

The Role of Penal Institutions in the Social Reintegration of Prisoners: A Field Study at the Juvenile Reintegration Center in Setif.

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ABSTRACT

The concept of punishment is deeply ingrained in our minds and closely associated with prison. This perception has been linked to different times and the ancient history of the emergence of prisons. However, this concept has evolved over time. The prison, or penal institution as it is called in the modern era, has undergone a transformation in the way it performs its function. This change has been accompanied by an evolution in the treatment of the prisoner, who is now viewed as someone in need of care and rehabilitation.

Thus, the transformation of the prison into an institution for re-education and rehabilitation helps reintegrate prisoners into society and significantly reduces the chances of recidivism. This paper will address the shift from punishment to treatment and the transformation of the prison's role to one of re-education and rehabilitation. Additionally, we will explore the various educational and therapeutic programs for prisoners within penal institutions and their reintegration into society.

Keywords

Penal Institutions; Social Reintegration; Prisoner; Juveniles; Juvenile Reintegration.

Introduction:

Societies have long struggled with the phenomena of deviance and crime, which have become more widespread and diverse in recent times, posing a continuous threat to social stability by causing disturbances in various systems that form society.

Today, governments are keen to ensure the safety and stability of their citizens, utilizing all available means to reduce this phenomenon, which endangers public order. This has led to calls for a scientific study of the issue, understanding its causes, and offering appropriate solutions.

Methods of combating crime have evolved over time. Some approaches take a lenient stance, seeing deviants or criminals as victims who require help, re-education, and rehabilitation to reintegrate into society. Others argue that deterrence and harshness are the solutions to every action that disrupts the social order and threatens the stability of the community. As a result, buildings, courts, and places were established to isolate deviants from society and punish them for actions that disrupt public order. These places are known as penal institutions or prisons.

However, the current reality shows that this punitive policy has not been effective in reducing the phenomenon. According to official reports from the Arab Crime Fighting Bureau, the number of general crimes against individuals in Arab countries rose from 104,409 in 1995 to 726,311 in 2000. (Abu Shama, 2003, p. 146)

This highlights the need for social scientists, psychologists, and legal professionals to pay attention to the issue, as its spread causes disturbances in human relationships, values, and norms, and disrupts the social order. Sociologists attribute deviance and crime to factors related to the social environment and underlying social problems.

As a result, several schools of thought have emerged, focusing on addressing deviance and crime, emphasizing the rehabilitation and prevention of deviants, and providing treatment and reintegration programs in penal institutions. Prominent schools such as the social defense school, the rehabilitation school, and the treatment and reintegration school advocate for offering prisoners treatment and rehabilitation as an alternative to punishment, as well as social care within prisons and reintegration after their release. This aims to reduce the phenomenon and limit its repercussions.

The issue of prisoner reintegration has become particularly important today, as this group is an integral part of society that cannot be ignored due to its impact on the security and stability of the community. Following the first international conference on crime prevention and the treatment of criminals in 1955 in Geneva under the United Nations, there was a call for providing social care to prisoners both during their incarceration and after their release. The second UN conference in London in 1960 reiterated the need to make every effort to ensure proper treatment and care for prisoners inside prisons and involve all segments of society in this effort.

Algeria, like other countries, has implemented these decisions and adopted experiences from other nations in prisoner reintegration. A series of reforms were introduced in penal policies to focus more on prisoners, rehabilitate them, and reintegrate them into society, especially after the prison reform law issued on October 19, 1999, which called for the reconstruction of prisons and modernization of penal structures. It also introduced specific laws regarding the treatment of prisoners and their rehabilitation and reintegration into society, aiming to provide all forms of social care and support to this group and encouraging the participation of civil society institutions in their rehabilitation inside prisons and behavior modification.

Thus, the responsibility to improve societal conditions, achieve security, stability, and progress, is shared by all segments of society and its institutions.

This study aims to investigate the core of the issue and examine the reality of prisoner reintegration in Algeria, focusing on the role of penal institutions in reintegrating juveniles. Several important questions arise in this research, as follows:

1. What methods are used by trainers and educators within penal institutions to modify the behavior of juveniles?

2. Do the programs and activities followed by the trainers and educators within the correctional facility play a role in the social reintegration of juveniles?

3. To what extent is the role of trainers and educators important in reducing recidivism rates among juveniles?

4. Do trainers and educators face obstacles that limit their performance of their roles? What are the proposed solutions?

Second: Study Concepts and Their Theoretical Implications:

1. Role: As a "set of interrelated activities performed by individuals, the role becomes clear to an individual when interacting within their group, through adherence to a set of standards imposed by the group itself, which define their duties and rights through the position and status they occupy. Therefore, each role is interconnected with others."

2. Correctional Facility: Refers to the places designated by the state for the implementation of punishments and deprivation of liberty measures for individuals sentenced under the law (Abdul-Sattar, 1985, p. 307). Prisons are viewed as rehabilitative institutions rather than punitive ones, with this in mind, correctional institutions or prisons have their functions, roles, and objectives, aiming to treat, rehabilitate, and care for prisoners, reforming their behavior and enabling their reintegration into society.

3. Social Reintegration: "It is the process of following individuals before their deviation or committing a crime, during their imprisonment, and after their release. It takes a rehabilitative approach for deviants and criminals, focusing on the comprehensive and integrated rehabilitation of the individual in various aspects such as social, psychological, economic, religious, educational, and professional, enabling individuals to reintegrate into social life after or even before their release, with the aim of reducing deviance and preventing the reoccurrence of any actions or practices that threaten society and its laws."

4. Prisoner: A prisoner is any adult individual detained in prison or correctional institutions based on a judicial ruling due to crimes that threaten the safety and security of citizens and disturb public order.

Third: Importance of the Study:

This study aims to shed light on the importance of the role of correctional institutions in contributing to the social reintegration of prisoners and their care during the reintegration phases, as well as the rehabilitative, educational, and social programs that enable them to integrate into social life after their release and achieve social adjustment.

Fourth: Study Objectives:

1. To identify the various roles played by correctional institutions in the reintegration of prisoners into society.

2. To examine the rehabilitative and educational programs within correctional institutions.

3. To understand the needs of prisoners in order to address the studied phenomenon.

4. To identify the major difficulties prisoners face upon their release into society.

Fifth: Phases of the Development and Emergence of Correctional Institutions:

The development of correctional institutions in their current form is not a recent phenomenon but the result of a long process through various crises and eras. It is useful in this chapter to discuss the emergence of correctional institutions, their systems, the treatment methods for prisoners, their functions, roles, objectives, and the factors that influenced them to become what they are today.

Abd al-Qadir al-Qahwaji "indicates that the development of prisons is linked to the evolution of the purposes of punishment. In ancient societies, the purpose of punishment was to inflict a sense of revenge on the victim. Prisons during this period were simply places where the accused or convicted individuals were held, either awaiting trial or serving their sentence. These prisons were either dark cells beneath the ground or deep pits that were difficult to escape from, or gaps in large trees or hanging cages. In all cases, they were not overseen by public authority but by ordinary individuals... Moreover, the harsh life in these prisons, the lack of healthcare for prisoners, and the poor food and overcrowding, without any classification or differentiation, were common". (Al-Qahouji & Al-Shadhli, 1998, p. 275)

Describing prisons in ancient times helps us understand their evolution, reality, and objectives. According to this description, prisons were only places for implementing punishment and seeking revenge against the imprisoned individuals.

The appearance of correctional institutions in their current form dates back only two centuries, although the concept of imprisonment itself has existed in nearly all societies and throughout all periods since the establishment of organized societies. It is even mentioned in the Quran in the story of Prophet Yusuf, where he said: "**My Lord, prison is more beloved to me than what they invite me to**" (Surah Yusuf 33).

Historical sources indicate the emergence of prisons and the establishment of punishment laws during the Roman era. The ruler would imprison those who posed a threat to him, his authority, or public security. However, **Abu al-Futuh Abu al-Ma'ati** believes that the appearance of prisons is tied to the implementation of punishment and only appeared in Pharaonic civilization. (Taleb, 2000, p. 35)

From this, we can say that the development of prisons across different eras was the result of the evolving function of prisons and their role in achieving the goals of punishment, in addition to being influenced by intellectual, philosophical, and religious trends that played a significant role in changing the function of prisons to what they are today, where they focus on the well-being of prisoners and

provide all necessary conditions for their reintegration into society.

The second phase of the development of prisons emerged after the 18th century. Although the medieval era was influenced by heavenly religions, especially Christianity, many practices during that period were far from religious teachings. However, the transformations in European society and the decline of feudal systems, coupled with the rise of capitalism, contributed to significant changes in the punitive process. One of the most notable changes was the shift from punishment as an end goal to the attempt to reform those who committed acts that violated the system.

This phase differed from the previous ones as it moved beyond individual views advocating for prison reform. New ideological trends emerged, leading to a change in the concept of punishment and the deepening of new ideas. The social reform movements for prisons led by **Beccaria in 1764**, followed by others like **John Howard and Bentham**, advocated for the abolition of torture and physical punishment in dealing with criminals, and replacing the idea of revenge and deterrence with that of reform and rehabilitation.

The emergence of these reform movements and the intellectual discourse on penal systems and legislations is attributed to the diverse philosophical ideologies advocating for freedom, equality, and the protection of individual and societal rights during this phase.

Sixth: Correctional System in Algeria:

Algerian legislation has adopted a progressive system, the most recent penal system introduced in legal frameworks, due to its advantages such as achieving a gradual approach to punishment, from severity to leniency. Article 33 of the Law on Prison Organization and Rehabilitation states: "The progressive system is applied in correctional institutions and in centers specialized in correction, and it consists of a sequence of three phases of imprisonment in a closed environment:

- The solitary confinement phase, where prisoners are isolated day and night.
- The dual-phase confinement, where prisoners are isolated only at night.
- The collective confinement phase" (Ministry of Justice, Prison Organization Law, 2005).

The system then moves to semi-liberty in semi-open institutions, as stated in Article 144 of the same law: "The semi-liberty system involves allowing sentenced individuals to work outside the institution during the day without continuous supervision from the administration."

- It then progresses to open institutions where prisoners work in agricultural or industrial institutions without security guard oversight, as per Article 145: "The open environment institution is characterized by a system focusing on accepting obedience and fostering a sense of responsibility towards the society in which the prisoner lives, without resorting to conventional forms of supervision" (Ministry of Justice, Prison Organization Law, 2005).

1. Treatment Methods in Correctional Institutions and Rehabilitation Centers:

This section of the study focuses on the most important treatment methods in modern correctional and rehabilitation institutions: classification, education, discipline, healthcare, and social care, briefly.

1.1 Classification of Sentenced Individuals:

Classification is the process of dividing sentenced individuals into specific categories based on age, gender, recidivism, and social status, and distributing them accordingly in different correctional institutions. This allows for further studies to determine the appropriate treatment methods for social rehabilitation. (Faraj Mina, 1993, p. 197)

Through this definition, the importance of classification becomes clear. It is considered a successful approach to achieving rehabilitation and reform because it divides criminals into homogeneous categories. This means grouping criminals who share similar circumstances together and subjecting them to a single rehabilitation program that can achieve rehabilitation and reform. The classification is based on several foundations:

A – Gender: This refers to separating men and women, placing each gender in a separate penal institution to prevent illicit sexual relationships.

B – Age: This involves separating juveniles from adults, with juveniles placed in special institutions and adults in others. The goal is to avoid the negative influence of adults on juveniles.

C – Previous Offenses: "Convicts are classified into categories of first-time offenders, those who have reoffended, and habitual criminals. First-time offenders are more flexible and more open to positive influence, so they are treated with a special form of punishment". (Abdul-Sattar, 1985, p. 357)

D – Duration of Sentence: This criterion separates those sentenced to long prison terms from those with shorter sentences. The first group is considered more dangerous due to the length of their sentence. Therefore, it is better to keep them away from the second group, which is considered less dangerous. Additionally, the length of the sentence relates to the period of rehabilitation. The shorter the sentence, the shorter the rehabilitation period.

E – Health Status: This refers to the separation between the sick and the healthy. Convicts may suffer from mental and psychological disorders or addiction to alcohol or drugs. The purpose of this distinction is to prevent the spread of infections to the healthy and to provide health care to the sick, as treating the sick improves their ability to reintegrate into social life.

1.2 Education and Refinement:

Both education and refinement play important roles in the rehabilitation and reform of convicts. We will first discuss education, followed by refinement.

A – Education: Education generally means teaching an individual valuable lessons and providing them with extensive knowledge. Education is vital for convict rehabilitation as it eradicates the criminal tendencies within the psyche of the criminal by educating them and improving their mental and intellectual level. It also helps "develop high moral principles and values, while respecting rights and duties in society, contributing to building the personality of the prisoner, and assisting them in coping with challenges,

both inside and outside the institution, and dealing with social issues and finding healthy ways to solve them, without resorting to criminal behavior". (Shalal & Talabeh, 1998, p. 355)

Education in penal institutions is of two types: general education and vocational education. General education includes reading, writing, and some basic knowledge and is mandatory. Vocational education involves teaching prisoners' certain activities and professions according to their interests, which helps them earn a living after their release. This education is delivered through various methods, including lessons and lectures by trained specialists, and it allows the development of intellectual and mental abilities. Inmates can also learn through reading "scientific and cultural books, which requires the penal institution to have a library with books, magazines, and scientific journals to assist in their rehabilitation. Reading plays a significant role in filling the prisoners' free time and pushing away negative thoughts". (Al- Qahouji & Al-Shadhli, 1998, p. 323)

B – Refinement: "Refinement is important in the reform of convicts as it paves the way for their integration into society and adjustment after release. Initially, refinement was religious, practiced in church prisons, and later expanded to include moral and religious refinement in civil prisons". (Al- Qahouji & Al-Shadhli, 1998, p. 323.)

Religious Refinement: This refers to teaching prisoners religious matters and the ethics of Islamic law. Religious refinement is carried out by religious figures appointed by the penal administration, provided they are qualified and exemplary. This type of refinement is done through lectures, religious lessons, religious events, and providing the prison library with religious books and magazines for prisoners to read and benefit from.

Moral Refinement: This involves "highlighting moral values to the convicts, persuading them of their importance, and training them to derive social behavior standards and adhere to them" (Same reference).

1.3 Health and Social Care:

"Health and social care methods for prisoners refer to what the penal institution should do to treat inmates as human beings, considering their health, psychological, and social needs". (Iskhaq, 1991, p. 187)

Health care is not limited to treating sick prisoners but also involves taking necessary precautions to prevent the spread of diseases that could affect the inmates. Health care follows two approaches: preventive and therapeutic.

Preventive Approach: "Preventive health care methods cover everything related to the life of the prisoner inside the penal institution and include precautions and conditions that should be met within the institution, the food and clothing provided to the prisoner, their personal hygiene, and opportunities for engaging in sports and recreational activities". (Al- Qahouji & Al-Shadhli, 1998, p. 517)

2. The Penal Institution:

Among the conditions that must be met by a penal institution is that it should be spacious enough to accommodate the number of prisoners. There should be designated areas for sleeping, working, and eating, as well as windows allowing sunlight and fresh air. The institution

should also have medical facilities for treating patients and conducting various tests, along with proper sanitation facilities for prisoners to use at any time. Furthermore, all these areas must be kept clean throughout the day.

Food: The food provided to prisoners must be clean, sufficient, well-prepared, and contain all necessary nutrients. Clean drinking water should also be available.

Clothing: Each prisoner wears designated clothing that suits the weather conditions and is changed periodically.

Personal Hygiene: Each prisoner is required to maintain cleanliness of their body and clothing. Therefore, there should be designated shower areas equipped with enough water, and the temperature should be suitable for the climate.

Sports: Given the importance of sports in maintaining physical health and preventing diseases, the institution should provide appropriate spaces for prisoners to practice various sports activities.

Special Health Care for Pregnant Women: "Care for pregnant prisoners includes preventing health risks, and a special penal treatment system should be established for pregnant convicts. They may be allowed to go to a public hospital as the delivery date approaches, and if the supervising doctor deems necessary, they can give birth within the prison". (Abdul-Sattar, 1985, p. 397)

Therapeutic Approach:

Treatment is one of the essential and necessary methods to combat criminal behavior. Treating the criminal for the condition that led them to commit the crime means eliminating crime and rehabilitating the offender. It is the right of the prisoner, which the state is obligated to provide. Therefore, every penal institution should have at least one qualified doctor knowledgeable in psychiatric medicine, and medical services should be closely coordinated with the public health services administration. The institution should have the necessary medical equipment to treat sick convicts. Treatment within penal institutions involves examining the convict's mental and physical health. If the doctor finds the convict suffering from a mental or psychological disorder, they should be transferred to a psychiatric hospital under guard. If the convict has a contagious disease, such as fever, they should be transferred to a specialized hospital for treatment. The doctor should provide medical reports to the prison director detailing the prisoner's health status.

3. Social Care:

Social care is defined by "Jalal Tharwat" as helping the inmate accept life inside the prison and adapt to it, offering advice on solving their problems due to their new life, and preparing them for reintegration into society as a good citizen". (Tharwat, 1997, p. 278)

Social care methods are based on three approaches: studying the convict's problems, organizing their free time, and ensuring contact with the outside world.

A – Studying Convict Problems: The problems faced by prisoners can be family, economic, or psychological. In this regard, the role of the social and psychological specialists is crucial in finding solutions, such as contacting the convict's family to understand the root cause of the problem, offering assistance, and ensuring the prisoner is informed of their family's situation. Additionally, the

specialist helps alleviate the psychological symptoms of the convict by convincing them of the benefits of penal treatment in their rehabilitation and reintegration into society.

B – Organizing Free Time for Convicts: The social specialist must organize the prisoners' free time, which is of great importance. "The crime of some delinquents can be attributed to the misuse of their free time. Teaching them how to properly utilize this time and tap into their dormant potential could prevent one of the factors driving them to commit crimes". (Abdul-Sattar, 1985, p. 402)

C - Ensuring External Communication: It is undeniable that seeing a prisoner's family, relatives, and friends helps to calm them and ease their nerves. Additionally, it makes them eager to leave prison, which leads to their greater responsiveness to rehabilitation in a short period. External communication takes two forms:

1. Allowing Prison Visits: Prison visits are limited in duration. For instance, prisoners sentenced to long-term sentences are allowed a visit once a month, while those with shorter sentences can receive a visit once every two weeks. The visit time is limited to a short period, usually a quarter or half an hour at most, and is conducted under the supervision of the penal administration. (Iskhaq, 1991, p. 191)

2. Allowing Correspondence with Prisoners: Prisoners are allowed to correspond with their families and friends; however, this correspondence is subject to the scrutiny of the penal administration. This ensures that no information detrimental to the penal system is shared and helps the administration understand the prisoner's problems so they can resolve them whenever possible, thus aiding in their rehabilitation. (Iskhaq, 1991, p. 191)

4 - Social Integration of Released Prisoners:

Many laws stipulate full assistance to released prisoners as soon as they exit the penal institution, providing support to overcome social issues. This process is carried out by social workers and civil society organizations once informed by the penal administration.

The process of social reintegration takes several forms:

-Providing suitable housing for the released prisoner and their family.

-Granting the released prisoner a financial sum, either from their work inside the institution or provided by social organizations.

-Helping them find suitable and honorable employment.

-Offering medical treatment for those in need.

-Trying to convince the public of the necessity of addressing the issues of released prisoners and providing them with support.

Undoubtedly, these actions, among others, help restore the released prisoner's confidence in themselves and their sense of being a citizen like any other.

5 - Importance of Social Integration for Prisoners:

The importance of social integration for prisoners lies in attempting to make released individuals feel normal within society, allowing them to resume their daily lives without discrimination or marginalization. The isolation a prisoner experiences during their sentence, coupled with the conditions they endure, the relationships they form with

fellow prisoners, and the values and ideas they internalize—known as prison culture—can have negative consequences. Additionally, the shock experienced by the prisoner after release, especially in the initial days, affects their psychological, social, cultural, and economic state. The reality of the society they left for an extended period makes it difficult for them to reintegrate immediately. Studies have shown that 40% of released prisoners return to crime shortly after release. (Al-Saeed, 1994, p. 37)

This highlights the neglect of the reintegration process by both the government and civil society institutions, as well as the inefficacy of harsh penal policies in reducing crime. It also points to the risk of prisoners' families engaging in deviant behavior, as evidenced by a study by Mohamed Hilal Naji (2003, p. 152), which found that family members of prisoners were involved in crimes such as theft and drug trafficking. This underscores the significance of social reintegration, which should be implemented through a specific policy developed by responsible authorities.

6 - Responsibility for the Care and Social Integration of Prisoners:

The responsibility for implementing social care programs and achieving their goals lies primarily with the penal institutions themselves. Staff and administrators in these institutions are responsible for providing social care to prisoners, benefiting from a variety of positive outcomes. These benefits include:

- Penal institutions are more experienced in dealing with released prisoners, knowing them well after they have spent enough time to understand their personal, family, and economic situations.

- There is a relationship between social workers at penal institutions and prisoners, which supports the social integration of the released individuals.

- Having the penal institution carry out social care programs saves effort, time, and money. If other bodies were responsible for these programs, it would hinder the development of professional, social, and psychological relationships, requiring additional resources and time.

- When penal institutions take on the role of social care and reintegration, prisoners feel that the institution is fulfilling a rehabilitative and corrective role rather than one of punitive revenge.

7 - Problems Faced by Released Prisoners:

After serving their sentence, a prisoner faces a new life that is often unfamiliar, especially if the sentence was long. The prison society differs from the outside world, and after their release, prisoners face several challenges, whether financial, social, or psychological. This has led researchers to study the problems that released prisoners face, often referring to them as the "release crisis" or "release shock." Some see it as the problem of freedom after prison (Mahrous, 1997, p. 77). By understanding these challenges, we can identify how civil society organizations and relevant bodies can contribute to alleviating them in collaboration with penal institutions, following the steps of the reintegration process.

The main problems that prisoners face include:

A. Family Disintegration: Many prisoners face family difficulties starting from the moment they enter prison.

Some spouses request a divorce, leading to separation. A study by Mohamed Hilal Naji (2003, p. 150) found that 43% of prisoners' wives either abandoned their homes or asked for a divorce due to their husband's imprisonment, which may also result in the mother's absence, further disrupting family structure.

Family disintegration is one of the main challenges faced by prisoners after release. This requires the intervention of both official and non-official bodies, including civil society organizations, to offer support to the prisoner during their sentence. This can involve contacting family members to understand their material, social, and psychological needs, ultimately helping to preserve family unity.

B. Societal Rejection of the Released Individual: This applies to both the individual's private and public social circles. Their family, neighbors, and society at large may reject them, causing negative psychological effects on the released individual. This societal rejection may lead them to relapse into crime as they seek a new social group, often only finding fellow former prisoners.

A study by Mansour Abdullah Al-Rouqi (1995, p. 124) found that 80% of criminals returning to crime cited societal pressures and rejection as key reasons for their recidivism, especially in small communities like villages. This problem is less pronounced in larger cities, as noted in Durkheim's division of societies into "organic" and "mechanical" communities. Another study by Ghazi Rahimi Ahmad Al-Jahni (1994, p. 216) found that 37.9% of the community rejected released individuals, pushing them back into crime.

The negative societal view of the released individual, referred to by some as "social degradation," creates numerous problems and difficulties for them. The efforts made within the penal system to rehabilitate the prisoner may be undone if society continues to reject them. Civil society institutions can play a significant role in this process by raising awareness among the public about the need to accept released individuals as part of society, as well as encouraging them to participate in youth and community organizations. This can facilitate their social reintegration and reduce the "release shock."

A. Lack of Employment: Employment is considered one of the challenges faced by released prisoners, which may lead to obtaining money through illegal means, resulting in a return to crime. Some studies conducted to explore societal attitudes toward the employment of released individuals showed that society is not accepting of this group. It was found that 11% of the surveyed sample agreed to employ released prisoners, mainly due to a lack of trust or fear of damaging the reputation of the workplace (same source: 216). This can lead to a return to deviance. Therefore, it is essential to address these problems and mitigate their impact by providing job opportunities for released prisoners and offering financial assistance to meet their needs upon release. In Algeria, the Director-General of the Prison Administration stated to **El-Chorouk newspaper**, "Sewing, embroidery, and hairdressing machines were distributed to 30 women among the released prisoners, as this assistance aligns with the training programs the women received during their time in

correctional institutions." He also mentioned that "350 prisoners were employed in 2006". (Fadil, 2006, p. 8)

B. Influence of Criminal Elements: Released prisoners may have met criminal individuals during their sentence or been involved with criminals before entering prison, and they may form new alliances with criminals inside the prison. This makes it difficult for them to break free from past associations, especially with ongoing criminal gangs. A study by Abdullah Al-Sadhan (2006, p. 294) showed that 23% of juvenile delinquents in observation centers continued relationships with peers they met during their time in the center, even after their release. This is largely due to the harsh conditions they experience in correctional institutions.

C. Continuous Police Surveillance after Release: Some released individuals are subject to continuous surveillance by security forces, especially those with a history of repeated criminal behavior. The duration of this surveillance may vary depending on the nature of the crime, which can create an obstacle to their social reintegration. Whenever a crime occurs in their area, they may be summoned to police stations for questioning. This ongoing scrutiny by the police prevents individuals from moving past their criminal history and constantly reminds others of their past offenses, which can lead them back into criminal behavior and deviance.

D. Psychological and Social Weakness of the Released Individual: The psychological condition and the experiences of the released individual during their sentence cannot be ignored, as studies confirm that prisoners often exhibit multiple psychological changes resulting from their experiences in prison. These changes vary based on factors such as the duration of the sentence, previous experiences, and the ability to adapt to the prison environment. For many released prisoners, a conducive environment for the development of mental health issues such as depression, anxiety, and paranoia are present. Emotional changes like frustration, fear of the future, loss of self-confidence, and hesitation also emerge. (Al-Khalifa, 1998, p. 155)

This highlights the importance of providing a supportive social environment and a desire to change the societal conditions that cause deviance. Another example is the **Medecins à l'Écoute association in Oran, Algeria**, which helps youth at risk of deviance (both male and female) or released prisoners. The association assists by listening to their problems and providing support, studying their situations in their natural environment, including family and residential surroundings, and offering help for their psychological, social, health, economic, and educational issues.

In Algeria, post-release care includes various sectors such as health, social, professional, psychological counseling, and guidance. The General Directorate of Prison Administration and Reintegration, under the Ministry of Justice, oversees the implementation of social reintegration programs for prisoners. After the correctional law and social reintegration of prisoners was enacted on 06/02/2005, Article 5/04 outlines the role of punishment as a means to protect society through rehabilitation and social reintegration. (Reintegration, 2005, 8)

Seventh: Field Procedures of the Study:

1. Study Method:

Since the subject of the research dictates the method and tools, a descriptive method was adopted to study "The Role of Correctional Institutions in the Social Reintegration of Prisoners." This study falls under descriptive research, which seeks to uncover facts related to a specific group of individuals. It is one of the most common methods in social sciences because of its focus on providing detailed descriptions of phenomena both quantitatively and qualitatively, analyzing and interpreting them scientifically to reach objective conclusions that contribute to understanding hidden truths.

2. Study Population and Sample:

In this current study, two types of sampling techniques were used: a comprehensive survey of the entire population and a representative sample of the original population. Thus, the study's population consists of juvenile delinquents at the rehabilitation center, with a sample of 8 officials involved in social reintegration programs. The study's focus was on 71 juvenile delinquents, excluding 16 newly admitted individuals, which leaves 55 juveniles with ages ranging from 16 to 19 years.

3. Areas of Study:

3.1. Geographical Area: The field study was conducted at the Juvenile Rehabilitation and Social Reintegration Center in Setif, which was established in 1971 and officially began operations in 1975. It accommodates about 110 juveniles, with stays ranging from 6 months to more than a year, depending on the court's rulings. The center is equipped with several facilities, including three dormitories with a capacity of 36 individuals each, educational classrooms, a library, a medical clinic, and recreational areas.

3.2. Time Frame: The field study was conducted from January to February 2019, which allowed for the distribution of questionnaires, conducting interviews, and observing events within the correctional facility in Setif.

3.3. Human Area: The study sample includes both the juveniles at the center and staff members responsible for administrative and pedagogical activities at the center. The administrative structure includes the director, educators, guards, and various specialists in psychological, educational, and vocational training.

4. Data Collection Tools Used in the Study:

A- Observation: The observation conducted during field visits was regular, simple, and scientific.

B- Interviews: Interviews were used to gather direct information from officials at the correctional institution, including those responsible for sports, cultural activities, mental health, vocational training, and education. The interviews focused on the role they play in the rehabilitation and the Penal Institution in the Social Reintegration of Juveniles, its Achievements, and Future Prospects.

This section discusses the role of the penal institution in the social reintegration of juvenile offenders, the significant achievements made in this field, and the expected developments in future stages. The interview guide was built to include several questions:

Q1: What programs does the institution follow aimed at the social reintegration of juvenile offenders?

Q2: Do the trainers and educators have the necessary skills and competencies to deal with delinquent juveniles in the center?

Q3: Have you been able to achieve your goals through the rehabilitation and educational programs at the juvenile correctional and reintegration center?

Q4: What obstacles do the trainers and educators face that limit their role in the reintegration of juveniles?

C- Survey Form: The research form included a set of questions directed to the juvenile detainees at the center. It was applied over two time periods. The first period was for testing, where 25 trial forms were distributed to the juvenile participants. The responses received allowed for adjustments in the wording of the questions. The final version of the form was then distributed in a subsequent period, and responses were collected.

5-Statistical Tools (Statistical Processing Methods):

A. Frequency Tables and Percentages: These were used to describe the characteristics of the study sample and determine their responses to the main themes in the study tools through percentages. Additionally, **the mean and standard deviation** were calculated to measure the dispersion of respondents' answers on each item in the survey. Cronbach's Alpha correlation coefficient was also used to assess the reliability of the study tools.

B. Validity of the Data Collection Tool:

1. Reliability: To ensure the reliability of the study tool, the researcher conducted a test-retest with the study sample. The reliability coefficient, calculated using **Cronbach's Alpha**, was found to be 0.86, indicating a high level of reliability and statistical significance at a level less than 0.01. This suggests that the results obtained from the tool can be trusted to remain consistent when applied again.

2. Validity: After confirming the apparent validity of the survey, the researcher applied it to the juvenile detainees by distributing 25 forms to them to assess the internal consistency of the tool. The self-validity coefficient was found to be 0.92, which is a high and statistically significant validity coefficient (less than 0.01), indicating the internal consistency of the survey items and themes, and thus, the validity of the results from applying the tool.

Eighth: Study Results and Discussion:

1. Results Related to the Personal Data of the Sample Members:

It was found that all participants, the trainers and educators, were between the ages of 30 to 40, holding a Master's degree and had a high school education level. Their professional experience was less than 14 years.

The majority of juvenile offenders were between 17-18 years old, with education levels ranging from primary to intermediate school. Deviance rates were higher among those aged 16-18, and decreased significantly at age 19.

The study also revealed that the socio-economic conditions, particularly financial hardships, were key contributing factors to deviance and crime.

2. Study Results According to the Study's Themes and Questions:

1. The study showed that the most important methods used by the trainers and educators to modify the behavior of juvenile offenders included:

- * Changing the juvenile's habits through advice, guidance, and persuasion.
- * Enhancing self-confidence through encouragement and motivation.
- * Encouraging the juvenile to work with peers.
- * Teaching the juvenile scientific and cultural skills.
- * Helping the juvenile integrate into society as a responsible individual.

Regarding the methods used by the trainers and educators, the lowest ratings were given to the method of encouraging the juvenile to work with peers, which received a score above average in terms of importance.

These findings answer the first question regarding the methods used by trainers and educators to modify the behavior of juveniles.

2. The study showed that trainers and educators implement various cultural, social, and sports activities aimed at reintegrating juvenile offenders into society (from their perspective) at an above-average level, except for two activities:

- * The plays help develop new behaviors.
- * The plays address issues and problems faced by the juveniles.

Regarding cultural, social, and sports activities aimed at reintegrating juvenile offenders into society, all except educational and cultural programs received ratings above average, suggesting that all activities play a significant role in reintegrating juvenile offenders into society.

This result answers the second question regarding the role of the programs and activities followed by the penal institution in the social reintegration of juveniles.

3. The study also revealed that the trainers and educators have certain skills and competencies that help them fulfill their roles (according to the juveniles) at an above-average level, including:

- * The ability to gain the juvenile's trust and friendship.
- * The ability to influence and persuade.
- * The ability to implement activities and programs.
- * The required academic qualifications.
- * A full understanding and awareness of their work.
- * Balanced personality and flexibility in dealing.
- * The ability to adapt and cope with new conditions.

These results answer the third question about the availability of skills and competencies among the trainers and educators to effectively carry out their roles in reintegrating juveniles.

The study also identified barriers and challenges that hinder the effectiveness of trainers and educators. The main obstacles faced by the trainers and educators were:

- * Lack of material resources, especially financial ones.
- * Insufficient time allocated for activities and programs.

* Difficulty following up with juveniles after their release.

* Lack of training sessions and courses for dealing with juveniles.

The data indicated that these obstacles significantly impacted the ability of trainers and educators to perform their roles.

Proposed solutions for achieving social reintegration in penal institutions included:

* Providing material resources, especially financial ones, and intensifying educational and cultural activities for juveniles.

* Preparing prisoners psychologically for reintegration into society upon release.

* Creating a suitable environment for trainers and educators to perform their roles effectively.

* Encouraging cultural, educational, and sports competitions with rewards for the juveniles.

* Conducting training courses for trainers and educators to enhance their skills in dealing with juveniles.

* Allowing associations and organizations to participate in reintegrating prisoners during and after their sentence.

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