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The Role of the Algerian Family in Protecting Children Against “Moral Danger” in light of Law 15-12.

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Abstract:

This article a new sociological approach and practical mechanisms to support sustainable development by better understanding the roots and impacts of major social crises faced by individuals, families, and especially children and adolescents. It argues that many problems (such as drug abuse, cyber-social networks, suicide, crime, sectarian conflict, and war) primarily originate in social factors that have economic, technological, ideological, or political dimensions, and only then appear in psychological forms. Drawing on the work of Algerian sociologist Sabah Ayachi, the text emphasizes that social practices are transmitted through family and community upbringing, shaped by prevailing values and norms. It also highlights the need for continuous integration and cooperation among specialists—particularly in family sociology, childhood and social care, and clinical psychology—coordinated with official institutions and civil society to make children’s rights effective in practice. The article focuses on the notion of “the child in moral danger,” presenting it as insufficiently understood regarding its causes, signs, and consequences. It notes that in Algeria this concept is addressed through a specific law on children’s rights (Law No. 15-12 of 2005, amended and supplemented), which covers all aspects of the child’s best interests, including moral danger. The article calls for stronger roles for families and specialist intervention for prevention and treatment, and it concludes with practical recommendations.

Keywords: Family, child at risk, Law 15-12, Sociologist in family and social work, psychologist, legal legislation.

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▪ **Introduction:**

The family is the primary institution for protecting and raising the child in a healthy manner, and it provides the appropriate environment for their growth and protection. Parents are considered the primary source from which a child learns and acquires the foundations of their personality.

Parents help the child determine their psychological, moral, and social orientations, as they are the source of values and the pillars of behavioral control, and they serve as role models for the child throughout their life (**Amina, Faraji (2011-2012)**).

Referring to Article 4 of the Child Protection Law: "The family is the natural environment for the child's development. A child may not be separated from their family unless it is in their best interest, and this may only be done by order, judgment, or decision of the judicial authority and in accordance with the provisions stipulated by law". (**Najimi, Jamal (2016), p. 41**)

It should also be noted that the sociologist **Sabah Ayachi** always emphasizes the importance of coordination and cooperation between the various actors in society, and between all specialists interested in the child to enhance the concept of his protection, because the law alone remains static despite its importance if there are no actors from other specializations, official bodies, civil society, and of course the family in the first place to embody the law and activate it in social practices. We add also "that protecting and promoting children's rights should not be approached solely from a purely legal perspective, but rather requires a social, economic, and educational approach involving all institutions to address shortcomings and activate the various texts, legislation, agencies, and institutions established to ensure that Algerian children enjoy all their rights" (**Ben Azzouz, Anwar (2019), p. 4**).

Therefore, it is essential today to pay attention to family affairs, needs, and issues, and to improve the level of childcare and develop the services and programs provided to children, considering that the family is the basic unit and one of the most important pillars of achieving social prosperity, and that childhood is the focus of social development in its comprehensive sense, based on building the human being (**Hala, Ahmed (2018), p1**).

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1. The Study Problematic:

A child at moral risk is a child who is exposed to various social threats from others, which reflect on their psychological well-being and become psychological threats that affect their moral development, social behavior, and mental health, without necessarily being in direct physical danger in many cases. This threat includes emotional neglect by parents, family members, or relatives; verbal and social relational violence that negatively impacts the child's psychological state and becomes psychological violence within the family or school; deviations from family and societal values; or other physical factors that pose a moral risk. Therefore, we will analyze this phenomenon from a sociological perspective to help understand the social and other factors influencing this phenomenon and ways to prevent it.

The most important observation regarding the legislative reforms undertaken by various countries around the world to protect their children from all forms of abuse is the differences among them. Some countries included children's rights as part of their general legislation, constitution, or national code, while others demonstrated greater clarity, attention, and concern for the best interests of children. After significant efforts by the state, specialists, and stakeholders in society, Algeria, for example, created a separate law specifically for children, namely Law 15-12 of 2015 concerning child protection. This law aims to strengthen the national legal framework in the field of child rights protection and elevate national legislation to the level of international standards and obligations. It includes new measures that support the rights of this vulnerable group in society and enhance their social and judicial protection.

From this, we can ask the following:

- **What are the manifestations of violations of children's rights?**
- **Does the family have a role in protecting children at moral risk, in parallel with the institutions newly established under Law 15-12?**
- **What are the mechanisms to protect children in moral danger?**

To answer this question, we present this study in a methodological framework, as follows:

Firstly: Study Concepts:

1- Definition of a child linguistically and terminologically:

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A- The child linguistically:

The word "child", it refers to the beginning of the newborn's life upon reaching puberty. It is used for both male and female (www.almaany.com).

The plural of "child" is "children," and it is used for the singular, dual, and plural, because it is a generic noun. The word "child," refers to the small one of everything. The small one among people is a child, and the male and female children are the young ones

B- Definition of a child in terminology:

The concept of a child, in terminology, is based on the first stage of a human being's life, which begins at birth. The verses of the Holy Quran have expressed this stage, providing a specific concept for the meaning of a child (Dictionary of Meanings), as stated in the Almighty's saying: *"Then we bring you forth as a child"* (Quran, Surah Al-Hajj, verse 5). This early stage of a person's life is characterized by almost complete dependence on the surrounding environment, such as parents and siblings. This condition continues until puberty (Muhammad Al-Qurtubi (1964), pp. 11-12).

C- The Concept of a Child:

Sociologists believe that the family is the child's first and inner environment on the one hand, and the first school for him on the other. This is through its undertaking of the first social process, which is the process of socializing the child and providing him with the abilities and aptitudes to become a social being. The family is the first thing a person encounters in the cradle of their personality. What happens within the family is imprinted on their mind, and what they receive in terms of tenderness, harshness, gentleness, violence, care, and neglect is reflected in their feelings (Fawzia, Abdul Sattar (1978), p. 166).

D-The Concept of Law 15-12:

Dated 28 Ramadan 1436 AH, corresponding to July 15, 2015, it concerns the protection of children and consists of 150 articles (Official Gazette (2015) No. 39)

-Definition of a child according to Law No. 15-12 concerning child protection:

The Algerian legislator stipulated that a child is any person who has not reached the age of 18 years. It also indicated that the term "minor" is equivalent to "child" in Article 2 of Law 15-12 (Abada, Saif al-Islam (2017), p. 182).

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E. The Concept of Family:

Family in our study is: Family is a social institution that includes two people, a man and a woman, from a blood relationship, kinship, or non-relative, who are legally and legitimately linked. They have biological children, or are cared for by them, or without children. They live under one residential roof and have rights and duties imposed by law, religion, customs and traditions. it has several forms according to the culture and customs of society and the changes that society is witnessing in the forms and sizes of families, such as: the nuclear family, the extended family, families with a single spouse, whether by divorce or death, and the composite family...etc. Family is the primary educational institution responsible for caring for the upbringing of the child and generations and providing them with all the knowledge and basics of life to protect its members from all social diseases including drugs. (Sabah, Ayachi (2020) p. 36)

Secondly: Sociological Theoretical Frameworks

1. Social Constructionism Theory:

-This theory posits that a child's personality and behavior are shaped through social interaction and socialization. Therefore, any disruption in the social environment leads to moral risk.

2. Social Conflict Theory:

-This theory emphasizes that poverty, discrimination, and inequality generate feelings of deprivation, sometimes leading children to engage in deviant or immoral behaviors.

3. Social Integration Theory:

-This theory asserts that society needs to support and guide children to ensure their moral and behavioral harmony. Otherwise, a lack of this integration leads to moral risk.

▪ Thirdly: The Reality of Children's Rights

Every child in his family, at school, on the street in our society or in any society in the world, we find him in need of our standing by him so that he is not exposed to any moral or physical danger, to defend and protect his rights, so that he can live a safe and dignified life, which meets his essential needs, and preserves his innocence and the integrity of his mind and body, as every member of society,

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regardless of his geographical location, gender, age, level, educational and living level, and scientific, cultural, religious and political background, He should be aware of his responsibility, whether directly or indirectly. Because any child needs to be contained and safe, especially with what contemporary societies are experiencing in terms of socio-economic and technological changes, websites, artificial intelligence, and the spread of social and psychological diseases, he needs to be protected and treated from any form of direct or indirect violation, to which the child has been exposed, or may be exposed at any time, so that his danger appears now or with the passage of time, he faces it silently for fear of other consequences.

In this regard, we mention the most important manifestations of violations of children's rights that lead to moral and physical danger, or both: children who are victims of lack or inadequacy of health care and social care, constant conflicts and quarrels between spouses, violence and intimidation of parents, addiction and drug abuse among one of the parents, constant bullying by friends or from the family, school or virtual environment, the trauma of watching pornographic sites and the absence of supervision and then it becomes an actual practice, manifestations such as sexual and economic exploitation in the complete absence of control over the labor market, especially with the growing phenomenon of the informal economy and undeclared employment, not to mention the phenomenon of street children, school dropout, and begging Smugglers, drug traffickers, suicide, sexual harassment, kidnapping, rape, murder, wars, and sectarian conflicts.

Given that children's rights are part of human rights, as guaranteed by international conventions and agreements on children that Algeria has ratified, making them part of the national legislative framework, and therefore requiring full commitment to their provisions, in addition to the legal, political, economic, and social measures it has taken since its independence, all of which aim to protect and promote children's rights.

Fourth: Children at Risk and Cases of Their Exposure at Risk:

1- The concept of a child at risk, according to Article 2/2 of Law No. 15-12:

A child whose health, morals, upbringing, or safety is at risk or exposed to danger, or whose living conditions or behavior are likely to expose them to potential harm or jeopardize their future, or who is in an environment that endangers their physical, psychological, or educational well-being. (Najimi, Jamal (2016), p 26)

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It is clear from the text of Article 2/2 of Law No. 15-12 above children at risk have not committed a crime, meaning he is not a delinquent, but the adverse circumstances surrounding him may expose them to the risk of delinquency, and with the continuation of these circumstances, they may develop criminal tendencies in the future. (Abdul Hamid, Al-Shawwarbi (1991), p 67)

"A child is considered to be at moral risk if he engages in behavior that is inconsistent with normal social behavior, meaning that his behavior contradicts the values and customs prevalent in the social environment in which they live, and that this behavior suggests that they are about to violate the law." (Jamal, Najimi (2016), p2).

2- Cases of a child being at risk according to Law No. 15-12:

- The child losing their parents and remaining without family support,
- The child being subjected to neglect or homelessness,
- Infringement of the child's right to education,
- Using the child for begging or exposing them to begging,
- The inability of the parents or those responsible for the child's care to control their behavior, which may affect their physical, psychological, or educational well-being,
- Clear negligence in upbringing and care,
- Child abuse, especially exposing them to torture, assault on their physical integrity, detention, withholding food, or any act involving cruelty that may affect the child's emotional or psychological balance,
- If the child is a victim of a crime committed by his legal representative,
- If the child is a victim of a crime committed by any other person, if the child's best interests require protection,
- Sexual exploitation of the child in its various forms, including exploitation in pornography, prostitution, and involvement in sexual performances,
- Economic exploitation of the child, particularly through employment or work that deprives the child of education or is harmful to their health, physical or moral well-being,
- The child being a victim of armed conflicts and other situations of unrest and instability,
- The refugee child. (Official Gazette (2015) pp. 5-6)

Fifth: The Child's Right to a Natural Family Environment in Algerian Law:

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Among the rights recognized by Algerian law to protect children from material neglect by the family is the right to live in a family environment. The family is considered the basic unit and natural environment for the growth and well-being of all its members, especially children. For a child's personality to develop fully and harmoniously with the norms of society, a family environment or natural setting that provides an atmosphere of happiness, love, and understanding is essential for the child's upbringing (Amamra, Mubarak (2017-2018), p. 85).

According to Article 4 of Law 15-12, "The family is the natural environment for the child's development. A child may not be separated from their family unless their best interests require it, and this may only be done by an order, judgment, or decision of the judicial authority and in accordance with the provisions stipulated by law" (Najimi, Jamal (2016), p. 41).

The child enjoys human rights because they are a human being. They have rights towards their family, which is primarily responsible for their care, upbringing, and proper socialization, and for building their personality in all psychological, emotional, social, cognitive, and cultural aspects. There is no alternative to the family in this regard (Hayat, Boujmelin and Jamila, Slimani (2019), p. 4).

Among the prominent reasons for the existence of the family are the need for security and belonging, and the need for love. Some scholars have identified five basic objectives of the family: procreation and continuity, satisfying personal and social needs, and providing a home. Family functions include satisfying the needs of the individual, achieving societal goals, supporting and raising children, and fulfilling economic and psychological functions.

Sixth: The effects of family neglect on the child:

The absence of one or both parents in the family, regardless of the reason for the absence, leads to weak family supervision, which is considered one of the most important types of social control for the child, and a lack of follow-up and guidance. This makes it easier for the child to fall into delinquency (Ahmed, Bash (2012) p. 72). Many studies and research on the family have confirmed that any dysfunction or disorder that hinders the family from performing its functions in raising and educating its children in the best possible way often leads to delinquency and crime.

Furthermore, the disintegration and moral breakdown of the family hinder the family from performing its educational and disciplinary functions properly due to the children's lack of responsiveness to guidance and direction resulting from the

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loss of harmony and cohesion in relationships, and the lack of a sense of stability and security due to neglect or cruelty and violence in treatment.

All of this causes the child to lose the feeling of family belonging, which can extend to losing the feeling of social belonging, often leading to delinquency (Ammara, Mubarak (2017-2018) p. 57).

Seventh: The Importance of the Family to the Child and His Rights within It:

The family is the first institution in a child's life. From it, the child acquires and learns customs, traditions, and norms, and from it, his personality is shaped, carrying the culture of the family and society. The family is the environment in which the child learns life patterns, and through the process of socialization, it provides the child with internal balance, allowing him to adapt to all situations.

Among the child's rights within his family, we mention: the right to a name, the right to lineage, the right to nationality, the right to education, material rights such as maintenance, shelter, food, and healthcare, the right to inheritance, the right to a will and a gift, the right to guardianship and custody, the right to sponsorship, and his legal capacity to act (Hayat, Boujmelin and Jamila, Slimani (2019) pp. 4-5).

The most prominent child protection laws in Algeria and some Arab and European countries, with the strengths and focus of each law:

Country	Law Name / Year	Strengths	Main Focus
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Algeria	Child Protection Law 15-12 (2015)	A comprehensive legal framework for the physical and moral protection of children. - Establishment of the National Authority for the Protection and Promotion of Childhood (ONPPE)	Protection of children from all forms of abuse, including moral and social harm.
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Egypt:	Child Law No. 12 of 1996 (with subsequent amendments)	- Legal coverage for children at all stages of their lives.	- Explicit provisions against abuse and exploitation. Protection of children from violence, neglect, and economic and social exploitation.
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Tunisia:	Child Protection Law 1995	- Existence of national committees for child protection.	- Follow-up on cases of children in need of protection. Protection of children from domestic violence and social marginalization, and promotion of their well-being.
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Morocco:	Child Protection Law 00 05, with the Family Code	Integration of the law with the Family Code to cover the family and social context.	
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- Mechanisms for monitoring educational and care institutions. Protection of children within the family and society, and protection of legal and social rights.

France: Child Protection Law 2007 and articles within the Family and Civil Law
An integrated judicial system for children.

- Follow-up on children's cases by specialized social services. Protection of children from violence, provision of social and psychological support, and integration into family and school policies.

Germany: **Kinder-** und Jugendhilfegesetz (Child and Youth Welfare Act) Strong mechanisms for the social and psychological care of children.

- Formal provision of family and community support services. Protection of children in the family and social environment, with a focus on preventive support.

United Kingdom: Children Act 1989 and 2004 - Clear definition of the responsibilities of local authorities.

- Provision of legal protection for children from all forms of violence. Protection of children physically and psychologically, with a focus on the child's well-being and legal rights.

Comparative Notes

1. Focus on "moral danger": Algeria was distinguished by the inclusion of this aspect. 1. Moral hazard is explicitly addressed in the law, while most other countries focus on physical and psychological protection, taking into account the child's well-being.

2. Implementation mechanisms: European countries such as France, Germany, and the United Kingdom have strong institutional monitoring mechanisms, while in Algeria and other Arab countries, implementation remains limited in some areas.

3. Social and family context: Morocco and Tunisia rely on integrating child protection within the family and community, a similar approach to European countries in terms of prevention and community support.

- **These are some 3-5 recent studies and reports (2021-2025)** that address what can be classified as "moral/psychological-social risk for children" in Arab countries or conflict zones.

Academic sources or international/human rights organizations were used.

Study/Report/Source

Country/Region/Scope Key Findings/Topics Covered (violence, trauma, marginalization, mental health)

- **UNICEF report**, January 2025, on the deterioration of children's mental health after the war in Lebanon (2024-2025)

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%72 of caregivers reported that their children were "anxious/stressed" during the war, and 62% said they were "sad/depressed." The report indicated long-term psychological effects on children. UNICEF+2 UNICEF USA+2

- **United Nations Office at Geneva** - 2025 report on Children and Armed Conflict. Conflict countries (Palestine/Gaza, Sudan, Syria, etc.) In 2024, 41,370 "grave violations" against children were committed (killing, recruitment, mutilation, abduction, attacks on schools, etc.) - the highest number in more than 30 years. The United Nations Office at Geneva+1

- Mental health and psychosocial support in conflict: Children's protection concerns and intervention outcomes in Syria (2021)

Syria / Conflict zones From the sample: 73% of children showed indicators of psychological problems: 30.6% anxiety, 36.2% depression, 26.6% post-traumatic stress disorder (PTSD). Girls and younger children were more vulnerable. SpringerLink

-World Health Organization – Fact sheet on violence against children Multiple countries (global) Comprehensively describes types of violence (physical, psychological/emotional, neglect, bullying, exploitation), considering them among the most prevalent forms of "moral hazard." World Health.

-School Bullying Results in Poor Psychological Conditions: Evidence from a Survey of 95,545 Subjects (2023) Study — Not within the Middle East, but important for comparison It showed that school bullying is significantly associated with psychological and behavioral problems: from anxiety, depression, and PTSD to behavioral problems, internet addiction, and others. It highlights the importance of the school environment as a moral/psychological risk area. arXiv

- **A detailed sociological analysis of the topic of children at moral risk, focusing on the causes, effects, and social role.**

1. Children at Moral Risk in Countries Around the World

The moral risk faced by children is a complex issue, stemming primarily from the nature of their reality, social conditions, relationships with others, living standards, and the nature of their social upbringing in building a balanced personality in all aspects, including the instilling of human values, love as a social force, and moral, religious, cultural, and artistic values. All of this reflects positively or negatively on their psychological and emotional well-being, and children's experiences in this regard vary across the world.

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A. Signs of Emotional Distress in Children:

Children may exhibit several signs indicating that they may be at risk emotionally. It is important to pay attention to these signs to intervene appropriately:

1. Behavioral Changes

- Social withdrawal: The child may become less interested in playing or interacting with friends.
- Mood swings: Signs of frustration or depression may appear without a clear reason.

2. Academic Problems

- Decline in academic performance: A sudden drop in school grades or lack of interest in lessons.
- Difficulty concentrating: Inability to focus or complete tasks.

3. Aggressive or Destructive Behavior

- Aggression towards others: The child may exhibit aggressive behaviors towards peers or even towards themselves.
- Destruction of property: Engaging in destructive behaviors towards surrounding objects.

4. Physical Complaints Without a Medical Cause

- Unexplained aches and pains: Such as stomach aches or headaches, which may be based on psychological feelings.

5. Sleep Changes:

- Sleep disturbances: Such as insomnia, nightmares, or waking up in the middle of the night

B. Several factors contribute to this risk:

These factors below are among those that affect a child's Social and Mental health, and it is important to provide the necessary support and care to mitigate this great problem "for the child at Moral risk in the Word:

1. Unhealthy Family Upbringing:

Many children live in family environments suffering from domestic violence, neglect, or economic instability, which negatively impacts their social and psychological health and leads to serious problems such as hatred of others, social isolation, depression, anxiety, and frustration. The child's condition may even escalate to suicide, delinquency, or crime. (Sabah, Ayachi (2020)p.300)

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2. Psychological or Physical Violence and Moral Abuse in Social Relationships

In some societies, children are subjected to psychological abuse, whether at home or school, such as bullying or humiliation, which leads to a deterioration of their self-confidence and psychological and social health.

3. Social and Cultural Pressures

Children are subjected to significant pressure from societal expectations, causing them constant anxiety. This can lead to feelings of stress due to a loss of personal, family, and social identity

4. Lack of Integrated Social and Psychological Support:

Many communities lack the necessary resources to provide both social and psychological support for children. This is due either to the unavailability of social workers (specialists in family and child sociology, social welfare, and social work, in addition to psychotherapists), or to the availability of only psychotherapists, without supportive programs, which impairs children's ability to cope with their emotions and experiences.

5. Digital Impacts:

The risks of exposure to harmful online content, particularly cyber bullying are increasing, negatively impacting children's mental health/

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Cause (moral) Risk	Description
Parental Emotional Neglect	Failure to provide necessary emotional support and interaction, leading to feelings of insecurity in the child
Bullying	Exposure to bullying, whether at school or in other social settings, can cause psychological trauma.
Family Separation	Parental separation or the absence of one parent negatively impacts the child's psychological stability
Exposure to Violence	 Witnessing violence at home or in the community can have a profound psychological impact on the child
Unrealistic Expectations	Children facing high demands and expectations from parents or teachers can experience significant psychological pressure.

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Physical or Sexual Abuse	Any form of abuse can cause long-lasting psychological problems for the child.
Sudden Changes	 Sudden life changes, such as moving to a new city or changing schools, can lead to anxiety and instability.

▪ **The Role of the Algerian Family in Protecting Children from Moral Danger**

The Algerian family is considered one of the main foundations for protecting children from moral dangers. Parents play a pivotal role in providing a safe and healthy environment for children, which enhances their psychological and social development.

▪ **Emotional Support:**

Fostering affection and love: Parents' expression of love and care creates a supportive environment that gives the child a sense of security.

Effective Communication and open dialogue and discussion: Improving communication skills between parents and children helps strengthen relationships and allows children to express their feelings and needs.

▪ **Value-Based Education:**

Teaching Values and Ethics: By teaching children positive values, such as respect and empathy, a strong and resilient personality can be built.

Fostering a Sense of Belonging: Helping children feel a sense of belonging to the family and community is important in reducing feelings of loneliness and isolation.

▪ **Care and Monitoring**

Monitoring and Support: Parents' monitoring of children's activities, whether their studies or friendships, helps detect any problems early on.

Protection from Dangers: Warning against dangerous behaviors or supporting them in dealing with bullying and difficult situations at school.

▪ **Education and Awareness**

Awareness of Rights: Teaching children their rights and responsibilities helps them understand boundaries and enhances their self-confidence.

Providing Knowledge: Encouraging reading and discussion on diverse topics broadens the child's horizons and enhances their critical thinking abilities.

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▪ **Providing a Positive Role Model**

Good Role Models:

Parents being good role models in their actions and behaviors reinforces the values that children adopt.

▪ **Conclusion:**

Including the family in the strategy to address the phenomenon of children at moral risk, alongside other elements that are directly and indirectly related, is important. This supports the family members in their roles of upbringing, supervision, and monitoring, and in understanding how to deal with the child daily, being aware of the prevailing relational atmosphere among its members, and paying attention to their economic, social, and health needs as individuals on the one hand, and as an integrated structure on the other. The family must feel that it is the primary responsible party and a partner in reducing this phenomenon, as stipulated in Law 15-12, in the first and second paragraphs of Article 5: "The parents are responsible for protecting the child.

They are also responsible for securing the necessary living conditions for his development within the limits of their financial capabilities and resources." And as stated in the second paragraph of Article 4: "A child may not be separated from his family unless his best interests require it, and this shall only be done by an order, judgment, or decision of the judicial authority and in accordance with the provisions stipulated by law." Generally, it can be said that protecting and promoting children's rights should not be approached solely from a purely legal perspective, but rather requires a social, economic, and educational approach involving all institutions to address shortcomings and activate the various texts, legislation, agencies, and institutions established to ensure that Algerian children enjoy all their rights.

▪ **Practical Suggestions :**

1. Expedite the issuance of regulatory texts related to Child Protection Law 15-12 and adapt the articles to the lived reality with the involvement of experts and specialists in family and childhood sociology, social welfare, social work, legal professionals, psychologists, Sharia specialists, and pediatricians.
2. Develop a national plan for official bodies to employ social workers specializing in family and childhood sociology, social welfare, and social work at the national level in educational institutions (for all three levels: primary, middle, and secondary) given the scientific knowledge and social

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and technical skills acquired in their university and higher education studies. This would serve as a mechanism to protect the behavior of children and adolescents from moral harm and prevent them from social ills, as well as to maintain the stability of their families and the cohesion of their relationships.

3. Foster cooperation and coordination between research laboratories concerned with families, children, adolescents, and youth to conduct field research and joint studies between Arab, Western, and American countries to diagnose the various manifestations of moral danger to children and adolescents, identify the root causes, and find common solutions that protect children everywhere in the world.
4. Develop a scientific and social guide by Algerian social workers specializing in family and childhood sociology, social welfare, and social work to guide families in dealing with children at risk of moral harm and to protect other children from such harm.
5. Establish centers for family rehabilitation under the supervision of social workers specializing in family sociology and social work.
6. Establishing agreements with government councils, parliaments, and civil society organizations for coordination and cooperation to assist families, especially those in need, in improving their living and educational conditions and empowering them to guide themselves and their children in positively engaging with the content of websites, social media tools, and electronic games and entertainment programs in a way that serves human values and maintains a balance in their mental, intellectual, emotional, and social well-being.

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