



***Between punishment and reform: The effectiveness of rehabilitation institutions in
rehabilitating juvenile delinquents and reintegrating them into society***

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Abstract:

This study examines the effectiveness of juvenile rehabilitation institutions in Algeria through a social-legal lens, asking to what extent they achieve genuine reform beyond punitive models. It argues that juvenile delinquency reflects deeper educational, social, and psychological issues, making rehabilitation a multidimensional process requiring coordinated educational, psychological, religious, and vocational efforts. Using a descriptive-analytical approach based on legal and social sources, the study reviews Algerian legislation and its practical application. It concludes that, despite notable efforts, these institutions still face structural and staffing limitations that hinder effective and sustainable youth rehabilitation.

Keywords: *Juvenile delinquents; re-education; rehabilitation, reform; social integration.*

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I. INTRODUCTION

Today, we witness and hear of various forms of serious societal moral decline, perhaps most notably the manifestations of delinquency and deviance among juveniles. This undoubtedly reflects a societal failure to cultivate sound character in its children, who will become the men of tomorrow. This failure poses a threat to public order and the future of society as a whole unless appropriate measures are taken to address this phenomenon, which has recently taken a growing and escalating turn. This clearly reflects the fragility of the socialization system and the weakness of the preventative and educational structures that are supposed to protect children from delinquency.

Data from the National Statistics Office shows a significant increase in the number of cases registered against juveniles, from approximately 2073 cases in 2007 to over 5300 cases in 2016. These alarming statistics reveal that the cases registered against juveniles are diverse, ranging from assault and murder to crimes against the family and public morals. This indicates a shift from individual cases to a social phenomenon requiring comprehensive institutional intervention⁽¹⁾

In light of this reality, rehabilitation institutions have emerged as one of the state's most important tools for dealing with juvenile delinquents, adopting a new philosophy based on reform rather than punishment, and rehabilitation rather than exclusion.

However, the fundamental question that arises in this matter concerns the extent to which rehabilitation institutions are truly capable of transforming juvenile delinquents into balanced individuals capable of social integration, or whether they merely reproduce delinquency in new and more complex forms. The importance of this question stems from the very nature of the problem itself. It concerns institutions that are supposed to perform a rehabilitative and educational function, but which often face a lack of material and human resources, and weak coordination between psychological, social, and developmental aspects. This results in limited outcomes despite the efforts made.

This opens the door to a deeper understanding of the subject by examining aspects of the rehabilitation process offered to juvenile delinquents within correctional facilities. This will be achieved by analyzing the various areas of the rehabilitation process and its implementation steps, based on current practices and legal provisions.

Within this framework, we will attempt to answer the central research question:

How effective are correctional facilities in achieving the social and psychological rehabilitation of juvenile delinquents and ensuring their effective reintegration into Algerian society?

This central question leads to the following sub-questions:

1. What is the conceptual and theoretical framework that governs the concepts of juvenile delinquency, delinquency, and rehabilitation?
2. How has the philosophy of punishment evolved towards a philosophy of rehabilitation and reform? 3. What are the main areas and procedures that rehabilitation institutions employ in the rehabilitation of juveniles?
4. What challenges hinder the effectiveness of these institutions?

II. Study Objectives :

This study seeks to achieve the following objectives:

- To analyze the conceptual and theoretical frameworks underlying juvenile delinquency and rehabilitation.
- To highlight the reformatory role of rehabilitation institutions in addressing delinquent behavior among minors.
- To assess the effectiveness of rehabilitation programs in fostering genuine social reintegration.
- To identify structural and human-resource deficiencies hindering the work of these institutions, and to propose practical solutions to enhance their role.

III. Importance of the study :

This research derives its importance from several considerations:

- It contributes to enriching sociological and legal scholarship on the reintegration of juvenile delinquency.
- It supports the development of public policies in the field of social care, protection, and corrective interventions.
- It reinforces national efforts aimed at crime prevention and the promotion of sound social upbringing, thereby reducing the likelihood of deviance among youth.

IV. Research Methodology :

The study employs an analytical-descriptive approach, complemented by comparative techniques. Legislative texts governing rehabilitation institutions in Algeria are examined and analyzed from educational, psychological, and social perspectives. The study draws on literature from criminal sociology and forensic psychology to evaluate the practical implications of these laws within rehabilitation centers.

V. The conceptual and theoretical framework of juvenile delinquency and rehabilitation institutions:

5.1. The concept of the Juvenile, Delinquency, and Juvenile Delinquency:

Defining the concept of juvenile delinquency is a fundamental starting point for understanding the nature of the phenomenon.

In Arabic, the word for juvenile delinquency is equivalent to the French word "mineur" and the English word "minor," both meaning a young person. If age is mentioned, it is referred to as "young man".

In legal terminology, it is defined as a person who lacks the capacity for understanding and choice due to their limited mental capacity to grasp the true nature of things, choose what is beneficial, and avoid what is harmful. This deficiency is not related to any mental illness but rather stems from incomplete development and weak mental and physical abilities due to being at a young age, which prevents them from properly assessing matters ⁽²⁾.

As for the term "juvenile delinquency" in Arabic, it comes from the verb "janah," meaning to lean to one side, to incline towards it. It signifies inclination, aggression, and deviation, and it also means a sinful act ⁽³⁾. It is worth noting the significant overlap between the concepts of delinquency and deviance. In foreign languages, both are translated as "délinquance" in French and "delinquency" in English. However, most studies agree that deviance is broader than the concept of delinquency, which refers to behavior that falls under the purview of the law.

According to the sociological perspective, delinquency is considered a behavioral phenomenon arising from social interaction between individuals, or between the individual and the social structure as a whole. It refers to abnormal behavior that contradicts the norms, customs, traditions, and norms of society. It deviates from what is familiar and customary in society and constitutes a violation of the law and public order.

Psychologists, on the other hand, view delinquency in the personality of the juvenile and its developmental stages, assuming that internal psychological conflicts begin in the early stages of an individual's life and contribute to the formation of a delinquent personality type ⁽⁴⁾. Accordingly, juvenile delinquency refers to any act that constitutes a crime or violation of the law. Mussen et al. defined it as referring to a person under the age of eighteen who engages in conduct punishable by law ⁽⁵⁾.

Juvenile delinquents are minors who commit acts and behaviors that violate a specific system and are criminalized by law, thus necessitating corrective measures ⁽⁶⁾.

Based on the above, a juvenile delinquent is any minor who commits a legally criminal act, but whose behavior is not only interpreted from a legal perspective but also from a social and psychological angle that highlights their vulnerability and limited ability to adapt to their environment.

In the same vein, the Supreme Council for Youth and Childhood in Algeria defined juvenile delinquency as social maladjustment, a state in which adolescent children are in opposition to the laws of their society. Legally, the Algerian Child Protection Law (Law 15-12 of 2015) defines a juvenile delinquent as: a child under the age of eighteen who has committed a criminal act and is subject to special procedures aimed at rehabilitation rather than punishment.

This definition highlights the legislative shift from a logic of punishment to one of protection and rehabilitation, in line with international conventions on the rights of the child.

5.2- Concept of Rehabilitation Institutions:

Rehabilitation institutions are the official framework provided by the state for the reform and rehabilitation of juvenile delinquents. They differ radically from ordinary prisons in their nature, functions, and objectives, as they are based on a philosophy of re-education through a quasi-educational environment aimed at modifying behavior and equipping the juvenile with social and vocational skills that enable their subsequent reintegration into society ⁽⁷⁾. The Algerian legislator defined the meaning of a rehabilitation institution in Article 8 of Ordinance (75-64) dated 20 Ramadan 1395 AH, corresponding to September 26, 1975, which established institutions and departments responsible for the protection of childhood and adolescence, as: boarding institutions specializing in housing juvenile delinquents who have not reached the age of 18, with the aim of rehabilitating them. The Algerian legislator clarified that these institutions are public institutions of a social and educational nature, responsible for the juveniles placed in them by judicial decision, and subjecting them to educational, vocational, and rehabilitation programs ⁽⁸⁾. Rehabilitation institutions in Algeria are divided into:

- Closed centers for juvenile offenders.
- Semi-open institutions for juvenile offenders.
- Pre-judgment observation and monitoring centers.

However, the fundamental issue revolves around the extent to which these institutions can achieve their reformatory philosophy given their overcrowding, lack of educational and psychological support, and insufficient funding.

5.3- Concept of Rehabilitation and Its Dimensions:

In Arabic, the word for rehabilitation means assisting and serving a person. In both French and English, it is equivalent to the word habilitation, which refers to the process of raising and preparing an individual to regain their abilities and strength.

Perhaps one of the most comprehensive definitions of rehabilitation is that of the World Health Organization (WHO), which describes it as utilizing a range of organized services in the medical, social, educational, and vocational assessment fields to train and restore functional capabilities. This process includes several steps that essentially represent the stages of rehabilitation, the most important of which are: medical, social, psychological, and vocational rehabilitation ⁽⁹⁾.

In this study, rehabilitation refers to the educational, psychological, and social process aimed at rebuilding the personality of the delinquent juvenile by correcting deviant behavior patterns, developing positive abilities, and achieving social integration ⁽¹⁰⁾. Rehabilitation is linked to three fundamental dimensions:

- The psychological dimension: addressing the disturbances and negative emotions that led to delinquency.
- The social dimension: correcting social relationships and strengthening coping skills.
- The vocational dimension: equipping the juvenile with work skills that open up opportunities for a legitimate life. Rehabilitation is a social process carried out by penal institutions. While it may appear simple at first glance, it is in fact profound in its content and measures, and perhaps even more complex in its implementation. It requires effort, work, and adherence to a scientific methodology and technical programs that incorporate a network of skills demanding extensive knowledge, experience, wisdom, and patience. This places a heavy burden on the specialists responsible for it, enabling them to thoroughly understand the elements of the rehabilitation process. Rehabilitation is not an end in itself, but rather a means to achieve the ultimate goal: maximizing the prisoner's personal capabilities, achieving physical and mental strength, and preparing them for a normal, healthy, and productive reintegration into society.

From this perspective, rehabilitation is not a didactic or punitive process, but a comprehensive, long-term endeavor requiring the participation of multiple stakeholders: educators, psychologists and social workers, families, and civil society.

VI. The philosophy of rehabilitation within rehabilitation institutions:

6.1- Evolution of Penal Thought: From Punishment to Reform:

Since the mid-20th century, penal institutions have moved beyond a purely punitive philosophy in their treatment of prisoners in general, and juvenile delinquents in particular, towards a philosophy that embraces reform, rehabilitation, and reintegration.

In the traditional school of thought, the delinquent was considered a criminal who must be punished. In contrast, the positivist school views delinquency as stemming from biological, psychological, and social factors that require treatment, not punishment. Therefore, it is essential to consider both the individual circumstances and the environment surrounding the delinquent juvenile ⁽¹¹⁾.

Based on the principles established by the social defense school, which posits that punishment serves a corrective purpose, international conventions have adopted this approach, particularly the Beijing Declaration of 1985 and the Convention on the Rights of the Child of 1989. These conventions emphasize the need to provide juvenile delinquents with the utmost care, working to protect, reform, and guide them towards good behavior for reintegration into society and to prevent recidivism. This is achieved through the implementation of measures aimed at their reform and rehabilitation across the various penal institutions specializing in their care. In Algeria, this shift was embodied in the enactment of the Child Protection Law (15-12), which replaced the term "punishment" with "educational measure" and stipulated the establishment of rehabilitation centers as an alternative to traditional imprisonment ⁽¹²⁾.

Herein lies the paradox: while legislation adopts a reformist discourse, practical application often remains hostage to a punitive mindset and bureaucratic red tape that limits the effectiveness of reform.

6.2- Theoretical Foundations: Psychological, Social, and Educational Principles:

Most rehabilitation institutions employ a range of procedures that vary across different areas of the rehabilitation process. However, before discussing these procedures, it's important to note that the first step begins with receiving the juvenile offender and providing them with appropriate guidance. This guidance takes into account the experiences they have had, from their arrest and trial to their placement in the institution, and the accompanying feelings of anxiety, fear, and despair. This necessitates the intervention of a team of specialists, including social workers, psychologists, and educational supervisors, to alleviate these fears, persuade the juvenile to accept their place in the institution, and guide and integrate them into a group that suits them. This integration is achieved by following precise scientific criteria in the classification process. Therefore, the philosophy of rehabilitation within rehabilitation institutions is based on a combination of theoretical frameworks:

- Psychological framework: This is based on psychoanalytic theories (Freud), which view delinquent behavior as a result of unresolved internal psychological conflicts that require psychotherapy and behavioral guidance.
- The social framework: This is based on Merton's theory of social disintegration and Bandura's social learning theory, both of which assert that delinquency is a learned behavior acquired in a disturbed environment and can be changed by a sound educational environment.
- The educational framework: This is based on the principle that human behavior is modifiable through structured educational programs that focus on values, responsibility, and self-discipline.

However, despite their theoretical validity, these frameworks clash in practice with the shortage of specialized human resources within rehabilitation institutions, which limits their application and often reduces them to mere formalities that fail to address the core of psychological and social rehabilitation.

6.3- Algerian legislation regulating rehabilitation institutions:

Among the most prominent legal texts framing rehabilitation institutions in Algeria are the following:

- Law No. 15-12 concerning child protection.
- Executive Decree No. 72 regulating rehabilitation institutions.
- Law 09-01 concerning crime prevention.

These laws stipulate a set of fundamental principles, including:

- Consideration of the juvenile's age and psychological characteristics.
- Rehabilitation, not punishment, is the aim and purpose of the procedures and measures implemented within rehabilitation institutions.
- The necessity of involving the juvenile's family in the rehabilitation and follow-up process after release.

Despite the clarity of the legal framework, its practical application continues to suffer from a gap between the text and practice. Rehabilitation programs are often reduced to simple educational activities or limited vocational workshops, without establishing a comprehensive pathway to effectively reintegrate the juvenile into society.

Based on the above; It is clear that the phenomenon of juvenile delinquency is of a complex nature that goes beyond simple legal understanding, and that rehabilitation institutions, despite the solid theoretical and reference basis on which they are based, still suffer from a gap between the declared reformist philosophy and actual practice. This paradox raises the need for a deeper analysis of the rehabilitation fields within these institutions, which is what we will try to address below.

VII. Fields and Procedures of Juvenile Rehabilitation within Institutions:

Rehabilitation within juvenile detention centers is the cornerstone of the state's reform policy towards juvenile delinquents. It aims to transform deviant behavior into positive social conduct through a range of psychological, educational, vocational, and social programs implemented within the center. This process prioritizes providing adequate material and moral support and adheres to the guarantees for juveniles' rights stipulated in Algerian legislation, specifically outlined in Executive Decree 12-165.

Despite the humanitarian and reformatory nature of this process, practical experience reveals a clear gap between theoretical objectives and effective implementation. This necessitates a critical analysis of the various aspects of rehabilitation.

7.1- Social rehabilitation and its role in rebuilding integration relationships:

Social rehabilitation is considered the foundation upon which all other rehabilitation fields are built, as it aims to reintegrate the juvenile into their social environment in a healthy manner. This is achieved through three fundamental processes ⁽¹³⁾:

- Preparing the juvenile to adapt to the institution's internal system and transforming it from a place of repression and deprivation into an institution with educational and therapeutic goals.
- Teaching them rules of conduct and group discipline.
- Helping them regain self-confidence and trust in others. This process is usually carried out under the supervision of a social worker who receives the delinquent juvenile to prepare them to accept reality and the new world, understand the background of their delinquency, analyze their previous family and social relationships, and then help them build a new social support network within the institution. A comprehensive plan is then agreed upon with them to cope with this period of their life, both in terms of their responsibilities inside and outside the prison, so that they can focus on treatment and benefit from rehabilitation opportunities ⁽¹⁴⁾.

However, the greatest challenge facing social rehabilitation is that the institutional environment itself may reinforce isolation instead of integration, especially in closed institutions that impose a strict system that may create tension and psychological withdrawal. Furthermore, the weak follow-up on the event after release makes it prone to recidivism, which limits the effectiveness of the social efforts made within the institution.

7.2- Psychological and therapeutic rehabilitation and its role in treating behavioral and emotional disorders:

This approach is grounded in clinical methodologies addressing trauma, deprivation, neglect, and emotional disturbances that may fuel delinquent behavior ⁽¹⁵⁾.

Its goals include:

- Reducing internal tensions and emotional overload

- Strengthening self-esteem
- Enhancing impulse control and reducing aggression

In this context, psychologists employ various methods such as individual therapy, group counseling, and cognitive behavioral therapy (CBT).

In addition to the aforementioned steps, juveniles within the institution live in an environment that provides sufficient preventative measures to maintain their health and protect them from various illnesses. This includes designated sleeping and eating areas, as well as ensuring their hygiene by providing bathing facilities, clothing, bedding, and adequate meals. This is stipulated in Algerian legislation, specifically Articles 41 and 42 of Ordinance 72-2. Furthermore, Article 43 of the same ordinance grants them the right to free medical care and treatment, which can contribute to the rehabilitation of juveniles, especially if illness is the underlying cause of their crime ⁽¹⁶⁾.

However, the number of specialists in Algerian rehabilitation institutions is very limited compared to the number of inmates. This results in superficial and inconsistent psychological programs ⁽¹⁷⁾. How, then, can effective psychological rehabilitation be achieved within an institution suffering from overcrowding, a shortage of specialists, and organizational pressures?

7.3- Moral and Religious Rehabilitation: Rebuilding Value Systems:

The best way to address values that contradict social and moral values is through religious and moral guidance and education ⁽¹⁸⁾. Therefore, religious and moral rehabilitation occupies a central place in the philosophy of re-education, especially in Algeria, given that Algerian society has a deeply rooted religious and cultural background. Institutions strive to achieve this type of rehabilitation through:

- Religious preaching and guidance sessions.
- Memorization of the Holy Quran.
- Instilling moral values such as honesty, integrity, and respect for others.

This task is undertaken by qualified and experienced religious figures skilled in interpersonal methods. The Algerian legislator clarified in Article 59 of Ordinance 72-2 that those convicted have the right to attend educational lectures organized within the institution and may be visited by a religious representative ⁽¹⁹⁾. They are also permitted to possess books on religious education and guidance.

However, the effectiveness of these programs remains contingent on how they are implemented. If religious education is limited to traditional preaching without connecting it to the juvenile's daily behavior, its impact is temporary. However, when religious values are integrated into practical life programs (such as group work and community service), they effectively contribute to modifying behavior and enhancing self-control.

Field studies have confirmed that juveniles who received balanced religious and educational programs showed lower rates of recidivism after release compared to others ⁽²⁰⁾, reflecting the role of religion as a tool for rebuilding the individual's moral identity.

7.4- Educational and Cultural Rehabilitation: Developing Cognitive and Social Competence:

Education within rehabilitation institutions is not merely a time-filler activity, but a fundamental right and a tool for character development. Its purpose is social integration and rehabilitation through a diverse range of educational and cultural activities that help juvenile delinquents develop their social attitudes toward society, enabling them to better adapt to it ⁽²¹⁾. Given the importance of education in rehabilitation and reform, the legislator has stipulated it in Articles 100, 101, 102, 104, and 106 of Ordinance 72-2. Education is compulsory for illiterate individuals and provides literacy programs for others. It includes reading, writing, language instruction, and various sciences, necessitating the appointment of teachers within correctional facilities. Educational rehabilitation contributes to:

- Fostering a sense of purpose and capability.
- Breaking the psychological cycle of academic failure that sometimes leads to delinquency.
- Stimulating critical thinking and developing civic values. Among the available means of education within these institutions are: delivering lessons and lectures, distributing newspapers and magazines, and

establishing an internal library. However, the problem lies in the limited educational infrastructure within these institutions, and teachers often work in unsuitable conditions. Furthermore, some students face a stigma associated with education within the institution, which makes them unmotivated to learn. Herein lies the paradoxical gap between the institution's educational aspirations and its limited material and human resources. It is difficult to speak of a "school within an institution" without a genuine educational environment.

7.5- Vocational Rehabilitation: A Pathway to Economic Reintegration:

Work in prisons is no longer a tool of coercion and punishment as it was in the past, but rather a means of rehabilitation and reform. It benefits the prisoner both physically and socially, preventing psychological and mental distress by channeling excess energy into something productive and providing income to support their family or themselves after release. It can also equip them with a trade or skill that helps them reintegrate into society⁽²²⁾. Therefore, vocational training is considered the final step towards effective social reintegration, as it provides young people with practical skills that enable them to enter the job market after their release.

The vocational workshops within rehabilitation institutions vary, including carpentry, blacksmithing, tailoring, traditional crafts, and animal husbandry.

Experience has shown that young people who regularly participate in vocational training programs demonstrate significant improvement in their social behavior and develop a sense of belonging and productivity.

However, the challenge lies in the limited resources and weak coordination with vocational training institutions outside the prison, which renders some workshops more symbolic than productive. But the question remains: can genuine professional integration be achieved without involving the economic sector and civil society in monitoring their progress after leaving the institution?

From a sociological perspective, vocational training represents the transition from "delinquent identity" to "productive worker identity," but it requires sustainable public policies that provide employment opportunities and reduce the social stigma that plagues this group.

7.6- Integration of Rehabilitation Fields:

Field experience shows that rehabilitation is only effective when its various aspects—psychological, social, religious, educational, and vocational—are integrated within a coordinated program and followed up afterward. Psychological rehabilitation without social support, or religious rehabilitation without vocational training, remains incomplete. This was emphasized by the Algerian legislator in Article 125 of the Law on the Organization of Prisons and the Rehabilitation of Prisoners, which stipulates: "Educators and trainers are responsible for the moral upbringing of juveniles and their academic and vocational training..." This highlights the need to adopt a comprehensive, multidisciplinary approach involving all stakeholders: the state, the family, the school, and civil society.

Based on the foregoing, it is clear that rehabilitation institutions are making considerable efforts in various rehabilitation areas. However, weak coordination, a lack of qualified personnel, and structural constraints limit the impact of their results. True rehabilitation is not achieved solely within prison walls; it requires a national strategy for social reintegration that ensures continued support after release.

VIII. - Challenges and Future Prospects for Juvenile Rehabilitation:

The process of rehabilitating juvenile delinquents presents a double challenge, as it is not only a matter of individual reform but is also linked to state policies, institutional structure, and the social and cultural dimension of society.

8.1- Current Challenges:

8.1.1. Overcrowding in institutions and a shortage of human resources:

Studies indicate that most rehabilitation institutions suffer from overcrowding exceeding their capacity, which limits the effectiveness of rehabilitation programs⁽²³⁾. Furthermore, the shortage of psychologists, social workers, and vocational teachers leads to inadequate follow-up on juveniles, negatively impacting the quality of rehabilitation.

8.1.2. Widening gap between theory and practice:

Despite the clarity of rehabilitation programs in theory, their practical implementation faces organizational obstacles such as weak coordination between educational, training, and vocational workshops, and the interruption of some programs due to administrative or financial circumstances ⁽²⁴⁾.

8.1.3. Social stigma and lack of support after release:

Upon leaving the institution, juveniles face social rejection and barriers to employment and education, increasing the likelihood of recidivism ⁽²⁵⁾. Herein lies the paradoxical challenge; even with the best rehabilitation programs available within the institution, their impact will remain limited without a sustainable social support network after release.

8.2- Future Prospects:

8.2.1. Developing comprehensive, multidisciplinary programs:

Future rehabilitation requires an integrated approach that includes psychological, social, educational, religious, and vocational programs simultaneously, with continuous monitoring of each individual's progress.

8.2.2. Engaging civil society and the economic sector:

Collaboration with associations and economic institutions is essential to provide educational, vocational training, and employment opportunities, which facilitates the reintegration of the juvenile into society and reduces recidivism.

8.2.3. Innovating in digital and technological training:

Modern technology can be employed in education and psychological and vocational rehabilitation, such as distance learning, virtual workshops, and digital skills development programs, enhancing the appeal and effectiveness of the programs.

8.2.4. Strengthening post-release follow-up:

It is essential to establish post-release follow-up programs that include psychological support, vocational and social guidance, to ensure continuity in the rehabilitation process and reduce recidivism.

IX. Conclusion:

Based on the foregoing, it can be said that the process of rehabilitating juvenile delinquents, in all its aspects and procedures within the correctional facility, is neither easy nor simple. It is highly complex in its implementation, requiring diligent effort, a scientific methodology, and technical programs that incorporate a network of skills demanding extensive knowledge, experience, wisdom, and patience. The study emphasizes that the rehabilitation of juvenile delinquents is not merely an institutional task, but a national and societal issue requiring the participation of all stakeholders: the state, the family, the school, civil society, and the economic sector.

Despite the existing challenges, field experiences indicate that comprehensive and integrated rehabilitation, supported by post-release follow-up, can be effective in the positive and sustainable reintegration of juveniles into society.

The fundamental issue highlighted by this research is the gap between theory and the practical capabilities of institutions, a gap that can only be bridged through flexible and comprehensive public policies that support the institutional structure and ensure the sustainability of rehabilitation.

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