



Ways to protect Algerian children from cybercrime in the virtual environment. - Risk and Solutions-

Leila Zadi^{1*},
University Mohamed Lamine Debaghine, Setif 2 (Algeria).
l.zadi@univ-setif2.dz

Received: 17/04/2025

Accepted: 29/05/2025

Abstract:

Children use the Internet and its modern applications in different ways to study, learn, entertain themselves, or communicate with friends and family members. However, there is a potential risk when these uses deviate from proper usage, and children may become vulnerable to individuals with malicious intent, who take advantage of the absence of parental control to achieve cyber crimes. This research paper aims to shed light on this pressing issue, highlighting its impact on children's lives and future prospects. It emphasizes the crucial role of raising awareness through constructive dialogue, guiding children to make wise online decisions, and the urgent need for legislation to safeguard them.

Keywords: *Children, virtual environment, cybercrime*

*** Corresponding author**

1-INTRODUCTION:

The rapid developments in the communication sector and its modern technological means over the last two decades have had a significant impact on various levels (political, economic and social). Indeed, some have referred to our current era as the 'Age of the Digital Revolution' or the 'Age of Multimedia'. The Internet is one of the most significant technological innovations of this era, having become a method of daily interaction and a mode of knowledge exchange. The rapid spread of this network has made it one of the most important features of the modern era due to its profound effects and radical changes in methods of communication and direct and indirect communication.

The rapid advances in technology are having a profound effect on all areas of society, and it has become imperative for individuals to adapt to this new reality. Technology has become deeply interwoven into most human activities. It is now challenging to envision any particular activity that does not include technology, whether from economic, social, political, or cultural perspectives.

Information and communication technology (ICT) has become an integral part of everyday life for people, accessible to individuals from all walks of society. The ubiquity of mobile phones and computers with internet access has made this technology available to people of all ages, including children.

Children are among the groups that have become highly receptive to the Internet for multiple uses. They use it for education, for example to complete homework and assignments, others use it for entertainment, such as playing electronic games, while others consider it a means of social communication with friends and family members.

It is important to note that there are risks associated with these practices when they are not regulated properly. There have been cases where children have been targeted by those seeking to exploit them, and these actions are often classified as cybercrimes. Examples of such crimes include violations of privacy, sexual exploitation, online trafficking, and the promotion of aggressive behaviour in children through violent video games and other cyber activities.

Consequently, parents are currently faced with a significant responsibility to protect their children in this open virtual space. This has prompted them to conduct scientific research to address the following questions: What are the most effective methods for protecting Algerian children from cybercrime in the virtual digital space?

Before addressing this question, it is important to present the following concepts that are considered essential to understand the topic.

2. A review of key concepts:

2-1The concept of virtual space:

The concept of virtual space: This space encompasses electronic information and serves as the foundation for all electronic activities, including research, exchange and dialogue. The term "internauts" is French for "Internet pioneers" and is used to describe web surfers. This term highlights their role as the trailblazers of online space, which emerged from the connection of two artificial minds designed to simulate human intelligence. As a result, a virtual space populated by these simulated minds was created (Al-Abdullah, 2014, p. 215).

Virtual reality is a term used to describe a computer-generated environment that combines two dimensions – sight and sound – to create a simulated world. Most commonly, this is experienced through a computer screen or a stereoscopic display. Some advanced systems carry additional information to allow the user to interact with a virtual environment

using tools that help them build an animated virtual world, such as a specialised keyboard and steering wheel. The virtual world can resemble the real world, for instance in the form of a simulated case of military flight operations and a pilot training for an air attack, or it can differ from reality, as is the case in computer games (A.M, 2008, p. 152).

Virtual Simulation allows the creation of software capable of electronically replicating human actions, behaviours and experiences to a degree that approximates real-life scenarios. The Internet has facilitated the development of various forms of digital virtual spaces, including: Social networks such as Facebook and Twitter, blogs, dialogue and chat forums.

2-2-Cybercrime:

There are many definitions of cybercrime, some of which are legal, others psychological and social.

In general, these definitions include the following: Crime is defined as any human behaviour or conduct that originates from a psychological, material, or emotional source and that contravenes established morals, customs, traditions, or values, or violates established laws, regulations, or convictions. This constitutes a behavioural indicator of deviation or delinquency, ultimately resulting in the perpetration of an act deemed illicit (Hamdi, 2012, p. 16).

The Italian jurist Carrara defined it as: 'anti-social behaviour that is prohibited by the state because it harms its members (Hamdi, 2012, p. 18).

He also provided a definition of criminal behaviour as 'an act or pattern of behaviour that is legally punishable because it constitutes an infringement of a legal rule and therefore threatens the security and safety of the individual and society, and that a criminal is not a criminal unless the court admits it. " Clennard, in defining crime and deviance in general, stated that it is a set of situations in which behaviour is so reprehensible or unacceptable that it exceeds the limits of tolerance in the local community". Meanwhile, Durkheim defined crime and deviance as follows: "Any act that contradicts the values and ideas that have become established in the collective conscience of the group". Crime can thus be defined as the act or behaviour of an individual or group that results in a violation of the values, standards and controls accepted by the local community, and which may cause material or moral damage. The penalty serves as a deterrent and even as a form of revenge against the individual who has violated the general provisions that regulate the social order. The concept of crime was further delineated by the Fourth International Congress of Criminal Law, held in Paris in 1937, as 'any act or omission by a distinguished person that causes a breach or social disorder in general or in particular and is punishable by law with a penal sanction or precautionary measures.' The elements of the concept of crime, therefore, are as follows: The criminal act is committed intentionally, it is accompanied by a legal sanction, and there is a victim (Hamdi, 2012, p. 19).

In consideration of the aforementioned points, it is evident that the concept of cybercrime is subject to diverse interpretations, contingent upon the specific perspective adopted in its analysis. A number of studies have adopted an approach that involves the classification of computer-related activities into categories and types, with each type having its own perception of the crime related to it. Alternatively, some studies have sought to define cybercrime by examining the subject itself, categorising it into two types. In the former category, the focus is on the computer or the information stored within it as the subject of cybercrime. In the latter category, the computer is viewed as a means of implementing cybercrime (Ataya, 2015, p. 370).

It is evident that a distinction exists between the realm of computer crime and that of cybercrime. The former pertains to the compromise of computer hardware, software, and stored information, whereas cybercrime involves the transmission of information and data between computers through telephone lines or satellite networks. The focus of this study is on cybercrime.

The definition of cybercrime is provided by online sources as follows: "Any unlawful act committed on the site with the intention of disrupting, defacing or modifying it, illegal access to unauthorised sites, using false addresses to access the information network, breaking into networks, transmitting viruses, and sending messages of all kinds via email, such as those that harm the dignity of persons, or aimed at promoting illegal materials or acts" (Ataya, 2015, p. 371).

Alternatively, it can be defined as 'all crimes committed using information technology, or information networks, and can take the form of traditional criminality using the technical means of networks: This encompasses paedophilia, the concealment of art, drug trafficking, mafia networks, and terrorism. Alternatively, it may refer to criminality that is directly related to technology, such as the distribution of computer viruses, unauthorised access to corporate networks, the misuse of bank card information, and the dissemination of false information (Al-Abdullah, 2014, p. 139).

The following characteristics of cybercrime have been identified as being of particular importance: (Ataya, 2015, pp. 374-375)

- The perpetrator of cybercrime is often a person characterised by intelligence, cunning and discernment. They possess high technical skills and great knowledge of the methods used in the field of computer systems and how to operate them, as well as how to store and obtain information. In contrast, the perpetrator of traditional crime does not require an educational level in order to perpetrate their crimes.

- Cybercrime is a challenging subject to investigate due to the fact that the perpetrator generally does not leave behind any physical evidence that can be examined. This hinders the procedures for detecting the crime and identifying the perpetrator. In contrast, traditional crime usually leaves behind physical evidence, witness testimony, or other evidence that can be used as proof.

- Cybercrime exhibits an international dimension, i.e. it is transnational in nature, as it may transcend geographical borders due to its utilisation of information networks. This characteristic often gives rise to legal, administrative, technical and even political challenges in addressing it, particularly with regard to criminal prosecution procedures.

- Cybercrime can be considered a 'quiet crime' in the sense that, in contrast to conventional crimes such as murder, theft and so on, there is a paucity of physical exertion involved. In contrast to traditional crime, which necessitates substantial physical exertion,

such as murder, theft and other similar offences, cybercrime does not require any physical effort. Instead, it relies on meticulous study and deliberate scientific thinking, underpinned by a comprehensive understanding of computer technology)Mohamed(442 صفحة 2017 ,.

2-3-Child:

The term 'child' is used in this text to denote a person from birth until puberty, including both males and females (Abdul Hamid, 2012, p. 08).

Childhood is considered to be a significant stage in the human life cycle, and it is mentioned in the Holy Qur'an in the words: '**And the child who did not show the shame of women**' (verse 31 of Surah Al-Nur) and in the words: '**And when the children among you reach the dream, let them ask permission as those before them asked permission**' (verse 59 of Surah Al-Nur), meaning here the stage from birth to adulthood (puberty).

Scientists and educators have differed in defining the stage of childhood in human life, with some dividing human life into two stages: the first is childhood, which starts from birth until the age of eighteen or twenty. The second stage is that of manhood or womanhood, which commences after that point and persists until the final breath.

Another team divided childhood into three periods (Abdul Hamid, 2012, p. 38):

- Early childhood 'from birth to six years old'.
- Middle childhood 'from six to twelve years old'.
- Late childhood 'from twelve to twenty years old and includes the periods of puberty, adolescence and early adulthood'.

However, the common division among child psychologists is:

- Early childhood 'from 3 to 6 years old'.
- Middle childhood 'from 6 to 9 years old'.

The period of late childhood, spanning from the ages of nine to twelve, is characterised by a sense of idealism. This stage typically extends from the age of twelve until the conclusion of childhood.

According to Samia (Samia, 2012-2013, p. 08), 'childhood in education is the stage that immediately follows birth and continues until the stage of full awareness and the ability to make decisions and assume responsibilities, which is often a few years after puberty, while for sociologists it is the stage in which the little one is always the responsive party to the processes of social interaction and depends on his parents until physiological and economic maturity'.

It is acknowledged that the child is a sensitive being, readily influenced by external factors. Many have concurred that the characteristics of this age stage include the following (Abdul Hamid, 2012, p. 08):

- The present stage is characterised by the instilling of fundamental concepts, principles and cultures.
- It is imperative that adequate care and attention are provided during this period in order to ensure the optimal development of the child.
- This stage is also one of vulnerability and dependence on the adult.
- It is considered the basic building stage.

In this section, it is important to emphasise that the mechanisms designed to protect children from cybercrime are a set of integrated procedures and security measures that work together to provide a safe and sound virtual environment. This concept will be referred to throughout this scientific article.

3- The reality of children's use of the Internet and virtual space :

Algerian children, like children around the world, utilise various communication technologies to varying degrees. However, before discussing the reality of Algerian children's use of the Internet, it is important to point out the most important positive and negative effects of this use, as follows:

3-1-Positive aspects:

The Internet has emerged as a significant educational tool, offering a vast repository of knowledge that aligns with children's developmental needs. Utilising engaging methods that resonate with their interests, such as colours, images, music, and heroic characters from popular cartoon series, it has been observed that children can, in some cases, spontaneously acquire and excel in foreign languages without formal training.

- The Internet's capacity to entertain and amuse has also been recognised, with many children deriving enjoyment from it.
- Social networking sites have facilitated the formation of friendships among children, contributing to their social development.

3-2-Negative aspects:

- The online environment is not free of immoral sites that appear either with or without the browser's consent. These sites are sometimes embedded in seemingly innocuous content with the intention of attracting children to deviant and immoral behaviours, thereby contributing to the destabilisation of their values. It is acknowledged that these values are still developing.
- The child spends protracted periods in front of the computer, and in addition to the health damages that affect the child, over time, he develops a sense of stress and discomfort if he stops using it, as the continuous daily use for long hours forms what is known as 'addiction', a disease that is difficult to treat if it affects children, and the long time of use negatively affects the periods that the child gives to study. This phenomenon occurs in the absence of parental supervision and in the absence of media education.

In many Western countries, there has been a growing awareness of the importance of integrating media and communication education into school curricula. This is in contrast to the majority of third world countries, where the call by UNESCO and ALESCO for the integration of media and communication education into school training programmes has not been heeded. In these countries, the subject is still represented in a very limited way in school curricula and is taught in a disconnected manner. In Algeria, despite the state's endeavours to expand the utilisation of the Internet within educational institutions, the management and content of the training subjects remain disorganised and haphazard. The responsibility of teaching the subject of computer information is frequently entrusted to physics teachers (Abdelli, 2011, p. 165).

This has contributed to maintaining a certain distance between children and the online world, as the Internet is perceived as a mysterious entity that elicits a mixture of hopes and fears, students tend to conceptualise it as a virtual space that contains all the information, but they find that this space contains many disadvantages, including the spread of pornographic sites, distracting students from their lessons and wasting time.

The study conducted by Mr. Abdelwahab Boukhenoufa on Algerian students and the Internet provides a clear picture of the manifestations of children's use of this medium. The researcher found that Algerian children use the Internet for multiple activities and in a variety of fields. These uses can be categorised into three types (Boukhanoufa, 2007, p. 307):

- **Uses of the Internet related to searching for information:** more than half of the respondents confirmed that they use the Internet to complete school assignments, but the methods of use vary. Some rely on themselves to search for information on the Internet, others rely on parents and family members, and others hire the owner of the Internet café to do the research for them. This final scenario gives rise to a moral and educational quandary, as it engenders a culture of passivity, a disregard for personal effort, and a reliance on external assistance to procure information. This dynamic can be seen as a form of academic dishonesty, fostering an environment where cheating and fraud become prevalent practices to ensure favourable grades.
- **The communication-related uses of this technology include:** sending and receiving emails and looking for connections with new friends through instant messaging.
- **The uses of a playful nature:** are varied, encompassing a number of activities, including: engaging in electronic games, listening to music, watching movies and cartoons, downloading movies, programmes and music, as well as downloading phone ringtones and others.

4- Cyber Crime against children:

In recent years, societies have become increasingly connected to the Internet. It is now considered an essential part of daily life, found in homes and on smartphones and tablets. While the Internet facilitates our lives in many areas, it also poses significant risks. These include physical dangers caused by prolonged use of electronic devices, negative effects on values and morals, and the risk of cybercrime or cyberbullying.

Prior to the advent of the electronic and digital eras, crime was confined to reality. However, advancements in technology have precipitated the emergence of a novel form of criminal activity known as virtual or electronic crime, which is perpetrated within the virtual domain of the Internet and its various programs, or on mobile phones equipped with advanced technologies and applications. A salient aspect of this phenomenon is the vulnerability of the majority of users to these crimes, particularly those who lack proficiency in their utilisation and the mechanisms to safeguard against them, often falling prey to deceptive methods that most Internet users are oblivious to.

It is imperative to acknowledge the heterogeneity of cybercrimes, which encompass a multitude of forms, including: These include cyber fraud and fraud, electronic forgery, intellectual property infringement, espionage, pornography leakage, invasion of individual privacy, sexual harassment and exploitation, especially of children as easy prey, and others. The difficulty of these types of crimes lies in the fact that they are very complex and it is difficult to reach the perpetrator and compensate the victims, especially if the criminal actors are from different countries and regions of the world.

It is a lamentable fact that such crimes pose a threat to various segments of society, most especially children and adolescents who use the Internet without having the necessary awareness of its dangers, given that they spend the majority of their time on the Internet via their mobile phones, which connect them to the electronic world without the necessary parental control in most cases. This may expose them to cybercrime or cause them to adopt behaviours that, whether intentionally or unintentionally, result in the commission of cybercrime.

Examples of cybercrimes committed against children:

These examples include (BenLaamer, 2021, p. 808):

- **Harassment and stalking:** This crime is characterised by the transmission of threatening messages or the dissemination of personal information about an individual without their consent. It may result in reputational damage and may also encompass the unauthorised surveillance and acquisition of personal information.

An emergent form of psycho-emotional abuse is cyberbullying. A study conducted by Ipsos Global Advisor in 28 countries revealed that cyberbullying has increased significantly after 2011, with 45% of children in South Africa having experienced it, while 65% of children in Latin America have experienced it, and the same in our Arab countries where there is a lack of control and legislation on this type of crime (Pasha, 2022).

- **Dragging:** the practice of online grooming, whereby offenders attract children into a digital relationship that gradually progresses towards a physical encounter in the real world with the intention of entrapment, has been a subject of considerable concern in recent years. According to a 2009 report by UNICEF, approximately 750,000 Internet users across the globe utilise the Internet to communicate with children with the aim of luring them.

-**Sexual harassment:** this phenomenon has seen a marked increase in recent years, largely due to the widespread dissemination of sexual messages, images and films among children. This development has prompted UNESCO to convene an international conference on the issue. The conference was convened in recognition of two key factors: first, the alarming universality and spread of the phenomenon; and second, the inadequacy of national legislation to address it effectively. The conference ruled that there is no tolerance for the dissemination of pornography, prostitution, crimes committed against children, and even crimes of sexual exploitation, otherwise referred to as organised sex tourism. In the same context, the report issued by UNICEF in 2009 is of particular pertinence. This report stated that more than 4 million websites exist which contain child pornography, that more than 200 new images are posted on the Internet every day, and that international networks specialised in the dissemination of child pornography images and films have been dismantled via the Internet. The Internet has emerged as a predominant medium for accessing child pornography, facilitating the instantaneous and anonymous sharing and exchange of such materials among users. For instance, Interpol's database containing child exploitation images has amassed over half a million images, while certain international networks, such as the 'Wonderland Club' network, mandate their members to share a minimum of 10,000 new images of child sexual exploitation as a prerequisite for membership (Durkin, 2012).

The dangers of the Internet for children include sexual harassment and exploitation by various means and purposes, including the following (Center, 216, p. 117):

-Targeting children and adolescents has been identified as a significant concern in the context of Internet usage, particularly with regard to the sending of messages, engagement in online conversations, and the utilisation of social networking sites. It has been observed that individuals involved in the sexual harassment and exploitation of children, often referred to as

"child predators," have increasingly turned to the use of Internet networks to distribute footage of their activities, or those of others, to a broader audience. This distribution may be directed towards individuals who express a desire for such content, or those who have a predilection for collecting such material.

-Individuals who utilise the Internet to research optimal locations for the sexual exploitation of children and adolescents or those who employ online means to entice and subject children to various forms of exploitation.

-Individuals who pose a threat to children's online safety may be interested in boys, girls, or both.

The Algerian legislature has demonstrated a firm commitment to safeguarding children from these offences, criminalising the dissemination of indecent material involving minors, or when perpetrated through the Internet or an information network, or by means of any information technology. Article 33 bis 1 of the Penal Code stipulates that: Any individual who depicts a minor under the age of 18 years by any means whatsoever engaging in sexual activities... or who produces, distributes, publishes, promotes, imports, exports, exhibits or sells pornographic material relating to minors shall be punished with imprisonment for a period ranging from five to ten years and a fine from 500,000 Dz to 100,000 Dz. Article 141 of the Child Protection Law stipulates penalties for individuals who exploit children through any form of communication media in a manner contrary to public morals and public order (Amina Abichete).

-The electronic trafficking of children: it can be defined as the utilisation of electronic means for the purpose of concluding commercial transactions, through which criminals seek to sell children. The advent of cyberspace has transformed it into an open market, wherein human products are subject to the law of supply and demand. This facilitates commercial transactions due to the expediency characteristic of global trade for the buyer and seller, as technology has eliminated the need for travel and physical movement, saving time and eliminating the need for face-to-face interactions. The barriers of time and space have thus been removed, allowing organised crime to thrive in these practices. In addition, the perpetrators often reside in other countries, outside of the location where the website is hosted, and the purpose of this crime may be Human trafficking for the This encompasses the recruitment, transportation, harboring, or receipt of persons through the use of force or coercion, abduction, deception, or abuse of power, or by the exchange of money or benefits to obtain the consent of an individual with authority or jurisdiction over another, with the objective of selling or exploiting them for prostitution, forced labor, slavery, begging, or trafficking in their human organs or for the purposes of medical experimentation. According to global statistics, 80% of children who use email receive promotional emails on a daily basis, especially during holidays, as children spend a lot of time surfing the Internet. Some of these messages contain content that they should not be exposed to in any case. The problem lies in the fact that most children do not ignore the spam messages and online games, and open them driven by curiosity, driven by the headlines of these messages. It has been demonstrated that a significant number of children experience feelings of irritation in response to such communications, and that they frequently refrain from engaging in dialogue with their parents regarding the matter. It has been determined that children are enticed through chat rooms or online games and subsequently prompted to perform specific actions. In the event that they decline to comply, threats are employed, resulting in their acquiescence

to the demands. This lack of awareness regarding the potential risks consequently renders them susceptible to victimisation through cybercrime (Dalel).

5- Strategies to protect children from the risks of cybercrime in the virtual space:

It is imperative to bear in mind that any action taken online can potentially have ramifications for others. Consequently, the onus falls on all stakeholders to collaborate in safeguarding children from the perils of online crime, thereby ensuring a sustainable and secure future for all. To this end, policymakers, private sectors specialising in digital and electronic communication, parents, caregivers, educators, state officials, and legislators must take comprehensive measures to ensure the protection of children and the promotion of safe and secure lives.

A- Legal and legislative mechanisms, authorities and security agencies :

- The issuance of legislation must align with the developments of cybercrime, and national legislation must be harmonised with international conventions, rules and relevant comparative laws. This enables criminal justice agencies to perform their role on a national, regional and international scale, contributing to the effective fight against cybercrime.

- The efficiency of technical agencies specialised in monitoring threats and risks and early warning reporting must be raised, and they must be provided with the latest equipment.

- Training and qualifying technicians and engineers working in the field of digital evidence and rationalising and developing their performance.

- Training and qualifying specialists in criminal justice agencies in the management of digital evidence is of paramount importance. The technical role entails the adoption of methods of electronic crime control through the optimal utilisation of technological and electronic means represented in computer and communication systems.

- Blocking pornographic websites.

- Follow all security awareness methods to minimise the risks of cybercrime.

- Activating the role of the media in raising awareness.

B- The family and the mechanisms of accompaniment and control:

Firstly, it is incumbent upon parents to support their children in using technology safely. They should adopt a balanced approach and recognise the benefits that the Internet offers. It is acknowledged that engaging in recreational activities and cultivating personal competencies and interests can serve as significant motivators for children's technology use. However, it is equally crucial for parents and educators to contemplate the following aspects, as outlined in the Guidelines for Parents and Educators on Child Online Protection (Union., p. 10):

- Parents must exercise vigilance in monitoring their children's online activities, recognising the potential risks they may encounter, and proactively addressing any threats they may face. This involves providing guidance and advice, particularly with regard to the importance of not disclosing personal information to individuals they do not trust, responding appropriately to suspicious communications, and immediately terminating conversations in cases of uncertainty. Parents should also be attentive to their children's online interactions, particularly with individuals with whom they establish relationships.

- Foster a positive and constructive dialogue with children regarding their online activities, including the content they consume or exchange with peers or acquaintances, as well as the services, platforms and games they utilise. This dialogue should emphasise the importance of family control, which encompasses both pre- and post-engagement, and is characterised by complete confidentiality. It is paramount to address transgressions in a positive manner,

without resorting to violence or prohibition. The utilisation of dedicated applications and protection systems for children is highly recommended.

- Parents should ensure that their offspring are aware of the appropriate channels for seeking assistance, and that they are prepared to engage in a dialogue with them in the event of encountering content that is deemed unsuitable.

- Monitor the apps they download on their devices and use age ratings to help determine which games and services are best suited to them, with a focus on adjusting the settings according to their age group.

C. The role of schools and socialisation institutions:

Schools and socialisation institutions, such as mosques and associations, play a vital role in digital education and awareness. It is incumbent upon the state to take this into account by including educational materials such as cybersecurity in educational curricula. There should be a focus on holding training workshops targeting students, teachers and parents to introduce them to the best practices of online protection. In addition to imparting knowledge to students at various educational levels on the protection of personal data and the avoidance of the disclosure of sensitive information online.

These institutions should also promote positive values through awareness campaigns targeting children and their parents, and educate children on the significance of ethical internet usage and the prevention of cybercrimes such as cyberbullying and privacy breaches.

Consequently, educational institutions and socialisation bodies bear a substantial responsibility to safeguard children from cybercrime through educational initiatives, awareness programmes, monitoring mechanisms and guidance. Moreover, these institutions should collaborate with families and communities to foster a secure digital environment for children.

Conclusion:

It is evident that cybercrime against children is one of the most dangerous social phenomena to emerge in recent times, particularly in the context of the widespread use of social networking sites. To combat this issue, there is a need to enhance efforts at the legislative, legal and societal levels, particularly within family, educational and social institutions. This is essential to protect this vulnerable group, whose proper upbringing is a shared responsibility. In this paper, we have analysed the issue of cybercrime against children in Arab societies.

To conclude this work with a set of recommendations for combating this issue, which is believed to be relevant and should be taken into consideration and applied in the field.

These recommendations include (Ataya, 2015, p. 397):

- Develop technical capabilities on the Internet and establish an Internet police force to directly arrest perpetrators as soon as they enter the network through technical tracking of the device or telephone line from which the offence was committed.

- Ensure that confidential files are password protected to prevent unauthorised access.

- Ensure that passwords are regularly changed to mitigate the risk of hacking.

- Encourage open dialogue between parents and children to promote acceptance of parental guidance and mitigate the risks posed by the internet.

- Educate children on the importance of not sharing personal information such as names, phone numbers, addresses, or email addresses with anyone online without parental consent.

-The importance of concerted international efforts to enact international laws and legislations derived from Islamic Sharia and its jurisprudential rules to confront cybercrime and oblige all countries to apply these laws to mitigate cybercrime.

-Establish controls that prevent cultural invasion represented by deviant ideas and pornographic sites that target youth and children and seek to destroy them and influence their beliefs and will.

-Establish courts for virtual cases on the Internet to be able to deal with these new types of offences.

References:

I. Dictionaries:

1- Al-Abdullah, M., & Shin, A. K. (2014). Dictionary of Modern Communication Concepts. Dar Al-Nahda Al-Arabiya, Beirut.

II. Books:

2- Abdul Hamid, S. M. (2012). Media and the Arab Child. Tayba Publishing and Distribution, Cairo, Egypt, 1st Edition.

3- Hamdi, B. D. (2012). Criminal Media and its Impact on Reducing Crime. Dar Al-Raya Publishing and Distribution, Amman.

4- Sadik, A. M. (2008). New Media: Concepts, Means, and Applications .1st Edition. Dar Al-Shorouk Publishing and Distribution.

III. Theses:

5- Abdali, A. (2011). The Use of the Internet and Cultural Change among Algerian Youth (Unpublished doctoral dissertation). Emir Abdelkader University for Islamic Sciences, Constantine.

6- Ben Omar, S. (2012-2013). The Impact of Television Programs Directed at Children on Family Upbringing in Algerian Society (Unpublished doctoral dissertation). Biskra University.

7- Bokhnoufa, A. (n.d.). School, Student, Teacher, and Communication and Information Technologies (Representation and Uses) (A study on a sample of students and teachers in Algeria) (Unpublished doctoral dissertation). University of Algiers.

IV. Articles:

8- Ataya, I. R. I. (2015). Cybercrime and ways to confront it in Islamic law and international systems. Available at: <https://cutt.us/Vad5k> .

9- Belaidi, D. (n.d.). Electronic Trafficking in Children. Al-Massa Newspaper. Available at : <https://bit.ly/3pFi6tH> .

10- Ben Laamer, W. (2021). Information crime against childhood. Algerian Journal of Security and Development, Vol 10, N° 3. Available at: <https://bit.ly/36SmcrW>.

11- International Telecommunication Union. (n.d.). Guidelines for Parents and Educators on Protecting Children on the Internet. Available at: <https://bit.ly/3pFp7Lg>. accessed: 28-2-5202, at 10:00 h.

12- Rahmouni, M. (2017). Characteristics of cybercrime and its fields of use. Al-Haqiqa Journal, Vol 16, N° 3. available at: <https://www.asjp.cerist.dz/en/article/52539> , accessed 20-02-2025, at 21:00.