

The Educational Measures Adopted in the Rehabilitation Process of Juvenile Delinquents

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Abstract:

The study of juvenile delinquency leads to discussing the significant attention that social policies have devoted to combating delinquency and deviance, as well as caring for and protecting delinquent children. Particularly, this effort has drawn the interest of sociologists and criminologists, making it a subject of ongoing research and study. However, what sets this study apart is that we will address it within a well-defined regulatory and legal framework, aiming to achieve desirable levels of reform and social educational treatment. This is done through what is known as the reintegration of juvenile delinquents within rehabilitation institutions and their gradual return to their natural environment. These specialized institutions, focused on the care and reeducation of juveniles, fundamentally aim to implement a cohesive and interconnected set of social and educational programs and activities, both diverse and positive. They follow well-defined and, at times, adapted programs tailored to this vulnerable segment of society. Moreover, these residents are treated not just as suspects, but at the same time as victims who need protection from the traps of wrongdoing and deviance, they have been provided with means of care and attention by different systems and regulations, through both material and human resources. Some believe that these resources are adequate and serve the intended purpose, while others see that human resources represent the higher percentage and are primarily responsible for the effectiveness of all educational measures, including social methods and interactions practiced through various activities and applications. Therefore, it is necessary to qualify and train those responsible for and accompanying delinquent juveniles, encouraging them to gain knowledge of juvenile delinquency issues. They must undergo specialized training programs and be familiar with relevant sciences, including the principles of criminal law, criminal procedures, causes of delinquency, and methods of protection and prevention. Ultimately, the path of the delinquent juvenile towards corrective reform should be built on technical and modern foundations, in line with technological advancements and increasing social changes, with the hope of achieving the best interest of the juvenile through educational applications integrated into their social rehabilitation

journey, allowing them to return and reconcile with their natural environment. This should be done in a continuous manner, establishing a sound and proper course for reintegration into society.

Keywords: Educational protective measures, delinquent juveniles, released juveniles, recidivism, reintegration of delinquent juveniles, social rehabilitation.

Introduction:

The rehabilitation of juvenile delinquents to reintegrate them into society requires material and human resources to activate prevention and treatment efforts. This has led many social and legal thinkers to question the effectiveness of these efforts and the resources allocated to the extent that some have described them as an idealized form of treatment.¹ Nevertheless, considering the specific needs and requirements of delinquent children, there is great hope that the various efforts made by different actors and stakeholders will result in a certain level of understanding and care for this group, in an aspiration to preserve the humanity² of the juvenile prisoner, who was driven by various factors into the labyrinth of crime and delinquency.

Therefore, it is necessary to think about implementing this reform by utilizing all available material and human resources in a way that ensures better results and creates reciprocal relationships between the various institutions working in this field. It is difficult to treat juvenile delinquents using the same methods and tools applied in dealing with other deviant groups.

The state's attention to this segment of society, starting with the humanization of rehabilitation institutions and youth care centers to protect minors from recidivism, includes focusing on the material conditions of accommodation, improving their living, feeding, and hygiene conditions, as well as developing training and education programs. This attention extends to opening rehabilitation institutions to civil society.³ These efforts have contributed to raising the level of rehabilitation, which still faces many obstacles, some of which are legal, others material, such as overcrowding, and others related to the limited contribution of the social environment to rehabilitation.

Our study addresses the educational measures in the journey of juvenile delinquents toward reintegration into society, a classical topic in the field of human and social sciences in general, and in educational sociology in particular. Research on the subject has focused on addressing care from two perspectives: control to maintain social integration, and treatment for reintegration. Regarding this specific point, it is important to note that our study falls within the scope of researching treatment and post-treatment prevention as a means of reinforcing the behavioral and psychological correction of integrated juveniles. This is achieved through a focus on rehabilitation, raising it to a level where it becomes a means of prevention after treatment, reflecting the image of a sound and strong educational foundation with its various methods and approaches.

2- Circumstances of Topic Selection:

Through the intersection of our previous profession in food distribution and our growing interest in field studies within the framework of our specialization in educational sociology at the university,

our attention was drawn to the availability of substantial facilities and resources within rehabilitation centers. These resources have been allocated to address the growing and diversifying phenomenon of delinquency in the region, with the aim of protecting and treating minors housed in correctional institutions. Previously, this segment of society was housed in rehabilitation institutions for adults, but the need for better care required transferring them to dedicated institutions and centers. At the time, we were unable to conduct field research until we obtained legal authorization from the relevant authorities, and even then, our research endeavors were limited to the requirements for obtaining a university degree.

The study initially consisted of exploratory visits driven by curiosity and characterized by uncertainty. It began with a question about the purpose of these centers, given that the ultimate fate of these residents is to return, sooner or later, to their natural environments or to live in environments that are unnatural for them. A general conclusion we reached was that these specialized centers perform several interrelated tasks: educational, therapeutic, preventive, and social. Their primary goal is reform, followed by preventing recidivism and the return to deviant social situations, such as homelessness, deviance, and delinquency, after their release. This is achieved through the educational measures supervised by a specialized pedagogical team.

The research later evolved during the years of studying for a master's degree in the same field. However, this time, the focus of the research shifted to the educational methods used in carrying out these educational activities.⁴

"...With a research sample that included both males and females, we arrived at the conclusion that employing educational methods ranging between leniency and strictness in carrying out activities helps reduce deviant behavior. This was confirmed through research and investigation into the individual cases and fates of each juvenile. Here, we can highlight the importance of field study within closed environments to deeply explore the reality and practices of juvenile delinquency treatment. This encouraged us to further pursue this endeavor with the goal of obtaining a doctoral degree. After determining the types of educational methods used for societal integration, it occurred to us during our exploratory field study that a group of minors and adolescents housed in specialized rehabilitation centers were undergoing the necessary educational and therapeutic measures for reintegration into society. However, their rehabilitation had not yet reached the required level⁵ for full integration, in a process that appeared to us as merely a prelude to a later stage. It is only then that we could say that a particular juvenile has become socially qualified to integrate into a group before the larger society. By "group," we mean the group present within the specialized rehabilitation and reintegration center.

The search for the true obstacles to the rehabilitation of juvenile delinquents was not, in fact, our primary research issue. This is because we consider the problem to lie within our specific field of study namely, education and re-education, including the activities practiced, particularly educational activities, relationships (especially with educators, social workers, and psychologists),⁶ and family problems that hinder the work of the educational team. All of these factors play a role in the trajectory of the juvenile delinquent and influence the improvement of their behavior and thinking. However, we discovered a phenomenon resulting from the failure of rehabilitation, which is the recurrence of

deviant behavior among juveniles after receiving a certain degree of psychological and social guidance in rehabilitation institutions. This indicates the existing dysfunctions within the penal system⁷ as well as within other social institutions responsible for prevention and treatment aimed at addressing the phenomenon.

The Importance of the Study:

The significance of the study lies in addressing a complex and sensitive social issue that impacts the development of society. It aims to enrich scientific knowledge about the phenomenon, its magnitude, rates of change, and the speed of its spread, especially if no appropriate measures are taken to address it in a civilized manner. This affliction has caused society to suffer from its negative effects. We have also observed that some juveniles, aged between 12-18 years, have begun to engage in disgraceful, deviant, and dangerous behaviors that threaten both their lives and the lives of their community. These behaviors include school dropouts, smoking cigarettes, theft, drug abuse, physical violence, sexual assaults, disobedience to parents, running away from home, armed assaults, attempted murder, and intentional arson. Despite the fact that most of them live within their family and school environments, the phenomenon continues to grow. What is of greater concern in this study is the effort to understand the extent of the progress made by rehabilitation institutions and youth care centers in improving the behaviors of this group.

3- Research Problem:

Every society strives to maintain its stability through the social systems and controls that exist within it, which include rules and standards for regulating desired behavior and addressing deviant behavior. Anyone who studies various civilizations will realize that this phenomenon has been prevalent in all societies across the ages. This is because the balance between norms, values, customs, laws, and the demands of social life, alongside individual tendencies, desires, and needs, has not yet reached a level that can prevent deviations and conflicts between the individual and society. This situation has escalated to the point where such behavior has become widespread across different environments and age groups. The phenomenon of juvenile delinquency and adolescent deviance has emerged strongly, necessitating the establishment of reform centers and institutions specifically dedicated to caring for young offenders, rehabilitating them, and reintegrating them into society. These centers work through educational activities aimed at correcting the behavior of juveniles and enabling them to harmonize and adapt to societal norms.

Contemporary societies have recognized their responsibility towards deviant behaviors and abnormal conduct. Most modern studies conducted on the causes of the spread of this phenomenon have conclusively proven that society, with its human, cultural, moral, and economic components, plays a significant role in the development and growth of this issue. As a result, various legal systems have adopted reform policies aimed at finding methods and means to eliminate the causes and factors behind such behaviors. This is achieved by correcting the flawed behavior of the individual. To accomplish this, it is essential to identify the methods capable of achieving the goals outlined by the rehabilitation policy, which includes education, training, and employment, if the incarcerated individual is deemed ready. Such a policy can effectively contribute to preparing and equipping the prisoner to reintegrate into their social environment in a healthy manner.

Moreover, social rehabilitation, through its educational programs, methods, and innovative approaches, is considered one of the most critical stages of this policy for reintegrating prisoners into society. It emphasizes the need to dedicate education, training, and work within a guiding and corrective educational framework, surrounded by societal values and norms. From this perspective, the incarcerated individual becomes more willing to respect the system and fulfill the various obligations imposed on them within a social framework. Furthermore, receiving a certain degree of healthcare, education, or vocational training within an educational environment plays a vital role in this rehabilitation process. Socially, and by providing the inmate with connections to the outside world so that they do not remain isolated from society, the importance of communication emerges as a method of social rehabilitation. It can alleviate the shock of imprisonment as well as the shock of release, which may affect the released individual if they lose contact with society during their sentence. These methods are among the ways that help juveniles respond to rehabilitation programs and are an effective tool for reducing the psychological pressures they may suffer within the penal institution. These methods have been included in the articles and provisions of the new reform policy in order to strengthen the level of rehabilitation, considering it a critical stage in preparing and equipping the inmate for reintegration into their community.

The means and methods brought by this law within its reform framework,⁸ and the programs it includes must be applied and adapted in a way that makes the inmate in this institution respond to them, so that the intended goal is achieved, which is to realize interaction and harmony with the outside environments. While these laws are theoretically aimed at reforming offenders, their reality and performance reflect their effectiveness and validity as a means of achieving the goals and provisions for which they were enacted. If the institutions of juvenile rehabilitation and youth care centers, as tangible physical structures, implement within them legal techniques, methods, and educational and social systems aimed at rehabilitation, designed to redirect the delinquent towards the right path, this study has been conducted to address the topic of "educational measures in the trajectory of juvenile delinquents" and the results achieved in this field, posing a primary question:

- How is the rehabilitation of juvenile delinquents expressed through re-education for their reintegration into society?

And the questions this study seeks to answer:

- What is the effectiveness of educational programs in the social rehabilitation of juvenile delinquents?

- What are the therapeutic measures adopted in the social rehabilitation of juvenile delinquents?

- To what extent are academic qualifications utilized in the social rehabilitation of juvenile delinquents?

4- Study Hypotheses:

- The effectiveness of educational programs for social rehabilitation depends on the high level of rehabilitation of juvenile delinquents.
- The adopted therapeutic measures contribute to the social rehabilitation of juvenile delinquents.
- The utilization of academic qualifications leads to the improvement of the social rehabilitation level for juvenile delinquents.

5- Study Terminology:

Juvenile: In the Arabic language, the word "juvenile" refers to someone of a young age, ⁹starting from the age of seven and not yet reaching eighteen years old. The concept of "juvenile" differs in law from its definition in sociology, where societies have traditionally used this term to describe a behavioral condition associated with young age and related to an unexpected or unusual event, ¹⁰ an undesirable, unfamiliar event. The concept has varied depending on legal scholars and sociologists, especially regarding the personal characteristics that describe repetitive behavior associated with minors in inappropriate social situations, considering their young age. This difference in legal definitions of juveniles has varied from one legislator to another, particularly regarding the age range, with some defining a juvenile as someone who has reached the age of seven but has not yet reached seventeen, others up to eighteen, and others up to twenty-one.

However, the Algerian legislator has defined a juvenile as "someone who has reached the age of seven but has not yet reached the age of eighteen. Upon reaching the age of eighteen, they are considered to have reached the age of criminal responsibility"¹¹.

In this study, by "juvenile," we refer to an individual belonging to the age group between seventeen and eighteen years old, who has not yet reached maturity and adulthood.

Delinquency: In sociology and social sciences in general, delinquency is a term synonymous with deviance. However, a deeper analysis reveals that the concept of juvenile deviance is broader and more comprehensive than the concept of juvenile delinquency.

Social Integration: It is the process of coordinating between different classes, races, and other societal groups into an integrated unit. It is also defined as: "The process of incorporating various elements of social life into the society¹² to form a single harmonious relationship or to remove the existing barriers between different groups."

6- Protective Educational Measures:

Educational Methods: These are a set of methods that fall under the scope of corrective treatment ¹³ aimed at educating children through different age stages. In the field of caring for and treating juvenile delinquents, there is a range of social educational methods, including professional care, educational and cultural care, care through activities and hobbies, religious and moral upbringing, in addition to healthcare and psychological care, which can be strict at times and lenient at others.

Educational Activities: These are forms of educational behavior practiced by students under the guidance of educators, helping them to increase their knowledge, develop their experiences, and achieve holistic growth.

Rehabilitation: It means assisting and serving an individual, corresponding to the French term *réhabilitation*. It refers to the process of nurturing and preparing an individual according to the requirements of their service, enabling them to regain lost abilities and strength. It also refers to psychologically preparing the inmate before release through pedagogical standards, technical methods, and focused programs¹⁴.

Re-education Institutions: These are social and educational institutions located within the jurisdiction of each judicial council. They are designated to receive individuals temporarily incarcerated, as well as those sentenced to imprisonment for a term equal to or less than five years. These institutions work to correct and reform the behaviors of inmates to reintegrate them into society.

Cultural Educational Activities: These are programs and activities focused on the learner, involving mental or physical effort in activities that align with their abilities, interests, and inclinations, whether within or outside their current environment¹⁵. It also refers to the field that frames recreational and artistic educational practices.

Recreational Sports Activities: These are organized physical and mental activities that are engaging and enjoyable, aiming to increase interaction and integration by making the best use of leisure time.

Vocational and School Training: This refers to a set of educational and training activities aimed at teaching individuals various trades and specializations according to their choices. Both vocational and school training adhere to pedagogical standards applied in various educational institutes and vocational institutions, such as the duration of training or internship, and the conditions for admission and graduation from the institution or center.

7- Social Integration in Sociology:

The term "integration" in sociology refers to the organized cohesion, harmony, and interweaving of different elements that make up a system¹⁶. This term initially appeared in Arabic writings as a general term for integration, alongside other synonymous terms such as "cohesion" in sociology and other humanities. Cohesion refers to the adaptation and agreement among groups in terms of unifying their paths and direction towards achieving a certain level of adaptation.¹⁷ Regarding individuals, this process leads to the formation of an organized society, and in this framework, both groups and individuals within an organized society perform various roles and tasks, agreeing and being capable of fulfilling this social role. After such agreement and harmony, we can say that the individual becomes socially adapted.

The term "integration" also appeared in both early and modern Arabic writings to mean cohesion and unity in direction. This refers to the adaptation of groups and individuals in a way that leads to the formation of a well-organized, cohesive society. Within such a society, groups and individuals consistently perform various activities and are content with this role when the individual becomes socially adapted and embraces the ideals of their group. This type of integration is more evident in smaller groups than in larger ones¹⁸.

The meaning of social integration also appears in the "Dictionary of Social Science Terms", where it is defined as: "the process of coordination between different classes, races, and other societal groups into a unified whole¹⁹."

Upon reviewing the origin of coordination and its interpretation in the context of social integration, we find that coordination represents the stage following integration and cohesion. It is as if groups, after integration and cohesion, particularly those of the same race, are prepared for the process of integration driven by the necessary harmony and cohesion²⁰, as long as there are unified racial groups. Therefore, this concept, as described in the dictionary of terms, does not fully convey the true and explicit meaning of the social integration process. Rather, it hints at coordination, which itself is preceded by earlier stages, such as the stage of cohesion.

The concept of integration, according to scientists and philosophers, has undergone an extensive journey to reach a distinct and independent concept, separate from other psychological and social terms. For example, the concept of integration for "Pitirim Sorokin²¹,"

Framed as a law and divided into three successive stages of increasing complexity, it ultimately reaches the final stage of functional integration, which he described as being at a deep level within the functional structural system of various institutions and social systems²².

Additionally, the concept of integration does not always mean integrating individuals into smaller groups within the larger society, as Professor Ahmed Boukabous²³ pointed out in his dissertation titled "Juvenile Delinquency and Their Social Integration", where he continues to say... but it refers to the integration of diverse cultural elements at the beginning, and then fully integrated at the end. Therefore, this concept remains valid in terms of the steps of integration, as he described in his study.

He further explains in his study that the concept of (integration) can be viewed as procedurally linked to the level of participation, without evaluating whether these activities are positive or negative. This is what we referred to in our current study when measuring the level of integration, but by first measuring the level of rehabilitation.

He also associated it with the transition from one social activity to another, where the integration of individuals into new activities is measured by their participation and their understanding of organizational concepts.²⁴ This is what we pointed out in our study that the rehabilitation process is

a step related to the degree of participation and awareness, which we discovered is a preliminary step before the final stage of social integration into the natural group.

As for framing the process of integration into a law divided into stages, Pitirim Sorokin names the stages of integration as follows:

1. The stage of equivalent or mechanical integration.
2. The stage of geographical integration, which is the unifying element that makes the possibility of integration feasible.
3. The stage of functional integration, which is the actual integration, and it is the final outcome of a sequential process where culturally heterogeneous elements become fully integrated at the end.

As social integration is the habituation of performing a task in an easy manner without much difficulty, the rehabilitation stage serves as the proper foundation for the growth and development of the integration process as a concept. It expresses the readiness and preparation for the transition to the final stage of integration, which includes adaptation to new circumstances in a coordinated manner between the various elements and components. This process becomes smoother, free of the tension and anxiety that previously characterized it. Now, it is devoid of these stressors, while still considering the unique nature of this vulnerable group in terms of comprehension, understanding, and appreciation of different situations and actions taken when performing roles and tasks that aim to train minors. This is done to determine whether they are qualified or unqualified for the integration stage.

8- Social Rehabilitation:

Social services are considered one of the contemporary pillars in implementing rehabilitative therapeutic programs for prisoners, due to their effective role in helping the prisoner cope with various issues, whether economic, social, or psychological. Additionally, these services provide the prisoner with all the necessary moral tools to reintegrate into society as a productive and law-abiding citizen. ²⁵ Therefore, the social therapeutic program offers a range of social services to prisoners, based on the following fundamental principles: ²⁶

First: Focusing efforts on the prisoner as an individual, providing them with all the moral and professional tools necessary for success in life.

Second: Giving clear importance to educational programs and various cultural activities, ensuring participation and engagement through a well-organized and continuous schedule.

Third: Utilizing all available resources, both inside and outside the prison, to achieve the aforementioned goals.

When the offender is placed in a correctional institution, they are initially unable to perceive anything beyond the fact that society has rejected them, and they have become an outcast. As a result, they

often fall prey to psychological conflict, tension, anxiety, fear, and alienation.²⁷ Therefore, social workers in correctional institutions are:

First: University graduates in the field of social work or sociology, specialized and well-versed in theoretical backgrounds and social life.

Second: Their role is to receive the inmates in a manner that considers their psychological state and to investigate their social conditions. Furthermore, since the offender has transitioned to a confined environment, stripped of the freedom they previously enjoyed, they are initially resistant to the system, programs, and rehabilitation processes. Consequently, social rehabilitation aims to achieve two primary objectives that correctional institutions strive to fulfill:²⁸

Correctional institutions strive to achieve two main objectives:

First Objective: To identify the problems faced by inmates and work towards resolving them, so that they can respond positively to treatment and rehabilitation methods with peace of mind and emotional calm. This helps achieve the goal of the rehabilitation process.

Second Objective: To maintain the connection between the inmate and society, as this connection plays a key role in achieving the rehabilitative purpose of criminal punishment. This connection takes various forms, such as visits and letters, and is especially reinforced with juvenile delinquents, who are characterized by weak personalities and limited ability to comprehend new situations and practices.

9- Social Needs for Juvenile Reintegration:

The reintegration phase is characterized by its multidimensional and multi-level nature, targeting several aspects of a juvenile's life and reality. It is essential to address all these aspects simultaneously and sequentially, starting with the first rehabilitative level before progressing to the second. Adolescents have specific needs that must be met to ensure healthy development free from disturbances and various deviations. Fakher Aqel emphasized in a study on adolescent needs that these include the following²⁹:

The needs for "security" and "independence", the need for "self-assertion", "status", and "role", the need for "love", the need for a "life philosophy", and the "sexual need" are all fundamental aspects of adolescent development.

Hamed Abdel Salam Zahran elaborates that adolescents have a variety of needs, which include the following³⁰:

1. "The Need for Security:" This encompasses physical security, internal security, the need to stay alive, avoid danger and pain, the need for relaxation and rest, the need for recovery from illness or injury, and the need for a stable, secure, and happy family life. It also includes protection against deprivation of fulfilling desires and the need to solve personal problems.

2. "The Need for Self-Status:" This includes the need for belonging to a group, social standing, and value, the need for care from others, the need to feel fairness in treatment, the need for recognition from others, the need for equality with peers in appearance, clothing, allowance, and social status, and the need to avoid blame.

3. "The Need for Sexual Compatibility:" This involves the need for sexual education, the need to relieve tension, the need for heterosexual compatibility, and the need for interest and love from the opposite sex.

4. "The Need for Intellectual Growth and Creativity:" This includes the need for thinking, expanding behavioral frameworks, acquiring knowledge, interpreting facts, and organizing. It also involves the need for new experiences, variety, self-fulfillment through work, and developing capacities and information.

"The Need for Self-Realization and Improvement:" This includes the need for growth, becoming balanced and just, overcoming obstacles and challenges, and the need for self-awareness and guidance.

"The Need for Love and Acceptance:" This involves the need for affection, love, acceptance, social approval, belonging to groups, and making others happy. Other needs include the need for entertainment, leisure, and money.

Adolescents have both familial and social needs, including security, independence, self-assertion through creativity, fostering a competitive spirit, entertainment, and the need for money. Adolescents are influenced by their family environment, cultural, religious, social, and peer factors.

10- The Difference Between Rehabilitation and Social Reintegration:

By defining the concept of rehabilitative social services within correctional institutions as a closed environment, and outside in various social facilities through therapeutic measures and procedures, we understand that social services are one of the modern humanitarian pillars in implementing rehabilitative therapeutic programs for juveniles. This is due to their effective role in helping inmates in rehabilitation institutions cope with psychological and social problems. The principles we mentioned at the beginning of this chapter focus primarily on providing moral support to the inmate.

The aim is to transform the closed environment from a place filled with repression and deprivation into an institution with educational objectives. This is achieved by activating programs and activities, reviving them, and involving inmates in their preparation and execution by fully utilizing all available resources. The goal is to prepare the juvenile to return to society as a strong and responsible individual.³¹ These principles remain fundamental³² and essential for social rehabilitation.

Since rehabilitation is the preparatory phase for social reintegration, it falls primarily under the responsibility of social workers, psychologists, and educators working within these institutions. These professionals are the human resources that contribute to the success of the process. Each, according

to their specialization and expertise, works within a coordinated and systematic network to achieve the ultimate goal: the reintegration of juvenile delinquents into society.

Thus, the two processes are complementary, with rehabilitation serving as the initial and foundational step for applying educational programs and therapeutic measures designed to prepare delinquent adolescents for reintegration into social life. Rehabilitation can be seen as the first step in preparing minors for integration by facilitating continuous and sustained adaptation to their natural environment. This creates a cohesive and strong connection between rehabilitation as the starting point and reintegration as the follow-up, completing the cycle of educational and therapeutic measures aimed at correcting deviant behavior.

Conclusion:

This study coincided with the efforts of many humanitarian and human rights organizations, as well as various reformist policies of legal legislation, to recognize the legitimacy of preventive and therapeutic judicial criminal measures. These efforts aim to protect individual freedoms on one hand, while also acknowledging criminal responsibility and the freedom of choice when committing wrongdoing on the other. Consequently, the need for punishment remains, but with a stronger focus this time on rehabilitative and corrective measures tailored to each case and circumstance in the journey of reforming the delinquent.

The goal is to refine and guide the intellectual and behavioral expectations of those who have lost their way, in accordance with societal norms. Juvenile delinquency remains a highly complex social issue, threatening the future and stability of society. It is not enough to merely examine the conditions and causes of this phenomenon; rather, it must be classified as a top-tier threat, necessitating a proactive and positive approach. Therefore, addressing this issue requires considerable efforts, not only in applying punishment, but also in ensuring that individuals continue to adapt to their society by utilizing various resources and employing methods to mitigate the severity of the problem.

This study aims to examine the impact of the educational methods practiced within the rehabilitation institution and their effect on rehabilitation rather than reintegration, specifically concerning juvenile delinquents within the institution, who were taken as a sample for this study. The research addresses the reality of the educational measures adopted, which may qualify them for reintegration into society. This study explored the truth of these educational measures within an institutional framework under the supervision of individuals specialized in education.

Adolescents represent a sensitive group within society, characterized by morphological and physiological changes that may qualify them to build a future fortified by resilience. This is achievable if this segment of society is imbued with religious, moral, intellectual, and national values and principles, enabling them to become independent from external influences. If the opposite occurs, delinquency, deviation, and immersion in complex and difficult-to-overcome errors may result, especially if these individuals do not find a healthy environment free from intellectual contradictions and, conversely, enriched by sound educational methods.

In this context, it has been found that juvenile delinquency is widespread in societies and continues to increase. Since the field provides us with results and statistics, it allows us to gauge the seriousness of this phenomenon and how to predict its future. As for the theoretical approach to the parenting educational methods that contribute to the problem and the educational measures within rehabilitation institutions, which often fail to achieve the desired outcomes, it must be acknowledged that both are interrelated and jointly determine the success or failure of the process. We must also consider the stages and steps taken in reintegrating the delinquent youth, as well as the necessary components for the success of this process.

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