Factors Contributing To The Emergence Of The Algerian Neighborhood Gang

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Abstract ;

Juvenile delinquency is neither an accident nor a recent phenomenon in various societies; it has existed since antiquity. But it began to stand out and shine when researchers and thinkers decided to study and analyze it in a scientific manner, and the research on it varied according to the diversity of fields that dealt with this type of behavior - juvenile delinquency - including psychology, sociology, various behavioral sciences, and criminology, until it became an inspiring topic for every researcher. In this study, we wanted to address the topic of juvenile delinquency by introducing the concept and types of juvenile delinquency, then moving on to the factors that contribute to juvenile delinquency in order to provide preventative and corrective measures.

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I. INTRODUCTION

The pressures placed on an individual by the circumstances in which he lives to engage in certain behaviors in order to achieve his desires and aspirations are frequently incompatible with the standards and values that prevail in his social reality. In reality, however, opportunities for advancement and success are limited and not available to everyone; however, when a person fails due to prevailing circumstances, values, and standards, he is subjected to social condemnation through bullying and abuse, and society considers them a failure and helpless. Due to inequality and a lack of equal opportunities among all members of society, this requires them to take illegal paths to achieve success and progress, and these paths are considered deviant or deviant in the eyes of society itself.

II. Juvenile aberration

1. Juveniles definition

The linguistic definition of the term Juveniles: For linguists, it expresses a young age, and is referred to as a boy, or a child (Magdi & Al-Makki, 2009, p. 30).

Definition of Juveniles in Islamic law: Juveniles are boys who are considered young in age and have not reached puberty, according to Islamic jurists. According to the four schools of fikh, the age of puberty ranges from 12 to 15 years (Magdi & Al-Makki, 2009, p. 35).

The juvenile period is divided into two major stages (Al-Mazghani, 1990, pp. 19-21):

a. The period from birth to the age of seven during which the child lacks awareness and discrimination because his physical and mental development has not progressed to the point where he is fully aware of his surroundings and understands the consequences of his behavior.

b. The period between the ages of seven and puberty, which occurs at the ages of 15 or 18 years, during which discrimination is incomplete and perception is poor.

2. Definition of aberrant

Aberrant have different meanings, including (Nisreen , 2009, p. 13):

- Ethical meaning is the aberrant from optimal ethical standards

- The psychological meaning and emphasizes individual differences that reach a degree that makes the individual adopt strange behavior that affects his production and social adaptation.

- The legal meaning is an act that violates the law committed by the individual and is punishable by it.

3. *Juvenile delinquency characteristics*

- Inability to form healthy relationships with others.
- The moral conscience's immaturity properly.
- Aggression and propensity to alienate others and seize their property.
- Emotional instability.
- Insufficient religious and moral standards.
- displaying behavioral disorders.
- Persistent inability to achieve or comprehend.
- Indulging in daydreaming and fantasy.
- Lack of resources, stress, and anxiety.
- Containing malice, hatred, intimidation, and indignation.
- Inadequate social adaptation and inability to form relationships.
- Not feeling content and relaxed.
- They experience family issues.

4. *juvenile delinquency classification*

a. Juveniles who commit crimes for which the law specifies a particular punishment.

b. Boys at risk for juvenile delinquency, including (Al-Azhar, 2015, p. 347):

- The homeless juvenile: is the one who has no source of income and no legal means of subsistence.

- problematic juvenile: demonstrates moral and psychological behavioral issues.

- The juvenile who is at risk: he is the one who loses care or is exposed to the infection of delinquency through contact with delinquents or frequenting places where delinquency is prevalent.

5. *Theories explaining delinquency*

5.1. *The Anomist Theory*

Durkheim was one of its most important forefathers because he was the first to use the concept of anomie to denote deviant behavior (Al-Gohary, 2010, p. 37). He identified three types of deviant behavior (Al-Gohary, 2010, p. 42):

- Biological and psychological deviation: It affects the individual in such a way that he is unable to keep up with society's values and fails to achieve harmony as a result of his biological or psychological personality traits, with which he is unable to agree with society's systems and values, leading to deviation.

- Functional deviation: According to him, it is a revolution and liberation of the

individual in the face of a society dominated by the anomalous image of the division of labor.

- Social deviation: It arises from two sources:
  o Anomie: It includes a lack of social norms and rules.
  o Selfishness: It means the absolute belief of the individual, with the emphasis of the society's values on that.

As for Robert Merthon, he believes that non-normality generates deviant behavior based on four types of response:

- The innovative response pattern: It emerges from the individual's journey of seeking alternatives to those that exist or are legitimate in order to achieve the values advocated by society. Where the individual's concern is limited to determining how to achieve success in light of prevailing societal values.

- Ritual response It is the individual's expression of his rejection of the values of the dominant society without offering alternatives. Despite their commitment to the standards and means of achieving the society's values, he does not seek to achieve any social aspiration, because they believe in the means in themselves while rejecting the

goals, which is often associated with members of the middle class.

- Withdrawal response: This pattern expresses individuals' rejection of prevailing society's values and the means of achieving these values, even if those means are equally available to all, leading them to live isolated from society, where addiction is one form of the withdrawal response.

- The pattern of the rebellious response: It is represented by individuals rejecting society's values and standards while seeking alternative values and standards to those already in place, in an attempt to change society's social and cultural structure, and is the best example of popular revolutions.

5.2. The separation mixing theory

Sunderland, in order to study the extent of the opportunity available to members of society to achieve their goals through deviant means, used the concepts of disparate group organization and the extent of disparity in the use of illegitimate means.

a. Criminal behavior is learned because an untrained person cannot devise or practice criminal behavior.

b. Criminal behavior is learned by contacting and interacting with other people who engage in that pattern of criminal behavior, where skills,

movements, and signals associated with that criminal behavior are acquired.

c. Close relationships with criminals activate the communication and interaction process in the learning of criminal behavior.

d. The criminal behavior process consists of the following steps:

   ▪ The art of committing a crime, which can be simple at times and complex at others.

   ▪ Justifications and motivations for criminal behavior.

e. The tendency towards motives is formed through the usefulness or sterility of the legal rules so that the individual is affected by the groups that surround him.

f. According to the preceding, the individual deviates whenever favorable opinions favor the violation of legal rules, and this is the essence of the separating mixture, which refers to the distinction between normal mixing and deviant mixing, and here is a reference to the family, companions, and neighborhood in which he originally resided.

g. Intermittent mixing differs in terms of repetition, permanence, precedence, and depth, which means that the more behavior is learned at a young age, and

the more it is repeated and perpetuated, the deeper its impact on himself and his memory becomes, making it difficult to get rid of it and replace it with another later on.

h. Learning criminal behavior includes all of the mechanisms found in any other learning process, such as imitation, simulation, indoctrination, training, interaction, development, and others.

i. Normal and deviant behavior both express the same needs and desires. In this section, we return to the justifications for behavior that the individual believes is effective in achieving his desires and needs, i.e. the relationship between the end and the means.

Sunderland has argued that there are seven major processes that push children to engage in delinquent behavior and join criminal organizations, namely:

a. Inside the home, the child observes deviant attitudes, patterns, and behavioral models, and he acquires and learns some of these deviant behavioral patterns over time. It deviates according to the separation mixing theory. However, the influence of children of similar age and gender is likely to have a significant impact on presenting deviant behavioral models. As a result, the family and peer group play an

important role in the development of deviant behavior in children.

b. The geographical and social location of the house influences the patterns of behavior with which the child interacts. The more behavioral models there are in the neighborhood, the more the child will interact with them, increasing his willingness to deviate in the future, and vice versa.

c. Family members can define their own values about people with whom they can establish a relationship of interaction, or not, and thus reduce the child's departure from the framework of normal behavior that they set for him.

d. Isolation from the family as a reference group for the child may increase the child's likelihood of being associated with deviant behavioral patterns and less interaction with normal patterns.

e. Failure of the socialization process may result in the child not knowing what deviant behavior he must avoid and what correct behavior he must follow.

f. If the child does not learn obedience at home, he will grow to dislike authority in general.

g. Psychological tension and emotional disturbances in the home play a significant role and have a significant impact on children, as these emotional disturbances manifest in behavior. In

this case, deviant behavior is a reaction to the house's disintegration and turmoil.

From the foregoing, it appears that Sunderland has focused on the importance of social factors and the effects they have on individuals who engage in deviant behavior. He also shed light on an important fact: it is not possible to interpret deviant behavior solely based on personal factors; rather, we must consider the social circumstances surrounding the individual, which sometimes force him to be deviant in order to express himself and his existence, as well as achieve his socioeconomic goals.

III. Factors and causes of juvenile aberration

1. Personal factors

1.1. Organic factors (Hudhail, 2020)

The organic factors are inherited or organic physical impairments that frequently cause distress and an attempt to compensate to relieve feelings of inferiority and power, even if only temporarily, through oppression of others, lying, or theft. Such paths frequently lead to crime or delinquency, or even joining a band of disaffected people who rally against a society that has not given them a legitimate opportunity to live within their remaining capabilities.

1.2. Mental aspects (Hudhail, 2020)

Deviance is not always associated with mental deficiency and misbehavior, but also with high intelligence. People with high intelligence commit the most extreme types of crimes, and these crimes are distinguished by mastery of planning, such as revenge crimes and fraud...etc.

1.3. Psychological aspects

Motives and incentives are the primary motivators of all human behavior, whether positive, negative, or deviant. When the motives are negative and urgent in order to obtain an illegal benefit, the behavior is inevitably negative and deviant, such as murder for the sake of theft. The thief's motive for theft, which stems from an urgent need for money, compels him to kill the victim in order to make it easier for him to commit theft or to remove witnesses.

Other psychological factors, such as a sense of inferiority or weakness, dissatisfaction, and a lack of access to opportunities for legitimate living and success, may push a person to take the deviant path in order to compensate for a shortage or to fight injustice while also achieving his goals and aspirations.

As a result, personal factors do not operate independently of one another. They form functional integration among themselves because the goal is the same: to live comfortably and achieve ambition, as well

as belonging and satisfaction, while ignoring the social environmental factors that sometimes force the individual to take the illegal path.

Psychologists believe that deviant behavior is the result of psychological problems manifested through abnormal and undesirable behavior on the part of society, parents, the law, and Sharia, which we summarize as follows (Lubna , 2016, pp. 46-49):

- Anxiety, disobedience, and a desire for vengeance result from emotional deprivation, such as when a child does not receive sufficient attention and affection from his parents, or merely feels that he did not get enough.

- Psychologically inherent destructive impulses resulting from the death instinct and aggressive destructive disposition.

- The child's inferiority complex, whether physical, mental, or material, drives him to seek direct compensation by searching for strength in the area of weakness.

- A perception of injustice in society.

- An individual's frustration at being unable to achieve his objectives compels him to be aggressive in defending his rights and objectives.

- Aggressive behavior caused by personality disorder, psychological imbalance, and behavior disorder.

- Excessive desire for absolute freedom and self-fulfillment at the expense of a realistic perspective.

2. Family factors leading to juvenile delinquency

As the first social and educational institution concerned with the child's upbringing and preparation for the future, the family is regarded as the first actor directly influencing the child's behavior. Therefore, we decided to examine the functions of the family prior to listing the causes of deviance.

2.1. Family functions (Boukhamis, 2009, p. 18)

a. Family and companionship:

The family is regarded as the conduit of religious and societal values, customs, and beliefs to the child through the care, direction, and instruction it provides. It teaches them about their history, culture, religion, language, and what is right and wrong, and instills in them the values of love, cooperation, and goodness. It also considers their interests and abilities for their development.

b. Family and social management:

Where parents play guiding and guiding roles for their children, each according to his position in the family, as well as controlling their behavior in their interactions with others by promoting the desired positive behavior by praising them or giving them gifts, and curbing unwanted negative behavior by forbidding it or scolding them, and strengthening them without harming them, and the methods used are:

- Family and affection: Parents, particularly the mother, demonstrate affection for their children while teaching them obedience, and the children adapt to their parents' values.

- Sensitivity to the needs of others: In order to teach the child respect and appreciation for others, so that they recognize his good manners, nobility in nature, and pleasant company.

- Role models: Where children imitate the behaviors they observe from their parents. They are their role model and the source of their empathy, instilling in them God's love and reverence, as well as respect for the law and adherence to its rules in order to regulate relationships and interactions and protect rights.

c. Family and meeting emotional and social needs:

Parents are responsible for meeting the biological and physiological needs of their children, including eating, drinking, dressing, and sleeping. In addition to their psychological needs, such as providing security through moderate and understanding behavior, without neglect, dominance, or rejection, while demonstrating love, tenderness, respect, and care. Teaching children respect for community values, rules, and culture, as well as social interaction and effective communication with others, and introducing them to their roles based on their position within the family and society, in addition to teaching them to be self-reliant in certain tasks and developing their abilities.

There are three models of family education that we offer (Boukhamis, 2009, p. 19):

❖ Schafer model 1989: which contains 4 dimensions of education and each dimension has two conflicting pairs of words:

- Independence/control.
- Tolerance/Restriction.
- Love/enmity.
- Acceptance/rejection.

❖ Baker Model 1966: Whereas, warmth, tolerance, and modesty generate a democratic, effective, and safe atmosphere, while extremism, hostility, and anxiety breed intransigence, authoritarianism, and neglect.

- hostility/warmth
- Extremism/tolerance.
- Anxiety integration/calm shyness.

❖ Symonds model 1939: He put two contradictory pairs:

- Acceptance/rejection.
- Domination/submission.

Rejection and control generate tension and turmoil, and submission weakens the will, and acceptance enhances interaction and makes the child feel safe.

3. The comrades group and its connection to juvenile delinquency

The group of comrades is no less important than the family in the socialization process, as it constitutes a fundamental pillar in the development of the individual's personality in both negative and positive directions, depending on the nature of the group and the individual differences among its members.

3.1 Definition of comrades group

Al-Rashdan (2005) defined it as a group of equal individuals with whom there are natural ties based on equality, and they express themselves self-expressively,

which influences the behavior of its members.

From this definition, we can deduce that the group has no control over the individual unless he is able to join it; therefore, he is free and enjoys his own authority as well as the thoughts and beliefs he acquired from his family (Al-Zeyoudi, 2016, p. 487).

3.2. Types of comrades group

a. Traditional group of comrades: It is based on friction and direct contact without mediation with group members, as well as temporal and spatial mixing with them.

b. Electronic comrades group: It is newly established in comparison to its predecessor, and it communicates on purpose with social networks on the Internet without relying on movement or live interaction (Al-Zeyoudi, 2016, p. 487).

Table 1. Table title

Traditional comrades group	Comparative face	Electronic comrades group
Specific spatial context	Spatial context	There is no particular place
Specific time context	Temporal context	There is no specific time
Gender segregation	Relational contexts	Gender promiscuity
Age homogeneity of membership	Age homogeneity	No age consistency
Class harmony	Class level	Class difference
Gender specific topics	Nature of the subjects	Various and varied topics
In-kind supervisory authority	Supervisory authority	Electronic control authority
Live and direct connection	Communications channels	Communication via social networking sites
Group monogamy	Multiple groups	Multiple and overlapping groups
Local cultural reference	Cultural reference frames	A diverse global cultural reference

Source: author's name, year, page

3.3. Comrades group evolution between tradition and modernity (Al-Zeyoudi, 2016, p. 297)

3.4. The importance comrades group for the child (Zayed, 2009, p. 14)

- Discovering a new type of relationship that is distinct from existing family relationships.

- Find abundant spaces and opportunities for play and independent recreation.

- If they are from the same social class, they reinforce the values and norms they learned at home.

- A chance for the child to demonstrate his individuality and assert himself in comparison to his peers.

- Gain self-reliance, confidence, and skills that set him apart from others.

- Learn how to resolve problems and conflicts with his peers independently, without involving his parents.

- Enhancing his psychological, emotional, and social intelligence by fostering a sense of acceptance and belonging with the other party and by allowing him to share a portion of his privacy.

- Gain new cognitive and motor skills through social interaction.

- Increasing the child's willingness to participate and assume responsibility for himself and his peers.

- In addition to the roles he assumes while playing, introduce the child to new social roles, such as colleague, friend, and neighbor, to help him expand his perceptions.

- The child learns dialogue and discussion techniques, enhancing his linguistic and logical skills.

- Obtaining self-esteem by comparing oneself to others within the group, particularly if the group is dominant and prestigious in comparison to parallel groups.

4. Political, social, economic and security factors for juvenile delinquency

4.1. Social factors (Bakhit, 2020)

❖ Illiteracy: is the inability to understand and perceive risks and difficulties, as

well as distinguish between right and wrong, as well as the child's lack of awareness of his duties and social rights as a result of a lack of good education or its absence in the first place.

❖ Leisure: The children's inability to occupy themselves with useful activities such as reading, worshiping, and sports, as well as going for walks with their parents, causes them to engage in deviant behaviors that are harmful to the family, society, and the child himself.

❖ Bullying: is a form of violence that creates a motivation for negative reactions.

❖ Separation and family disintegration: the absence of one or both parents as a result of divorce or death causes the child to engage in negative behaviors as a result of a lack of attention, safety, and care.

❖ Alienation: is the child's sense of not belonging to his family, school, or even friends, and thus alienation from society, so his positive interaction with his surroundings decreases, which has a negative impact on his thoughts, feelings, behaviors, and relationships.

❖ Class: The disparity in class between members of society inevitably leads to different ideas, habits, and even children's views of one another, which

leads to negative behaviors such as bullying, seizing others' property, beating...etc.

❖ Division: The spread of severe conflicts in relationships and their failure, whether within the family or between neighbors and relatives, leads to the fragility of relationships and the spread of enmity between people, which may be passed down to children.

❖ Lack of awareness and discrimination: Due to a lack of awareness, education, experience, and skill, the child loses proper perception, causing him to respond poorly and incorrectly to external influences, making him vulnerable to leadership and dominance by others.

❖ Absence of role models: The absence of a good example in society and the family causes a great disparity between what the child hopes for in his position and his influence within the family, school, and even the group of comrades in the neighborhood, making him inactive and not supporting collective action, resulting in his withdrawal or marginalization from the group.

❖ Loss of confidence: The child's distrust of others causes him to be fearful and lack confidence in his own abilities and skills.

❖ School dropout: It exposes the child to an endless void in society, as well as his proclivity for laziness, lethargy, frustration, and helplessness.

❖ Loss of purpose: The family's and school's lack of interest in the child's goals and abilities, training him to draw plans to achieve his goal, and not being prepared for the appropriate and acceptable challenge causes him to seek alternatives, even if they are negative.

❖ Loss of status: His family's poor financial situation and the low social view of kindness push him to prove himself illegally.

❖ Loss of skill: The loss of integration and modernization of abilities as a result of parents' lack of awareness or neglect leads to a decrease in the child's desired level in his academic path, or even to the loss of some skills in playing and imitating peers, which causes him to lose motivation, turning him into a resentful and rebellious child.

❖ Loss of values: It is the main guide for the child's behavior, and its loss or lack of correct understanding causes the child to merge into random actions, and frustration controls him.

❖ Loss of communication: The inability to communicate positively, express oneself, and form relationships in order to gain attention, a sense of belonging,

and safety leads to feelings of pathological shyness, selfishness, and even aggression.

❖ Domestic violence: a lack of stability as a result of ongoing family disputes and the use of physical punishment, cruelty, and hurtful verbal abuse renders the child either a luster devoid of personality, purpose, or principle, or oppressive, tyrannical, or discontented and opposed to rules and authority.

4.2. Economic factors

❖ Illness: The spread of diseases and their high rates, as well as the presence of diseases and disabilities that cannot be treated due to financial incapacity, creates a sense of despair and drives people to extremism.

❖ Monopoly: Having a monopoly on something and preventing other people, whether personally or institutionally, from using it. It pays to engage in some prohibited behaviors in order to obtain the right.

❖ Environmental pollution: impairs movement and causes difficulty breathing and disrespecting things, as well as mental and nervous diseases in children such as tension and anger.

❖ Child labor: Sending a child to work and forcing him to work makes him an easy target for extremists and criminals

who want to drag him into the circle of deviation.

❖ Openness policy: openness to global markets and the emergence of new, unusual, and expensive consumption patterns that instill feelings of deprivation in children from low-income families.

❖ Family size: The larger the number of family members and the lower the income, the more difficult it is to meet the needs of the child who feels deprived and lacks interest, pushing him to find other ways to satisfy his desires, such as working for others or stealing..

4.3. Security and political factors

❖ Lack of security rule implementation authority

❖ Uncertainty in the regulations and laws governing rights and responsibilities.

❖ The absence of justice that protects the rights of children from abuse.

❖ The lack of social and legal oversight over the treatment of parents and educators of children within families and schools.

❖ Absence of effective policies to safeguard children from employment.

❖ Lack of policies or programs intended to prevent juvenile delinquency.

IV. Juvenile delinquency in Algerian legislation

1. Age determination

According to Article 443 of the Code of Criminal Procedure, the age is determined at the time of the crime, not on the day of the trial. The birth certificate issued by the municipality for those born in the country or by the consulate for those born abroad proves the child's age. According to the determination of responsibility, the age determination is divided into two parts:

❖ Penal non-responsibility: It is determined at the age of 13 years, because the child before this stage is considered to have incomplete penal responsibility due to a lack of mental and physical development, so if he commits a crime, he is subjected to protection and education measures with a reprimand. According to Article 43 of the Penal Code, "a minor who has not reached the age of thirteen is not subject to protection and education measures." The child is unable to comprehend the nature of his actions and behaviors, as well as their negative consequences for him and his surroundings.

❖ The stage of deficient criminal responsibility: lasts from the age of 13 to the age of 18. In the third paragraph of Article 49 of the Penal Code, it is stated that a minor between the ages of 13 and 18 is subject to either protection and education measures or reduced penalties. Article 4 of the Code of Criminal Procedures states that the juvenile is placed in a public institution for correctional supervision or correctional education, taking into account the juvenile's circumstances, and Article 50 of the Penal Code states:

- If the penalty that should be imposed on him is death or life imprisonment, he will be sentenced to ten to twenty years in prison.

- He shall be sentenced to half the term of imprisonment or temporary detention if the penalty is imprisonment or temporary detention.

2. Rules concerning delinquent children

According to Algerian law, a delinquent child receives special treatment that differs from that of an adult offender, and this is what we present below:

2.1. Initial investigation

Article 48 of Law 12/15 prohibits the detention of children under the age of 13 who are suspected of committing or attempting to commit a crime.

Article 49 of Law 12/15 stipulates that if the child has reached the age of 13 and it is necessary to detain him for consideration, the judicial police officer must immediately notify the public prosecutor and submit a report detailing the arrest and

consideration. The maximum length of detention is 24 hours.

In cases where a violation of public order carries a maximum penalty of five years or more, the detention period may be extended each time by 24 hours, if necessary. Any violation of the provisions regarding the detention deadlines was punishable by arbitrary detention for the police officer.

In addition, his legal guardian must be notified per Article 50 of Law 12/15, the detained child must be informed of his rights per Articles 50 and 54, and he must undergo a medical examination at the beginning and end of his detention. With the obligation to record the minutes of the hearing for the arrested child, including the duration of the hearing, rest periods, and the time of his release, with the child's signature on the margins of the minutes after they have been read to him, in order to record the data and effects in the records of declarations with the bodies or departments that require judicial police officers to maintain such records. The record that is sent to the judicial authority contains only the data, and the presence of an attorney is required during the hearing process.

However, if the suspect is between 16 and 18 years old, the alleged crimes involve terrorism, drugs, or other serious offenses, and it is necessary to hear him immediately, the presence of an attorney is not required.

V. *Juvenile delinquency in Islamic law*

The Islamic Sharia divides childhood into three distinct stages, on the basis of which his criminal responsibility and treatment are determined.

a. *The pre-discrimination stage:*

Begins at birth and lasts until the age of seven, during which he is referred to as a boy or, if he is a girl, as a boy, is oblivious to the consequences of his actions, and is called a boy regardless of his gender.

b. *The discrimination stage:*

It extends between the ages of 7 and the onset of puberty, during which he is criminally liable but is not subject to the same penalties as adults. Instead, we rely on his discipline and discipline, and we exclude insane or mentally ill children. The purpose of disciplining a juvenile is to reform him, not to harm him, as it is a matter of maintenance and guidance for good, so that the juvenile develops the habit of avoiding harm. Discipline occurs after, not before, the act, and ranges from the mildest to the harshest, so that the child is moderated from wrong or deviant behavior with firmness in discipline that has an effect on correcting the juvenile's behavior and personality (Al-Qasimi, 1986, p. 126).

c. *The phase of maturity:*

It begins with the appearance of signs of puberty and continues until the age of majority, at which point accountability and criminal responsibility are governed by adult laws. Theft, murder, adultery, and other acts that require punishment are punished, and those that require imprisonment result in imprisonment.

VI. *Juvenile delinquency Preventive measures* (Al-Saeed & Faisal, 2018, pp. 11-14)

a. *At the family level:*

Prevention, in its essence, is a comprehensive process that begins in the family environment, where the family is regarded as the first human cell in which an individual is raised and from which he acquires his customs, traditions, and culture, thereby forming the first foundation of his personality. In order to keep the specter of crime at bay, the family must be provided with the necessary ingredients to preserve its material and moral integrity. Therefore, any flaw in the functioning of the family results in a flaw in the development of the child's personality. A stable and obedient family is the foundation of a good upbringing.

b. *At the school level:*

The child is provided with education, knowledge, and morals at the school level. The role of the school is predicated on three fundamental pillars reflected in the educational and educational curricula: to correct and correct what the family has failed to correct as a complementary and supportive role, and to prevent delinquency and criminality.

c. *Penal institutions:*

That is, through the correctional role that these punitive institutions seek to fulfill and the adoption of specialized treatment methods. Recent studies have instead focused on the principle of post-release care and extending a helping hand to the released individual in order for him to find a space where he can reform himself and correct his behavior.

d. *Citizen:*

The citizen plays a significant role in preventing and combating crime. Cohesion of the members of society with the security apparatus to achieve a high level of cooperation, which facilitates preventing crime and dealing with it before it occurs. Thus, it is evident that the role of citizens in achieving crime reduction is equivalent to that of security. Citizens' roles can be summed up as follows:

❖ Respecting and obeying the country's laws and regulations, avoiding breaking them, and teaching their children, the children of their neighbors, and their friends about them.

❖ Take the necessary precautions to prevent crime from occurring on themselves or their property by exercising caution and prudence, and take the necessary precautions to protect their children and educate them about this by advising, supervising, and guiding them.

❖ Report individuals who are abusive or who disrupt public safety and order.

❖ Conscious compliance with the orders, prohibitions, and instructions issued periodically by the security bodies to maintain public order.

❖ Cooperating with the security services in the investigation of unsolved crimes by providing them with the necessary information.

❖ Providing testimony and cooperating with legal authorities.

❖ Providing assistance and aid to crime victims.

❖ Participate in the rehabilitation and reform of the gardens, and instead of rejecting them, work to integrate them and provide them with new opportunities.

❖ Educating children on the dangers of associating with undesirable companions and the elderly, and ensuring that they are monitored.

VII. *CONCLUSION*

Modern tendencies exist in the policy of prevention and prevention of crime based on the preventive reality, through training and rehabilitation on the planning and operational processes, at all levels, in order to achieve the distinguished quality of the category of workers during the performance of job work and to reap the benefits of this modern approach. What resulted in new specializations related to criminal policy, criminal sciences, and guidance towards the appropriate technical and technological equipment for the preventive process: in which technology occupies a great importance and an urgent need to enable the human apparatus to perform its function optimally, examine all plans and perceptions, and select the most suitable strategy for achieving the goals. Orientation toward locating a budget for prevention in order to accomplish the preventive work carried out by an autonomous entity by collecting, coordinating, and developing strategic plans to reduce crimes and deviations

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