

**The Role of Correctional Institutions in the Social Reintegration of  
Prisoners – A Field Study at the Centre for the Reintegration of Juveniles  
in Setif –**

**Dr. Boutaouche Mourad**

University of Mohamed lamine Debaghine –setif2-  
mo.boutaouche@univ-setif2.dz

**Dr. Dridi Fatima**

University of Mohamed khaider Biskra.  
Fatima.dridi01162023@gmail.com  
Laboratory of Contemporary Algerian Society, University of Setif 2.

**Pr. Kerouani Mohamed Amine**

University Mohamed lamine Debaghine –setif2-  
m.kerouani@univ- sétif2.dz

**Received:20/07/2025**

**Accepted: 05/02/2026**

**Published: 25/06/2026**

**Abstract:**

Traditionally, the concept of punishment has been associated with imprisonment as a means of deterrence, which was reduced to a tool for punishment and deterrence, before undergoing a fundamental shift in modern penal thought. The function of the penal institution has shifted from a tool of punishment to a space for reform, based on re-education and rehabilitation, adopting a humane approach that views the prisoner as an individual capable of reform and in need of care and treatment. This functional shift contributes to promoting the social reintegration of prisoners and reducing recidivism rates, through the implementation of educational, rehabilitative and therapeutic programmes within penal institutions, thereby serving the objectives of social prevention and the achievement of social stability.

**Keywords:** Correctional Institutions, Social Reintegration, Prisoners.

**Firstly: The Problem of the Study:**

Deviance and crime are long-standing social phenomena that have accompanied human societies since their inception; however, their severity and scope have seen a marked increase in the present era, whether in terms of forms, methods or prevalence rates. This phenomenon represents one of the most significant challenges facing modern societies, due to the disruptions it causes across various social structures, which negatively impact social stability and public order.

Driven by the desire of states and governments to ensure security and social stability, they have sought to employ various mechanisms and measures to curb the spread of crime and mitigate its negative effects. Scientific interest in studying this phenomenon has grown in light of its complexity and increasing prevalence, making it necessary to adopt a systematic scientific approach that focuses on analysing its social, economic and cultural causes, whilst proposing preventive and remedial strategies to help curb its spread.

Approaches to dealing with deviance and crime have varied across historical periods; whilst some schools of thought have adopted a reformist approach that views the deviant or criminal as a product of unhealthy social conditions, and calls for their treatment through education, rehabilitation and social re-education, other schools have focused on a deterrent approach based on punishment and severity as the primary means of controlling deviant behaviour and protecting the social order. In this context, penal institutions and prisons were established to isolate deviants from society and punish them for acts that violate prevailing values and norms. However, empirical data and official statistics indicate the limited effectiveness of punitive policies of a deterrent nature in reducing crime. Reports from the Arab Bureau for Combating Crime, affiliated with the Council of Arab Interior Ministers, revealed a marked increase in rates of general crimes against persons in Arab states during the period from 1995 to 2000, with the number of recorded crimes rising from 104,409 in 1995 to 726,311 in 2000 (Abbas Abu Shama, 2003, p. 146).

This reality compels researchers in sociology and psychology, alongside legal experts, to intensify their scientific efforts to study the phenomenon of deviance and crime, given the disruption it causes to social relations, the breakdown of the system of values and customs, and the hindrance to the functioning of the social order. Sociologists attribute this phenomenon primarily to a set of structural factors linked to the social environment, such as poverty, marginalisation, family breakdown, unemployment, and the weakness of social control mechanisms.

In light of this, several schools of thought have emerged that seek to address deviance and crime from a preventive and therapeutic perspective, by focusing on the personality of the deviant and ways to prevent criminal behaviour, providing rehabilitation and treatment programmes within penal institutions, and then reintegrating prisoners into society after their release. Among the most prominent of these schools are the social defence school, the rehabilitation school, and the treatment and reintegration school, which emphasise the priority of social care and reform over punishment, considering this a fundamental approach to reducing crime and mitigating its social consequences.

The issue of prisoner reintegration is currently a social matter of the utmost importance, given that this group is an integral part of the social fabric and cannot be excluded without negative repercussions on security and social stability. In this context, international conferences,

beginning with the First International Conference on the Prevention of Crime and the Treatment of Offenders held in Geneva in 1955 under the auspices of the United Nations, have called for the provision of social care for prisoners both within penal institutions and after their release. Similarly, the Second United Nations Congress, held in London in 1960, emphasised the importance of improving the treatment of prisoners and mobilising the efforts of various sectors of society to contribute to their rehabilitation and reintegration.

Algeria, like many other countries, has moved in this direction by adopting comprehensive reforms in its penal policy, drawing on international experience in the field of prisoner reintegration. This was reflected in the enactment of the Prison Reform Act on 19 October 1999, which provided for the modernisation of penal structures, the improvement of detention conditions, and the adoption of treatment and rehabilitation programmes aimed at reintegrating prisoners into society. These reforms also focused on strengthening social care within prisons and involving civil society organisations in the process of rehabilitation and the correction of deviant behaviour.

Consequently, the responsibility for achieving security and social stability does not rest solely with the penal system; rather, it is a collective responsibility shared by various formal and informal social institutions, thereby contributing to the improvement of social conditions, the strengthening of social cohesion, and the achievement of development and progress.

It is from this perspective that this academic study was conducted to explore the essence of the subject, examine the reality of prisoner reintegration in Algeria, and assess the contribution and role of the penal institution in the reintegration of juveniles. Consequently, several important questions emerge in this research, as follows:

1. What methods do trainers and educators at the Setif Juvenile Reintegration Centre employ to modify the behaviour of juveniles?
2. Do the programmes and activities implemented by trainers and educators play a role in the social reintegration of juveniles at the Juvenile Reintegration Centre in Setif?
3. How significant is the role of trainers and educators in reducing the rates of juvenile recidivism?
4. Do trainers and educators face obstacles that hinder their performance of their roles? What solutions are proposed to address these?

### **Secondly: Study Concepts and Their Theoretical Implications**

**1- Role:** Defined as ‘a coherent set of activities performed by individuals, a role becomes apparent to the individual through their interaction within their group, as they adhere to a set of norms imposed by the latter (the group), which define their duties and rights through the position and status they occupy; consequently, every role is interlinked with the others’.

**2. Penal institutions:** Penal institutions refer to the facilities designated by the state for the enforcement of custodial sentences and measures restricting liberty imposed on convicted

persons (Abdul Sattar Fawzia, 1975: 307) . Prisons are viewed as therapeutic and rehabilitative institutions rather than punitive ones; on this basis, the penal institution or prison, with its functions, role and objectives, can be regarded as a place where individuals sentenced to custodial sentences are held for a specific period of time depending on the nature of the offence, aimed at treating, rehabilitating and caring for prisoners, reforming their behaviour, and enabling them to return to society once again.

**2- Social integration:** “This is a process that follows individuals before they deviate or commit a crime, whilst they are in prison, and after their release. It takes a therapeutic approach towards delinquents and offenders, and is based on the comprehensive and integrated rehabilitation of the individual’s personality across various social, psychological, economic, religious, educational and professional aspects, enabling individuals to reintegrate into social life before or after their release, with the aim of minimising delinquency and preventing a return to acts and practices that threaten society and its laws.”

**3- The prisoner:** A prisoner is any adult person detained in prison or penal institutions, pursuant to judicial rulings issued against the accused in accordance with the crimes they have committed that threaten the security and safety of citizens and disrupt public order in society.

**Thirdly: The significance of the study:**

This study seeks to highlight the importance of the role of penal institutions in contributing to the social reintegration of prisoners and their care during the stages of reintegration, as well as the rehabilitative, educational and social programmes that enable them, upon release from prison, to reintegrate into social life and achieve social adaptation.

**Fourth: Objectives of the study:**

1- To identify the various roles undertaken by correctional institutions aimed at reintegrating prisoners into society:

- To identify the rehabilitation and educational programmes within penal institutions.
- To identify the needs of prisoners with a view to addressing the phenomenon under study.
- To identify the main difficulties faced by prisoners upon their release into society.

**Fifth : Stages of development and emergence of correctional institutions:**

The development of penal institutions in the modern sense is the result of a long historical process linked to the evolution of societies and the social, political and intellectual crises throughout the ages. In this context, it is important to study the origins of these institutions, their systems, methods of treating inmates, their functions and objectives, as well as the factors that contributed to their formation in their contemporary form.

Abdul Qadir Al-Qahwaji notes that the development of prisons was linked to the evolution of the purposes of punishment. In ancient societies, the primary aim of punishment was to exact revenge for the victim, whilst prisons were merely places to detain the accused or the convicted whilst awaiting trial or the execution of their sentence. These institutions were often dark

underground cells, pits from which it was difficult to escape, hollows in trees or suspended cages, with no official oversight, as supervision was entrusted to ordinary individuals. Inmates' lives were characterised by extreme harshness, a lack of healthcare or adequate nutrition, as well as overcrowding and the absence of any system for distinguishing or classifying them (Al-Qahwaji, 1998: 275).

It can be said that these institutions during that period were instruments of revenge and the enforcement of punishment, with no regard for rehabilitation or reform. However, the emergence of modern penal institutions, in the form we know today, dates back less than two centuries, although the concept of imprisonment has existed in various societies since the emergence of social organisations. The Qur'anic text in the story of Joseph, peace be upon him, refers to the existence of prison as a social institution in ancient times: "My Lord said, 'Prison is more to my liking than that to which they call me'" (Surat Yusuf: 33).

Historical sources indicate that the emergence of prisons and the establishment of punishment date back to the Roman era, when people who posed a threat to the ruler or public security were detained. Meanwhile, some researchers, such as Abu al-Fath Abu al-Ma'ati, believe that prisons emerged with Pharaonic civilisation, and their purpose was linked to the enforcement of punishment (Ahsan Mubarak, 2000: 35).

The development of prisons across different eras can be interpreted as a product of the changing function of punishment in society, as well as being influenced by intellectual, philosophical and religious trends that contributed to redefining the role of the penal institution to include care for inmates and the provision of suitable conditions for their reintegration into society.

The second phase in the development of penal institutions coincides with the period following the 18th century, when European society witnessed significant social and political transformations, including the decline of feudal systems and the emergence of capitalism. These transformations contributed to a shift in the purpose of punishment from retribution to the social reform of individuals who had broken the law.

This phase was characterised by the emergence of prison reform movements, such as the ideas of 'Pecaria' in 1764, and the works of John Howard and Winetham, who called for the abolition of torture and corporal punishment and their replacement with concepts of discipline and reform, reflecting the shift in punishment from a tool of revenge to a tool for the upbringing of the individual in accordance with societal values. The emergence of these reform movements can be attributed to the diversity of intellectual philosophies that prevailed during that period, which focused on freedom, equality and the protection of the rights of the individual and society.

#### **Sixth: The penal institution system in Algeria.**

The Algerian legislature has adopted the progressive system, which is the most recent penal system recognised by legislation, given the advantages of this system, such as the gradation of punishment from severe to lenient. Article 33 of the Law on the Organisation of Prisons and

Re-education stipulates the following: “The progressive system shall be applied in rehabilitation institutions and in centres specialising in correctional education. The progressive system in a closed environment comprises the sequential completion of three stages of imprisonment:

- The solitary confinement phase, in which prisoners are isolated day and night.
- The dual-regime phase, in which prisoners are isolated only at night.
- The collective detention phase.” (Ministry of Justice, Prison Organisation Act: 2005)

They then serve their sentence under the semi-open regime in semi-open institutions, as set out in Article 144 of the Prison Organisation and Rehabilitation Act, which states: “The semi-open regime involves the use of prisoners outside the institution in any type of work during the day without continuous supervision by the administration.”

It then provides for open institutions, where prisoners work in remote agricultural or industrial establishments without security supervision, as set out in Article 145 of the Prison and Rehabilitation Organisation Act, which states: “The open environment institution is characterised by a system that focuses on fostering obedience and a sense of responsibility among prisoners towards the society in which they live, and on avoiding the use of conventional methods of supervision.” (Ministry of Justice, Prison Organisation Act: 2005)

### **1. Methods of treatment within penal institutions and rehabilitation centres.**

This section of the study will focus briefly on the most important of these methods in modern penal and correctional institutions, namely classification, education, discipline, and health and social care.

#### **1.1 Classification of prisoners:**

Classification is the process of dividing prisoners into specific categories according to age, gender, recidivism and social status, and distributing them accordingly across various penal institutions so that further sub-studies may be conducted, on the basis of which the appropriate penal treatment method for social rehabilitation is determined (Nazir Faraj, 1993: 197).

From this definition, the importance of classification is clear to us, as it is considered a successful method for achieving rehabilitation and reform. This is because dividing offenders into homogeneous groups—that is, placing offenders with similar circumstances in a single group and subjecting them to a single rehabilitation programme—is likely to achieve the rehabilitation and reform of offenders. This classification is based on several principles, namely:

**A – Gender:** meaning the separation of men and women and placing each group in its own penal institution, with the aim of preventing illicit sexual relations.

**B – Age:** This involves separating minors from adults, with juveniles placed in a facility of their own and adults in a separate facility, with the aim of preventing adults from having a negative influence on minors.

**C – Previous Offences:** “Convicts are classified into groups: first-time offenders who have



committed a crime for the first time, repeat offenders who have reoffended, and habitual criminals. First-time offenders are more malleable and more receptive to positive influence, so they are subject to special punitive treatment ” (Fawzia Abdel Sattar, 1985: 357)

**D – Length of Sentence:** The basic aim here is to distinguish between those sentenced to long terms and those sentenced to short terms. It is natural that the former group poses a greater danger, given the length of their sentence; therefore, it is preferable to separate them from the latter group, which is considered less dangerous. Furthermore, the length of the sentence relates to the period of rehabilitation and reform; the shorter the sentence, the shorter the rehabilitation period.

**E – Health status:** This refers to the separation of the sick from the healthy. Prisoners may suffer from mental or psychological illnesses or be addicted to alcohol or drugs. The aim of this separation is to prevent the transmission of infection to the healthy, whilst also providing healthcare to this sick group; treating the sick enables them to adapt to social life once again.

**1.2 Education and Discipline:** Both education and discipline play an important role in the rehabilitation and reform of prisoners; therefore, we shall discuss education first, followed by discipline.

**A- Education:** Education generally refers to imparting sound lessons to a person and equipping them with a wealth of information. Education is of great importance in the rehabilitation of prisoners, as it eliminates the latent criminal tendencies within the offender’s psyche by educating them and enhancing their mental and intellectual capacity. It also helps “to the development of noble moral principles and values and respect for rights and duties within society, which contributes to the development of the prisoner’s character and helps them to face difficulties, whether in terms of social adaptation within or outside the institution, or in terms of understanding social problems and healthy methods to resolve and overcome them without resorting to criminal means”(Mohammed Shalal and Hassan Tawabla, 1998: 355).

Education within the penal institution takes two forms: general education and vocational training. General education covers writing, reading and basic knowledge, and is compulsory; vocational training, on the other hand, involves teaching prisoners skills and trades that align with their interests, enabling them to subsequently earn a living and support themselves. This education is delivered through various means, including lessons and lectures given by specialists and trained staff; this approach helps to develop the mental and intellectual capacities of prisoners. Inmates can also be educated through reading, which involves reading scientific and cultural books. This requires the prison to have a library containing the books, magazines and scientific journals that inmates need to aid their rehabilitation, as reading plays a major role in filling prisoners’ free time and dispelling any negative thoughts that may be on their minds.(Abdul-Qadir Qahwaji 1988: 323)

**B-Moral education:** “Reformation is important for the rehabilitation of convicts, as it paves

the way for their reintegration into society and their adaptation after release. Initially, reformation was religious in nature, having spread through church prisons before moving to civil prisons, and its scope expanded to encompass both religious and moral reformation” (ibid.: 323).

- **Religious reform:** This refers to teaching prisoners about religious matters and the etiquette of Islamic law. Religious reform is carried out by clerics appointed by the prison administration, provided they are competent and set a good example. Religious reform is achieved through various means, including: organising religious lectures and lessons and holding religious gatherings, as well as supplying the prison library with religious books and magazines so that prisoners may consult and benefit from them.

**C. Moral reform:** This refers to ‘highlighting moral values to prisoners, persuading them of these values, and training them to derive standards of behaviour from society and then adhere to them’ (same reference).

### **1.3 Health and social care:**

“The methods of health and social care for prisoners refer to what the penal institution must provide for the individuals within it, recognising them as human beings and the need to take into account their health, psychological and social well-being” (Isaac Ibrahim, 1991: 187).

Healthcare is not limited to treating convicted patients but also includes taking the necessary precautions to prevent diseases that may spread among inmates; consequently, healthcare takes two forms: a preventive approach and a therapeutic approach.

The preventive approach: “Preventive approaches to healthcare encompass everything relating to the prisoner’s life within the penal institution and consist of a set of precautions and conditions that must be met within the penal institution, as well as in the food and clothing provided to the prisoner, alongside attention to their personal hygiene, and the provision of opportunities for sporting and recreational activities (Abdul Qadir Qahwaji, Fath Shazli, 1998: 517)

### **2. The penal institution:**

Among the conditions that must be met in a penal institution is that it must be spacious enough to accommodate the number of prisoners, with specific areas designated for sleeping, working and eating, and that the institution must have windows allowing sunlight and fresh air to enter. This is in addition to providing medical facilities for treating patients and conducting various examinations and tests. There must also be dedicated toilet facilities so that prisoners can relieve themselves at any time, and all these areas must be kept clean throughout the day.

- **Food:** The food provided to prisoners must be sufficiently clean, well-prepared and contain all the necessary nutrients. This is in addition to the provision of clean drinking water.

- **Clothing:** Each prisoner wears the uniform allocated to them, which is appropriate for the temperature and weather conditions and is changed at regular intervals.



- Personal hygiene: Every prisoner is required to keep their body and clothes clean; for this reason, dedicated shower facilities must be provided, equipped with sufficient water at a temperature suitable for the climatic conditions.

- Exercise: Given the significant role of exercise in maintaining physical health and protecting against illness, the institution must provide prisoners with dedicated areas for various types of exercise.

- Provision of special healthcare for pregnant women:

“Prevention includes caring for pregnant inmates so that they do not suffer health complications, and requires the establishment of a system of penal treatment specific to pregnant inmates. They should also be permitted to transfer to a public hospital as the due date approaches, and the delivery should take place within the prison if the supervising doctor so decides” (Fawzia Abdel Sattar, 1985: 397)

Therapeutic approach: Treatment is one of the important and necessary methods for combating criminal behaviour; treating the offender for the illness that drove them to commit the crime means, on the one hand, eradicating criminality and, on the other, rehabilitating the offender. It is considered a prisoner’s right to which the state is bound without compensation; for this reason, there must be at least one doctor within every penal institution who is “qualified and knowledgeable in psychiatry, and medical services must be organised in close liaison with the General Directorate of Health Services; the central prison must have a doctor” (Mohamed Sobhi Najm, 1998: 104).

This is in addition to providing the necessary medical equipment and devices for treating convicted patients. Treatment within penal institutions begins with a psychological and health assessment of the prisoner; if the doctor finds the prisoner to be suffering from a mental or psychiatric illness, he orders their transfer to a psychiatric hospital under guard, whereas if the prisoner is found to be suffering from an infectious disease such as a fever, they are transferred to the hospital designated for their treatment. The doctor submits medical reports to the prison governor, including a medical certificate detailing the prisoner’s state of health.

**3. Social care:** Jalal Tharwat defines this as helping inmates to accept and adapt to life in prison, offering them guidance on resolving the problems arising from their new circumstances, and rehabilitating and preparing them to return to society as law-abiding citizens (Jalal Tharwat, 1997: 278)

The methods of social care are limited to three approaches: examining the prisoner’s problems, – Organising their leisure time – Ensuring their contact with the outside world.

#### **A. Assessing the problems of prisoners:**

The problems surrounding a prisoner are manifold; they may be family or economic issues, or they may have psychological causes. Hence, the role of the social worker and psychologist is crucial in devising solutions to all these problems, such as contacting the

prisoner's family to understand the root of the problem, then offering support and assistance to them, after which the prisoner is reassured about their situation. In addition, the specialist works to alleviate the prisoner's psychological symptoms by convincing them of the benefits of the penal system in their rehabilitation and reform, so that they may successfully reintegrate into society upon release.

**B. Organising inmates' leisure time:**

The social worker must organise the use of prisoners' leisure time, and this organisation is of great importance, "as the criminality of some deviants stems from the misuse of their leisure time; accustoming them to making good use of this time and utilising their dormant potential during it may spare them the influence of one of the factors driving them towards a life of crime (Fawzia Abdel Sattar, 1985: 402)

**C. Ensuring external contact:**

There is no doubt that a prisoner's visits with his family and friends are among the things that calm him and soothe his nerves; furthermore, they make him eager to leave prison, which leads to his cooperation with rehabilitation within a short period of time. External contact takes two forms:

**D. Permitting visits to prisoners:** These visits are of a fixed duration; for example, they may be once a month for those serving long sentences, and once every two weeks for those serving short sentences. Furthermore, the duration of the visit is limited to a short period, with a maximum of a quarter of an hour or half an hour, and these visits take place under the supervision of the prison administration.(Isaac Ibrahim, 1991: 191)

**E. Permission for prisoners to correspond:** Prisoners may correspond with their families and friends, but such correspondence is subject to the supervision of the prison administration 'to ensure, on the one hand, that it does not contain information that could undermine the prison system, and, on the other hand, to enable the administration to identify the prisoner's problems and work to resolve them wherever possible, thereby aiding their rehabilitation.(Same reference: 191)

**4- Social reintegration of released prisoners:**

Many laws stipulate that full assistance must be provided to released prisoners as soon as they leave the penal institution, and that support must be offered to help them overcome all social problems. This process is carried out by social workers, bodies, associations and civil society organisations upon notification by the prison administration.

The process of social reintegration takes several forms, as follows:

- Providing suitable accommodation for those released from prison and their families.
- Granting released prisoners a sum of money in cash, whether from their work within the prison or from social organisations.
- Finding them suitable and decent employment.

- Providing medical treatment for those who are ill.
- Attempting to persuade public opinion of the need to address the problems of released prisoners and to offer them assistance. Undoubtedly, these and other measures restore the released prisoner's self-confidence and their sense of being a citizen no different from others.

### **5. The importance of social integration for prisoners:**

The importance of the social integration of prisoners lies in the attempt to make released individuals normal members of society, enabling them to go about their daily lives without discrimination or marginalisation after their release. The period of isolation the prisoner experienced during their sentence, the conditions they endured, the relationships they formed with fellow prisoners, and the values and ideas they internalised within prison—in all their negative forms—are known as prison culture, or the cultural milieu of the prison.

In addition to the shock experienced by the prisoner in the first few days after release, particularly regarding their psychological, social, cultural and economic state, and the social reality they had left behind for a period of time, it is difficult for those released to adapt immediately. Some studies have shown that 40% of those released reoffend within the first few months of their release, as noted by Fouad Al-Sa'id (1994: 37).

This demonstrates the neglect of the social reintegration process for those released from prison and the lack of follow-up by government authorities and civil society organisations, as well as the ineffectiveness of prison sentences and the policy of deterrence and harshness in combating crime. It also highlights the tendency of prisoners' family members to engage in deviant behaviour and commit various crimes, as demonstrated by the researcher's study (Mohammed Hilal Naji, 2003: 152) on the commission of prohibited crimes, such as theft and drug trafficking, by prisoners' family members. Hence the importance of the social reintegration of prisoners in accordance with a specific policy established by the competent officials responsible for this process.

### **6. Responsibility for the care and social reintegration of prisoners:**

The responsibility for implementing social care programmes and achieving their objectives lies almost entirely with the penal institutions themselves, as staff and administrators within these institutions must bear the responsibility for providing social care to prisoners as a whole, through a range of benefits achieved by penal institutions through social care, including:

- \* The penal institution is considered to have more experience in dealing with released prisoners and is more familiar with them in all respects, having spent a period of time that enables it to get to know them and all their personal, family and economic circumstances.
- \* There is a relationship between the social worker at the correctional institution and the prisoners, and this relationship aids the social reintegration of those released.
- \* Having the penal institution implement social care programmes helps to save effort, time and money, as having other bodies implement social care programmes hinders the establishment of

new professional, social and psychological relationships, which requires additional effort, funds and more time.

\* When the prison assumes the role of social care and the reintegration of released prisoners, inmates feel that the prison is playing a rehabilitative and therapeutic role rather than a punitive one.

## **7. Problems faced by prisoners after their release**

Upon completing their sentence, prisoners face a new life that is often unfamiliar, particularly if they have served a long prison term, as prison life differs from normal society. After their sentence, those released face a number of challenges, which may be financial, social or psychological. This has led researchers to study the problems faced by prisoners after their release. Some have come to refer to these problems as the 'release crisis' or 'release shock', whilst others regard them as the problem of freedom after imprisonment (Khalifa Mahrous, 1997: 77). By understanding the problems faced by those released, it is possible to define the role of civil society in its various forms, and in particular the relevant authorities, in significantly alleviating these problems, through coordination with penal institutions and the implementation of reintegration programmes.

The most prominent problems facing prisoners are:

**a. Family breakdown:** Many prisoners face family difficulties from the moment they enter prison; some prisoners' wives may seek a divorce after their husbands enter the penal institution. In a study by the researcher (Mohammed Hilal Naji, 2003: 150), it was found that 43% of prisoners' wives either left the marital home or sought a divorce due to the absence of their husband (the prisoner). This may be accompanied by the absence of the mother, leading to the breakdown and fragmentation of the family unit.

The fragmentation of family members is among the problems facing the prisoner after his release, and this requires official and non-official bodies – namely civil society institutions and organisations working in this field – to take a keen interest in counselling the prisoner during his sentence, by contacting family members and identifying the material, social and psychological needs of the children, with the aim of maintaining family cohesion and preventing the breakdown and fragmentation of the prisoner's family

**b. Society's rejection of the released prisoner:** By this we mean both the wider society and the immediate community, the latter comprising his family and the neighbours in his neighbourhood. He may face rejection, hostility, or even warnings against associating with his family members. As for the wider community, this comprises the general public, and is reflected in the nature of the treatment he faces from them once they learn he is a former prisoner. This negative treatment affects the ex-prisoner's mental state and may drive him to reoffend in his search for a new community that will accept him; in most cases, he will find only his former prison mates.

A study (Mansour Abdullah Al-Rouqi, 1995 AH: 124) indicated that 80% of offenders who reoffend do so because of the social pressures they faced after their release from prison, in addition to society's rejection of them. This problem is more pronounced in small communities such as 'villages', and its effects are less pronounced in larger 'urban' communities, according to Durkheim's classification of societies as 'organic' and 'mechanical'. This is demonstrated by a study (Ghazi Rahimi Ahmed Al-Juhani, 1994: 216), which found that 37.9% of community members treat ex-prisoners with harsh social rejection, which may drive them to reoffend.

The negative view of ex-prisoners held by society, or what some call 'social stigmatisation', creates numerous problems and difficulties for those released from prison. Efforts made to reform, rehabilitate and care for prisoners within penal institutions may be undermined by society's rejection of them and its failure to accept them as members of the community. It can be argued that civil society organisations can contribute to the reintegration of ex-prisoners by raising awareness amongst members of the community of the need to accept this group as part of the wider fabric of society, as well as by encouraging them to get involved and join associations and organisations concerned with youth development, education and community affairs. This may facilitate the social integration of ex-prisoners and help them overcome the 'release syndrome', or as some call it, the 'release shock'.

**c. Unemployment:** Unemployment is one of the problems faced by ex-prisoners, and this may lead them to obtain money through unlawful means, resulting in a return to crime. Some scientific studies conducted to gauge societal attitudes towards employing ex-prisoners have shown that society is not receptive to this group; it was found that 11% of the sample agreed to employ ex-prisoners, and this is attributed to a lack of trust in them or fear of their impact on the workplace's reputation (same reference: 216), which may be a cause of a return to delinquency. It is therefore essential to address these issues and mitigate their severity by providing jobs for ex-offenders and offering them some financial support to meet their needs upon release. In Algeria, the Director General of the Prison Administration told the newspaper Al-Shorouk "that sewing machines, embroidery kits and hairdressing equipment were distributed to 30 female prisoners upon their release, as this assistance was in line with the training programmes the prisoners had received throughout their stay in correctional institutions." He noted in the same statement that "350 prisoners were employed in 2006" (Zubair Fadel, 02/12/2006: 8)

**d. The influence of criminal elements:** A released prisoner may have come into contact with certain criminals whilst serving their sentence in prison, may have been associated with other criminals prior to entering prison, and may have formed alliances with new criminals whilst in prison; consequently, they find it extremely difficult to break free from these past relationships, particularly those involving criminal gangs with ongoing activities. A scientific study by the researcher Abdullah Al-Sadhan (2006: 294) showed that 23% of juveniles placed

in social observation centres continued their relationships with peers they had met within the centre even after their release, and this is largely due to the poor conditions they may experience within penal institutions.

**e. Continuous police surveillance following release:** We find that some released individuals are subject to a form of continuous surveillance by the security services, particularly repeat offenders, with the duration of this surveillance varying depending on the type of crime. This poses an obstacle to their social reintegration, whenever a crime occurs in their area, they are summoned to police stations for investigation and questioning. This ongoing police procedure against those released prevents the individual from moving on from their past and serves as a constant reminder to others that they were once a criminal, leading to them being permanently labelled as a suspect in society, which may result in a return to crime and delinquency.

**f. The psychological and social vulnerability of the released prisoner:** The psychological state and circumstances experienced by the released prisoner during their sentence cannot be ignored or their impact denied. Numerous scientific studies confirm that prisoners exhibit multiple psychological changes in their personality, brought about by the psychological and social conditions within prison. There are variations amongst prisoners in their ability to adapt to the new situation, the length of their sentence, and the prior experiences of those returning to prison for a second or subsequent time. It is certain that psychological changes manifest in released prisoners due to an environment conducive to the emergence of numerous mental illnesses such as: depression, anxiety, delusions,..... and the emergence of numerous emotional changes such as: frustration, fear of the future, loss of self-confidence, and indecision (Abdullah Hussein Al-Khalifa, 1998: 155).

Through this, we recognise the importance of providing a suitable social environment and the need to change the social conditions that lead to delinquency. We would also like to mention another example: the work carried out by a preventive association for young offenders in the Algerian city of Oran, the 'Union of Algerian Doctors (Oran branch)'. This association was named 'Les Médecins à l'Écoute' (Doctors Who Listen). Its aim is to assist young people at risk of delinquency (both male and female) or those who have been released from custody, by addressing their problems and offering them practical support and assistance wherever possible, first and foremost by listening to them, and by assessing their circumstances in the open environment (au milieu ouvert), i.e. on-site or within the residential and family surroundings of these young people, by visiting or travelling to where they are located. This includes all young people at risk of delinquency or those suffering from psychological, social, health, economic or educational problems.

The field of aftercare in Algeria encompasses all health, social, vocational, psychological, pastoral and counselling aspects. The General Directorate for Prison Administration and



Reintegration, under the Ministry of Justice, was established to oversee the implementation of social care and prisoner reintegration programmes. Furthermore, following the enactment of the Law on Prisons and the Social Reintegration of Prisoners on 6 February 2005, under No. 05/04, Chapter I contains the introductory provisions on penal treatment, stipulating that punishment should serve as a means of protecting society through the re-education and social reintegration of prisoners. (Reintegration Bulletin, 2005, Vol. 2: 8)

### **Seventh. Field Procedures for the Study:**

**1- Research methodology:** Given that the research topic dictates the type of methodology and its tools, we have adopted the descriptive approach in studying the topic ‘The role of penal institutions in the social reintegration of prisoners’, as the study falls within the scope of descriptive studies concerned with uncovering factual realities associated with a specific group of individuals; It is one of the most widespread and commonly used methodologies in the social sciences, owing to its focus on accurately describing phenomena, expressing them quantitatively and qualitatively, and analysing and interpreting them scientifically, with the aim of reaching objective and scientific conclusions that contribute to uncovering obscure truths.

**2- Study Population and Sample:** In this current study, depending on the researcher’s circumstances and capabilities, two types of sampling methods were employed: dealing with the entire study population using a comprehensive survey, and also taking a representative sample from the original population. Consequently, the study population consists of juvenile offenders at the rehabilitation centre, and a sample of eight officials involved in social integration programmes for juveniles.

As for the study population of juveniles, the researcher relied on a comprehensive survey of them, estimated at 71 juveniles. The researcher excluded some individuals who had recently been admitted to the centre, estimated at 16 individuals; consequently, the total number of individuals studied is 55 juvenile offenders, aged between 16 and 19 years.

### **3. Areas of study:**

**3.1. Geographical scope:** The field study was conducted at the Centre for the Re-education and Social Reintegration of Juvenile Offenders in the municipality of Setif, which was established in 1971 and officially commenced operations in 1975. It has a capacity of approximately 110 juveniles, and the duration of stay ranges from 6 months to over a year, with this period determined in accordance with the rulings issued by the juvenile court judge.

The centre comprises several facilities, including three dormitories, each with a capacity of 36 people, bringing the total capacity to 110 juveniles. These dormitories are equipped with lockers and toilets, as well as hot water for bathing. The centre also has three classrooms, a cinema hall, three workshops, a reading room, a library containing 600 books of various subjects, a food store, and a laundry room equipped with the necessary washing machines and detergents. There is also a fully equipped medical clinic, a range of washing facilities, and a

large courtyard designated for exercise during designated times, Adjacent to this courtyard is a hall designated for family visits to their imprisoned relatives. The centre also features a small sports ground for sporting activities.

The centre also has administrative offices to ensure the smooth running of activities within the facility, including an office for the centre director, the secretariat, and the head educator, as well as an office for the psychologist and the bursar. It is surrounded on all sides by green spaces, and there is a staff building containing four flats, and a residence for the centre director. Externally, the centre is characterised by high walls and main entrances secured with iron gates, with a surveillance camera at the main entrance. It is situated in the beautiful Al-Hawa district, and adjacent to it is the correctional facility for adults and women.

It is noted that this centre provides healthcare, hygiene and social services, which facilitates the implementation of various rehabilitation and social integration programmes for the residents during their stay there

**3.2. Temporal scope:** The field study was conducted between January and February 2019, enabling us to distribute questionnaires, conduct interviews and observe events and evidence within the correctional facility in Setif.

**3.3. Human scope:** Based on this, the required sample type is determined, comprising the original community of the 'Centre for the Re-education and Social Reintegration of Juvenile Offenders', which includes a number of administrative and pedagogical departments responsible for implementing various educational, training and recreational programmes and activities.

From an organisational and pedagogical perspective, the centre is overseen by a director appointed by the supervisory authorities, whose duties include managing the administration and ensuring the smooth running of pedagogical activities; he is assisted in this by a specialised team comprising three section educators, four night wardens, four group leaders and a psychologist, divided into three sections. The administrative department comprises the personnel department, the secretariat, the bursar's office and the nursing department.

As for the juvenile study group, the researcher relied on a comprehensive survey of them, estimated at 71 juveniles. The researcher excluded some individuals who had recently been admitted to the centre, estimated at 16 individuals; consequently, the total number of subjects studied is 55 juvenile offenders, aged between 16 and 19 years.

#### **4. Data collection tools used in the study:**

**A. Observation:** The observation method employed during field visits was simple, systematic scientific observation.

**b- Interviews:** This tool was used to gather information directly from officials at the correctional facility, specifically the officer in charge of sports activities, the officer in charge of cultural and artistic activities, the officer in charge of mental health, the officer in charge of

vocational and craft training, and the officer in charge of education. The focus of these interviews centred on the role played by the correctional institution in the social reintegration of juveniles, the most significant achievements in this area, and the future prospects and expected outcomes in the coming phases. Accordingly, an interview guide was developed comprising a number of questions:

Q1: What programmes does the institution follow that aim to reintegrate juveniles?

Q2: Do the trainers and instructors possess the necessary skills and competencies to deal with juvenile offenders at the centre?

Q3: Have you been able to achieve your objectives through the rehabilitation and educational programmes at the Centre for the Re-education and Reintegration of Juveniles?

Q4: What obstacles do trainers and educators face that limit their role in the inclusion of young people?

#### **A. The questionnaire:**

The research questionnaire comprised a set of questions directed at the juvenile research subjects held at the centre. It was administered over two periods: the first was for pilot testing, during which 25 pilot questionnaires were distributed to a group of juvenile research subjects. We utilised their responses and, in light of them, attempted to amend the wording of the questions where possible. The final questionnaire was then distributed at a later stage, and we collected as many responses as we could.

#### **5. Statistical tools (statistical analysis methods):**

**A. Tables of statistical frequencies and percentages:** These were used to describe the characteristics of the study population and to determine their responses to the main themes included in the study instruments, expressed as percentages. We also calculated the arithmetic mean and standard deviation to measure the degree of variation in respondents' answers across each statement in the questionnaire, and the correlation coefficient (Cronbach's alpha) to determine the reliability of the study instruments.

#### **B. Validity of the data collection tool:**

**1. Reliability:** to ensure the reliability of the study instrument, the researcher conducted a retest by applying it to the study sample, and the reliability of the study instruments was calculated using Cronbach's alpha. The reliability coefficient for the study instrument specific to juvenile offenders reached 0.86, which is a high reliability coefficient and statistically significant at a significance level of less than 0.01, indicating the potential reliability of the results that the study instrument may yield when applied.

**2- Validity:** After verifying the face validity of the questionnaire, the researcher applied the instrument to the juvenile respondents, distributing 25 questionnaires to them to determine the internal consistency of the study instrument by calculating the internal consistency coefficient and the square root of the reliability coefficient. The internal consistency coefficient for the

study tool for juvenile offenders was 0.92, which is a high coefficient and statistically significant at a significance level of less than 0.01, indicating the internal consistency of the questionnaire's items and scales, and consequently the reliability of the results that the study tool may yield when applied.

### **Eighth: Study Results and Discussion:**

#### **1. Results relating to the personal data of the sample:**

It emerged that all members of the community, comprising both educators and parents, are in the young adult age group (30–40 years), hold a Master's degree or have completed upper secondary education, and have less than 14 years of professional experience.

It also emerged that the majority of juvenile offenders aged 17–18 have an educational level ranging from primary to lower secondary, and that the rate of delinquency rises between the ages of 16 and 18, then drops significantly at the age of 19.

It also emerged from the living standards of the juveniles that social circumstances, particularly financial ones, are all factors contributing to delinquency and crime.

#### **2. Study findings according to the study's themes and questions:**

1- The study showed that the most important methods used by educators and trainers to modify the behaviour of juvenile offenders are:

- Modifying the juvenile's habits through advice, guidance and persuasion.
- Boosting self-confidence through encouragement and motivation.
- Encouraging the young offender to work with their peers.
- Teaching the young person academic and cultural skills.
- Helping the young person integrate into society as a productive member.

As for the most important methods used by trainers and educators to modify the behaviour of young offenders, one method scored very low: trainers and educators encouraging collaboration with peers, with a higher-than-average agreement on the importance of this method.

This result answers the first of the study's questions regarding the methods used by trainers and educators aimed at modifying the behaviour of juveniles.

2- The study showed that trainers and educators engage in all cultural, social and sporting activities aimed at reintegrating juvenile offenders into society (from the perspective of the trainers and educators) to a higher-than-average degree, with the exception of just two activities, namely:

- Plays help juveniles develop new behaviours.
- Plays address the issues and problems faced by juveniles.

As for the targeted cultural, social and sporting activities that trainers and educators engage in to reintegrate juvenile offenders into society, these were rated above average, with the exception of educational and cultural programmes and activities, which received a below-

average rating, indicating that all programmes and activities play an important role in the reintegration of juvenile offenders into society.

This finding answers the second research question, which examines the role of the programmes and activities implemented by the correctional institution in the social reintegration of juveniles.

3- The study also showed that staff and educators possess certain skills and competencies that help them perform their roles (from the juveniles' perspective) to a higher-than-average degree, including:

- The ability to gain the friendship and trust of the young person.
- The ability to influence and persuade.
- The ability to implement activities and programmes.
- Possessing the academic qualifications required to perform this role.
- A full understanding and awareness of everything they do in their work.
- A balanced personality and flexibility in dealing with others.
- The ability to adapt to new circumstances.

As for the skills and competencies possessed by the scouts, which assist them in their roles, these are above average, indicating that trainers and educators possess the necessary skills and competencies to perform their roles and reintegrate juvenile offenders into society.

This finding answers the third research question, which enquires about the extent to which trainers and educators possess the competencies and skills that help them perform their roles effectively.

The study revealed that there are obstacles and problems facing trainers and educators that limit their ability to perform their roles effectively; members of the study population comprising trainers and educators consider the most significant difficulties they face to be:

- A lack of material resources, particularly financial ones.
- Insufficient time allocated to implementing activities and programmes.
- Difficulty in following up on the young person after their release.
- A lack of training and development courses on how to deal with young people.

The data revealed that these difficulties limit the performance of trainers and educators in their roles to a moderate degree.

As for the proposed solutions to achieve social integration in penal institutions, they were as follows:

- Providing material resources, particularly financial ones, and intensifying educational and awareness-raising activities for young offenders
- Preparing the prisoner psychologically for social integration following release.
- Providing a suitable environment that helps staff and educators to play a positive role.
- Organising cultural, educational and sporting competitions with incentives and prizes for young offenders.

Conducting training courses for educators and trainers to develop their capabilities and skills in dealing with young offenders.

- Opening the door for associations and organisations to participate in the reintegration of prisoners during and after their sentence.

#### References:

1. Ahsan Mubarak Talib, Voluntary Work by Inmates of Correctional Institutions, 1st ed., Naif Arab Academy for the Humanities, Riyadh, Saudi Arabia, 2000.
2. Isaac Ibrahim Mansour, A Summary of Criminology and Penology, 2nd ed., University Publications Office, Ben Aknoun, Algeria, 1991
3. Galal Tharwat, The Phenomenon of Crime, Alexandria University, Egypt, 1997
4. Khalifa Mahrous, Care for Prisoners, Ex-Prisoners and Their Families in Arab Society, Naif Arab Academy for Security Sciences, Riyadh, Saudi Arabia, 1997.
5. Zubair Fadel, 'Establishment of External Services for Reintegration Soon', Al-Shorouk newspaper, issue dated 02/12/2006, Algiers
6. Abbas Abu Shama, Violent Crimes and Methods of Addressing Them in Arab States, Vol. 1, Naif Arab Academy for Security Sciences, Riyadh, 2003.
7. Abdullah bin Nasser Al-Sadhan, Aftercare for Ex-Prisoners in Islamic and Contemporary Criminal Legislation, Vol. 1, Naif Arab Academy for Security Sciences, Riyadh, Saudi Arabia, 2006.
8. Abdullah Hussein Al-Khalifa, Social Structure and Emerging Crimes, Naif Arab Academy for Security Sciences, Riyadh, Saudi Arabia, 1998.
9. Ali Abdul-Qadir Qahwaji and Fath Abdullah Al-Shazli, Criminology and Punishment, Al-Ma'arif Publishing House, Alexandria, Egypt, 1998.
10. Ghazi Rahimi Ahmed Al-Juhani, Attitudes of Saudi Society Towards Released Prisoners, Master's Thesis – Arab Centre for Security Studies and Training, Higher Institute of Security Sciences, Department of Social Sciences, Saudi Arabia, 1994.
11. Fouad Al-Said, Sociology of Crime in the Arab World, Al-Muntada for Studies and Publishing, Cairo, Egypt, 1994.
12. Fawzia Abdul Sattar, Principles of Criminology and Punishment, 5th ed., Dar Al-Nahda Al-Arabi for Printing and Publishing, Beirut, Lebanon, 1985
13. \*Resala al-Idmaaj\* magazine, Issue 2, General Directorate of Prisons and Reintegration, Algiers, August 2005.
14. Mohammed Shalal Al-Ani, Ali Hassan Tawalbah, Criminology and Punishment, Dar Al-Masirah for Printing and Publishing, Amman, 1998
15. Mohammed Subhi Najm, Introduction to Criminology and Penology, Vol. 1, Jordan, 1998
16. Mohammed Hilal Naji, Imprisonment and the Family Circumstances of Prisoners,



Journal of Security Research, Issue 25, King Fahd College, Riyadh, 2003

17. Mansour Abdullah Al-Rouqi, Voluntary Community Participation and the Extent of its Integration in the Field of Aftercare, Master's Thesis – Naif Arab University for Security Sciences, Faculty of Postgraduate Studies, Department of Administrative Sciences, Saudi Arabia, 1995.

18. Nazir Faraj Mina, A Summary of Criminology and Punishment, 2nd ed., University Press, Algiers, 1993

19. Hilal, Naji Muhammad Salim, 'Violence in Prison: A Sociological Study of a Sample of Prisoners', Arab Journal of Security Studies and Training, Vol. 18, No. 36, Rajab 1424 AH / October 2003 AD.