Re-Entry

A comparative study of male and female juvenile offenders and their experiences with the education system in Trinidad & Tobago

This study proposes to dichotomize the experiences of male and female juvenile offenders and their re-entry into the education system, subsequent to being processed through a Court for committing a juvenile offense. The research aims to highlight, compare and contrast the experiences of these youth, matched against the perceptions of school officials, upon their return to the school system. The study will begin by determining the ratio of male to female students that return to school and the criteria on which school administrators permit them to re-enter, whether formal or informal. Theorists have generally purported that the challenges of male juvenile offenders are prioritized over those of their female counterparts. Shaffner (2006) posited that where juvenile justice is concerned “academic studies, policy development and funding have and continue to focus on the situations and experiences of boys”. This research therefore offers a unique perspective and is intended to add to the limited body of knowledge available on the experiences of juvenile offenders in Trinidad and Tobago. A mixed methodological approach is proposed for this study, adopting a qualitative approach to understand the lived experiences of the youth and a quantitative approach to gather information on school administration and teacher perspectives. This research proposal proffers a frame of the study with the intention of soliciting feedback and guidance, as a precursor to the data collection process.

Keywords: Re-entry; Male and Female Juvenile Offenders; Education System; Trinidad and Tobago