký quan sát):

Week (Tuần):

Participant Code (Mã số người tham gia):

Location (Địa điểm):

Observation Date (Ngày):

Beginning time (Thời gian bắt đầu):

Ending time (Thời gian kết thúc):

Classroom/ Community hall or playing ground (Phòng học/ sảnh/ sân chơi)	Student (Học sinh)	Teacher (Giáo viên)	Other students (Những học sinh khác)
1. Setting (Địa điểm) 2. Activities (Hoạt động) 3. Material used (Dụng cụ được sử dụng)	1. What is student doing? (Học sinh đang làm gì?) 2. How does the student interact with others and teacher? (Học sinh tương tác với các bạn và giáo viên như thế nào?)	1. What is the teacher doing? (Giáo viên đang làm gì?) 2. How does the student communicate with the teacher? (Học sinh có giao tiếp với giáo viên không?)	1. What are other students doing? (Các học sinh khác đang làm gì?) 2. How do they communicate with others? (Các học sinh khác có giao tiếp với nhau không?)

## **APPENDIX 11**

### **Narrative interview guide for young people**

All questions will be read out and all conversations between me and the young people will be digitally audio-recorded.

#### **Questions about students' background asked prior to interview:**

- *Tell me about yourself and your family:*
  - When is your birthday?
  - What is your hobby?
  - How many people are there in your family?
  - What are your parents' jobs?
  - Do you often keep contact with your parents?
  - How often do your family members visit you?
  - How long have you been in this school?
  - Why did you have to come here?

#### **General question:**

- *Please tell me about your experiences at this school?*

#### **Questioning phrase to guide interviewees back to parts of the narrative as further recall**

#### **Questions about school life:**

- *Tell me your feelings:*
  - How did you feel when you started to live in the school?
  - How do you feel now?
- *Tell me about living conditions and facilities for learning at the school:*
  - What are the living conditions like?
  - What are facilities for learning like at the school?

- Are you satisfied with the living conditions?
- *Tell me about teachers and managers:*
  - How do they behave to you?
  - What do you like about them?
  - What do you dislike about them?
  - Do you often meet and have a talk with leaders?
  - Would you go to meet staff to talk to when you had trouble?
  - How do staff treat you and other young people here?
  - What do you wish for from your teachers and leaders?
- *Tell me about other young people at the school:*
  - Who are your best friends at this school?
  - How do they have an impact on you?
  - What do you like best when you live and learn with others in this school?
  - What do you learn from them?
- *Tell me about programmes:*
  - How do you feel about education in this school?
  - What aspect of the programme do you like best?
  - Do you think the programme provides enough knowledge and skills for you?
  - What lessons do you like best?
  - What do you think about activities during lessons and during breaks as well as during evenings?
  - Do you have any plan to continue to study when you leave here?



- In what ways does the programme in this school help you to prepare for your life after release?
  - Do you think that the programme may be better if there were some changes? If yes, what would they be?
- *Tell me about difficulties you are coping with:*
- Do you have any difficulties while you are at this school? What are they?
  - Is violence, especially bullying, common here? If yes, what do you do when you are bullied and if you know someone is being bullied?
- *Tell me about motivations:*
- What motivates you to be engaged in the programme and school activities?
  - What motivates you to change yourself for the better?

## APPENDIX 12

### Semi-structured interview guide for teachers

- *Tell me about yourself:*

*Probe:*

- How long have you been working in the school?
- What subject do you teach?
- How much time do you often spend in the school?

- *Tell me about students*

*Probe:*

- How many young people are there in your class?
- How do young people take part in activities in the school?
- What do you think often motivates young people in the school take part in activities?
- What difficulties do you think most young people in the school have to cope with?

- *Tell me about programmes and school:*

*Probe:*

- What do you think about the current programmes?
- Do you think that programmes may be better if there were some changes? And if yes, what would they be?
- What difficulties do you have when you conduct the current programmes?
- What are your thoughts on the effectiveness of the current programmes?
- What do you think about the living conditions and learning facilities in the school now?
- Please give any other information you think crucial for this study

## APPENDIX 13

### Semi-structured interview guide for the leader

- *Tell me about yourself:*

*Probe:*

- How long have you been working in the educational school?
- How much time do you spend in the school?

- *Tell about school:*

*Probe:*

- How many young people are there in your school?
- How many reoffenders are there in your school?
- What do you think about the living conditions and learning facilities in the school now?

- *Tell me about programmes:*

*Probe:*

- What do you think about the current programmes?
- What difficulties do you have when you conduct the current programme?
- What are your thoughts on the effectiveness of the current programme?
- How do you think the current programme could be improved?

- *Tell me about young people:*

*Probe:*

- What do you think about young people in the school?
- What difficulties do you think most young people in the school have to cope with?
- What do you think often motivates young people to take part in activities?
- Please give any other information you think crucial for this study

#### APPENDIX 14 A: FINDINGS (THEMES) FROM CASE ANALYSIS (CASE -CHELSEA)

Example of transcripts	Codes	Categories	Themes (Findings)
<p>1. How did you feel when you arrived at this school?</p> <p><b>C:</b> When I arrived at the gate of this school, I thought It was a prison, so I was a bit worried and scared. But when I came here, I realised that students here were younger than me and smaller than me, therefore my worries disappeared, and I was no longer scared.</p> <p>2. Me: What were you scared of when you arrived at the gate?</p> <p><b>C:</b> I was scared of being hit by older students in the same room but when I came in, seeing younger students made my fear go away.</p>	Explaining the feelings when they first arrived at the correctional school	First feelings in the liminal period	Transition to the correctional school
<p>1. Me: Please tell me about difficulties when you just came in the school and difficulties you have to cope with now.</p> <p><b>C:</b> When I first came in, the older students here often picked a quarrel with me and</p>	Explaining about older students' behaviours	Bullying	

threatened to hit me and swore at me.			
When I first came here, I was imprisoned in a room for the whole day to learn school regulations by heart for four days. I wasn't allowed to go anywhere in the school. At lunchtime, I was taken to the hall to have lunch with other students, then I came back to the room again. The life here was so cramped for me and I missed home, that gave me an idea of escaping from school.	Explaining about first few days	Alienation And loss of freedom	
3. Me: Can you please let me know what life skills are? C: I was taught how to communicate with everybody which made me more confident when meeting anyone I don't know before. I was taught about the way to behave other people.	Explaining about life skill programme	Advantages of life skill programme	Perception of programmes
1. Work in this school is not hard but working in this school made me become a patient person and less hot-	Explaining work programme	Advantages of work programmes	

tempered, more importantly, I am more thoughtful, I think more carefully before deciding to do anything.			
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# APPENDIX 14 B: FINDINGS (THEMES) FROM CASE ANALYSIS (CASE - MARTIN)

Example of transcripts	Codes	Categories	Themes (Findings)
Regulations of my group are a bit strict. When friends in groups sometimes tease each other with the aim of making the group atmosphere fun but the form teacher bans teasing.	Explaining the thoughts about regulations of the group	Unwritten regulations	Perception of regulations
Me: what do you think about impact of school regulations on your internal changes? M: school regulations help me to change myself a lot, for example, I don't have a habit of thieving, I no longer swear.	Explaining self-changes due to regulations	Good impact of regulations	
Then my form teacher hit me because of that mistake.	Punishment from the teacher	Victimisation	Challenges
For first few months, I was bullied and hit that made me so angry, therefore, when I worked in the working room, I stole a metal hook and used it to thrust the boy who hit and bullied me.	Bullying		

<p>Me: what difficulties did you have during the first days of your first time here?</p> <p>M: I had difficulties in eating</p> <p>Me: can you please share with me about your difficulties in eating?</p> <p>M: during the first days, I ate “rau muong” [a kind of vegetable] with roots, rice with worms</p>	Explaining food	Alienation with food	
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## APPENDIX 15: THE THEMES BASED ON RESEARCH QUESTIONS

RESEARCH QUESTIONS	THEMES
<p>MAIN RESEARCH QUESTION:</p> <ul style="list-style-type: none"> <li>How do young people perceive and experience a rehabilitation programme within a correctional school in Vietnam?</li> </ul>	
<p>SUB-QUESTIONS</p> <p>1. What are the experiences of young people in a rehabilitation programme?</p>	Experiences with peers, school regime and staff
<p>2. What difficulties do young people experience at the correctional school?</p>	Challenges for young people
<p>3. What motivates young people to be engaged in the programme?</p>	Factors contributing to young people's participation in rehabilitation programmes
<p>4. What are teachers' and leaders' perceptions of young people's experiences of the rehabilitation programme?</p> <p>5. What perspectives do young people, leaders and teachers have on the school's educational programme, including the curriculum and its delivery?</p>	Perception of rehabilitation programmes

## APPENDIX 16: A MATRIX FOR GENERATING THEMES AND CASE FINDINGS

	THEMES			
<b>CASE 1: CHELSEA</b>	1	2	3	4
<b>FINDING 1: Transition to the correctional school</b> Alienation with school environment. Loss of freedom Separation from family and friends		X		
<b>FINDING 2: Victimisation</b> <ul style="list-style-type: none"> <li>Punishment from teachers</li> <li>Bullying from friends</li> </ul>		X		
<b>FINDING 3:</b> Good times with peers were encouragement source for engaging in programmes			X	
<b>FINDINGS 4:</b> Having more knowledge and skills about life via education programme				X
<b>CASE 2: MARTIN</b>				
<b>FINDING 1: Challenges</b> <ul style="list-style-type: none"> <li>Alienation with food</li> <li>Victimisation</li> </ul>		X		
<b>Finding 2: Perceptions of regulations</b> <ul style="list-style-type: none"> <li>Good impact of regulations</li> <li>Unwritten regulations</li> </ul>	X			

## APPENDIX 17



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## MEMORANDUM

TO	Ha Do
COPY TO	
FROM	Dr Stephen Marshall, Acting Convener, Human Ethics Committee
DATE	30 June 2016
PAGES	1
SUBJECT	<b>Ethics Approval: 23186</b> EXPERIENCES IN A REHABILITATION PROGRAMME: CASE STUDIES OF JUVENILE OFFENDERS IN A CORRECTIONAL SCHOOL IN VIETNAM

Thank you for your application for ethical approval, which has now been considered by the Standing Committee of the Human Ethics Committee.

Your application has been approved from the above date and this approval continues until 31 December 2018. If your data collection is not completed by this date you should apply to the Human Ethics Committee for an extension to this approval.

Best wishes with the research.

Stephen Marshall,  
Acting Convener, Victoria University Human Ethics Committee

## APPENDIX 18: The text book for sex education programme

This content is unavailable.

Please click the following link to see the textbook:

[http://truongnhandao.edu.vn/thong-tin-hs/gioi-thieu-sach/tro-chuyen-ve-gioi-tinh-tinh-duc-va-suc-khoe-sinh-san/1037\\_Article.html](http://truongnhandao.edu.vn/thong-tin-hs/gioi-thieu-sach/tro-chuyen-ve-gioi-tinh-tinh-duc-va-suc-khoe-sinh-san/1037_Article.html)

## APPENDIX 19: The text book for civic education programme

This content is unavailable.  
Please consult the print version for access

## APPENDIX 20: The text book for life skill programme

This content is unavailable.  
Please consult the print version for access