



**Contributions of group work programs
in achieving social rehabilitation for
juvenile delinquents.**

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Abstract:

The phenomenon of juvenile delinquency constitutes a serious problem within societies that all professions and scientific disciplines seek to deal with, including the profession of social work. The method of working with groups uses many programs to deal with it to achieve social rehabilitation for the juvenile delinquents, where social rehabilitation aims to develop the human personality by enhancing individual qualifications, abilities, self-awareness and confidence. Self-reliance and openness to others and compatibility with moral principles and social concepts, so this study belongs to the quality of descriptive studies, which aims to determine the contributions of group work programs in achieving social rehabilitation for delinquent juveniles, from the point of view of social workers working in social care institutions by focusing on the reality of rehabilitation programs This study also aims to determine the quality of programs practiced by groups of juvenile delinquents that contribute to achieving social rehabilitation, as well as defining the goals of social rehabilitation in juvenile care institutions, and determining the contributions of group work programs in achieving social rehabilitation for juvenile delinquents. The development of self-concept, b. The development of social relations, c. Development of participation in collective life, d. Develop the capacity to take responsibility, and. Providing group skills, as well as defining the nature of the professional roles played by the specialist working with groups in the field of juvenile care, identifying the obstacles that face the programs used with juvenile delinquents in achieving their social rehabilitation goals, and reaching proposals that support the effectiveness of the programs provided to juvenile delinquents in achieving the goals Social rehabilitation, the study answered all its questions.

Keywords: group work programs, social rehabilitation, juvenile delinquents.

Introduction:

The human element in any society is the focus of attention and the main pillar in development, as it is the engine of its wheel and the target of its production. Achieving its goals depends primarily on providing him with a decent life in an environment in which

psychological security and social stability prevail, which is achieved by his presence in a stable family that works to raise him and imbue him with the customs and traditions of society to be an effective member in it. (Al-Mansour, 2018, p. 25).

Childhood is considered the maker of the future, and it is the pillar that confirms that society has constructive and productive energy in the near future, and today's children, whether they are female or male, are the mainstay of the future, and they are the men and women of tomorrow who will advocate for their causes and defend their societies. The world that does not look at Love and respect is a look of appreciation, and the one who does not give that love to his generations is a world without a future, and based on that simple truth, we must all cooperate in intensifying efforts so that we can build a new world in which our children enjoy security and safety. (Ecbat, 2006, p. 11)

In recent years, interest in children's issues has increased as they are national and civilized issues that relate primarily to the future of societies and their development. They are one of the most important stages in human life, as it is the stage of formation and personal growth, which requires forms of care and social, psychological, health and educational protection. The Geneva Declaration of 1924, which focuses on the rights of the child, the United Nations General Assembly issued the Declaration of the Rights of the Child in November 1959, and Egypt signed in September 1990 the Convention on the Rights of the Child issued by the United Nations General Assembly in November 1989, and despite the passage of more than fifteen One year since the universal ratification of the United Nations Charter on the Rights of the Child, but there are still many children exposed to violence in all its forms, which requires work to confront this (Watania Association, 2018, p. 26), and this was confirmed by the results of The study of (Soliman, 2013) as well as the study of (Abdel Rahim, 2013), which confirmed that there is an increase in interest in weak or marginalized groups within society, especially the category of juvenile delinquents, and that this is linked to the future of children and within the community, and she emphasized the importance of the role that social care institutions can play in dealing with the problems of juvenile delinquents.

The phenomenon of juvenile delinquency is one of the phenomena that all human societies suffer from in varying degrees, and it constitutes anti-social behavior or a violation of the law. It is a form

of behavioral deviation issued by children under the age of mental maturity (which is mostly 18 years). Or familial, environmental, or an expression of the child's conflict with his environment. (Al-Farmawi, 1999, p. 155)

In fact, the phenomenon of juvenile delinquency in some of its contemporary dimensions has today added to the crime problem dimensions and civilized indicators of great danger, as it is linked in its nature to the culture of society and clearly indicates the deterioration of the functions and effectiveness of its main social institutions, which constitute the cornerstone in the upbringing of the child and the normalization of his behavior and behavior. (Abdul Khaleq, 1995, p. 65)

Juvenile delinquency constitutes a serious problem, as it represents a serious and growing threat in Egyptian society and developing countries, where children constitute nearly 50% of the total population and thus affect the stability of society, its development plans and family building. (Ewais, 2009, p. 34)

The number of delinquent children in the world is more than 10 million, the majority of whom are in Asia, followed by Africa with about 4 million children. It is estimated that the number of children who are admitted to institutions in Egypt annually is 4000 thousand. (Abdullah, 2018, p. 2)

With regard to the statistics on juvenile delinquents in Egypt, the report of the General Department of Social Defense at the Ministry of Social Solidarity issued in 2017, indicated that there are 1,225 juveniles deposited in juvenile institutions at the level of the Arab Republic of Egypt, and that there are 328 juveniles who entered the dangerous journey, bringing the total of juveniles during the year 2018 (1553) Juveniles need intervention and care from community institutions and social workers working in rehabilitation and classification centers for juvenile delinquents. (General Administration of Social Defense, 2018, p.19)

There are many problems facing children in general, and there are many problems facing delinquent juveniles in particular, and the most prominent of these problems is the deprivation of living and upbringing within the confines of a natural family, which results in many problems (health - psychological - educational - neglect and abuse), and these children live in residential institutions supervised by the Egyptian Ministry of Social Solidarity. (Soliman, 2014, p. 2), and

this was confirmed by the results of the study (Moselhi, 2008) whose results confirmed that there are many problems facing children, and that the activities that are practiced with children are social and religious activities by 91%, and that the obstacles that the implementation of programs is primarily due to the institution.

This category of children is subjected to many forms of abuse in its various and multiple forms, and the various forms of abuse will need to be rehabilitated, and this was confirmed by the results of the study (Simsek Zeynepi, 2008) as well as the study (Al-Baqer, Soliman, 2014), which confirmed the extent of the prevalence of psychological and behavioral problems for children who They live in residential institutions, and the study concluded that there is a need to rehabilitate these children so that they can go out to society and face the problems in society.

Therefore, this category needs care and attention, especially with regard to social rehabilitation, and social rehabilitation aims to develop the human personality by strengthening individual qualifications, abilities, self-awareness, self-confidence, openness to others and compatibility with moral principles and social concepts. (Al-Mouji, 2013, p. 150)

Juveniles are a category whose balance is unbalanced and needs some services, guidance and development of personal qualities to restore their balance through the process of social rehabilitation for them, and social rehabilitation helps individuals and groups to liberate and achieve themselves by investing their abilities and skills and taking advantage of the possibilities available in society to live a life together and contribute to the well-being of their society (Frank, 2016, p.37), and this was confirmed by the results of the study (Mikhail, 2004) that the professional intervention of the group work method contributes to the social rehabilitation of street children by developing their awareness of the dangers of staying on the street, and developing social values and social relations for them, as well as studying (Maghrabi, 2007), which confirmed that there is a positive relationship between the practice of the professional intervention program and the ability of released girls to gain self-acceptance, form social relationships, and the ability to take responsibility.

There are many professions that deal with the problems of this group of children, and among those professions is the profession of social work, and since the profession of social work is one of the

applied humanitarian professions that are practiced in multiple fields, and the field of childhood is one of the most important of these fields, so it is able to Achieving educational, intellectual and economic goals through the services it provides to the child, through professional practice in institutions working in this field. (Abu Al-Maati et.al, 2012, p. 245)

Social workers are among the first professionals who are interested in evaluating and addressing situations related to child abuse, including rejection, abuse and neglect, due to the availability of many knowledge and skills that qualify them to deal with such problems. (Habib, 2016, p. 229)

Many scholars believe that the group approach is the best way to confront problems and achieve the goals of the individual, the group, and the society itself, as the group is a means of rehabilitating poorly aligned individuals by providing them with useful skills and experiences. (Mustafa, 1999, p. 47)

Therefore, the program and its contents should be used to develop the awareness of these children, develop positive social values, and develop social relations to achieve social rehabilitation for them and direct them towards a normal life. The program is considered one of the important tools used to develop a sense of belonging and a means to satisfy the individual's tendencies and needs, and a tool for forming relationships. And a means of investing the potential energies of individuals, and exploiting them to the fullest extent, and a tool for diagnosing problems, difficulties and manifestations of social maladaptation.

Based on the foregoing, and in light of the results of previous studies and the theoretical framework of the study, a major question arose in the minds of the researcher that led her to formulate the problem of her study, which is:

- Do you relationship between work programs with groups and social rehabilitation for juvenile delinquents?

The importance of this study:

1. Increasing the volume of juveniles in society, which calls for concerted efforts to address them in a scientific and studied manner and work to improve their quality of life.
2. International and local attention to delinquent juveniles with the aim of compensating them for deprivation of family care and preparing them to bear responsibility.

3. Several studies have proven that juvenile delinquents suffer from introversion, social isolation, poor social relations, and inability to take responsibility and low self-confidence, so he is in need of social rehabilitation.

4. This study may contribute to improving and developing social programs for juvenile delinquents in order to rehabilitate them socially.

5. Enriching the theoretical aspect of group work with regard to the social rehabilitation of juvenile delinquents, the programs offered to them, and the obstacles and advantages they face.

Objectives of the study:

1. Determining the quality of programs practiced by groups of juvenile delinquents, which contribute to achieving social rehabilitation.

2. Determining the goals of social rehabilitation in juvenile care institutions.

3. Determining the contributions of group work programs in achieving social rehabilitation for juvenile delinquents.

- Development of self-concept.
- Development of social relations.
- Development of participation in collective life.
- Developing the ability to take responsibility.
- Acquisition of team skills.

4. Determining the nature of the professional roles played by the specialist working with groups in the field of juvenile care.

5. Determining the obstacles that hinder the programs used with juvenile delinquents in achieving the goals of their social rehabilitation.

6. Reaching for proposals that support the effectiveness of the programs offered to juvenile delinquents in achieving the goals of social rehabilitation.

Study Questions:

1. What are the types of programs practiced by groups of juvenile delinquents that contribute to achieving social rehabilitation?

2. What are the objectives of social rehabilitation in juvenile care institutions?

3. What are the contributions of group work programs in achieving social rehabilitation for juvenile delinquents?

- Development of self-concept.
- Development of social relations.
- Development of participation in collective life.
- Developing the ability to take responsibility.

- Acquisition of team skills.
4. What is the nature of the professional roles played by the specialist working with groups in the field of juvenile care?
 5. What are the obstacles that face the programs used with juvenile delinquents in achieving the goals of their social rehabilitation?
 6. What are the proposals that support the effectiveness of the programs offered to juvenile delinquents in achieving the goals of social rehabilitation?

The theoretical part of the study:

A. Program concept:

The program in the way of working with groups is everything that the group does and performs in order to achieve its needs and desires with the help of the social worker within the limits of the institution's systems and regulations and the values and culture of society. (Al-Gindi et al., 2004, p. 50)

Also, the program is the concept, perception or abstract idea that contains the various aspects of activity and experiences for both the individual and the group, which are developed and implemented with the knowledge of the group and with the help of the specialist to meet and satisfy their needs. (Hassan, 2001, p. 222)

The program is all the actions, behavior, relationships and experiences practiced by the members and provided by the collective life in the light of the assessment of the needs of the members and designed by the members and specialists and achieve the growth of the individual and the group and contribute to the appreciation of the community. (Mankerios, 2009, p. 110)

The researcher in the program mean in this study that:

- Actions, behavior and relationships that emerge from deviant juveniles through collective attitudes.
- Activities practiced by groups of juvenile delinquents, which contribute to achieving social rehabilitation.

B. The concept of social rehabilitation:

The dictionary of social sciences refers to rehabilitation as a set of processes or methods intended to correct or redirect deviant persons towards a normal life. The meaning of rehabilitation includes stimulating positive incentives for the person so that he believes in the new values and attitudes that are intended to be inculcated in himself and respect the laws after he was rebellious against them. And he

integrates into social life after being isolated from it. (Madkour, 1999, p. 108)

Rehabilitation in general is defined as a group of interconnected knowledge, means and specialized services that help the individual restore his physical abilities, psychological adaptation, guidance and professional training. (Mankerios, 2009, p. 110)

The Social Work Yearbook defines rehabilitation as maintaining or restoring the relative ability to work for a person with a physical or mental handicap, and to achieve this is used to collect skills and services from various professional or technical fields to make a truly integrated and interconnected point to correct the disability to the highest possible level and to establish and benefit from the remaining capabilities. (Ghabari, 2010, p. 194)

What is meant by social rehabilitation in this study is:

- Social rehabilitation is an integrated and coordinated process.
- It can be achieved by working with groups of juvenile delinquents.
- The social rehabilitation process aims to:
- Developing the self-concept of juvenile delinquents.
- Development of participation in the social life of juvenile delinquents.
- Developing the ability to take responsibility for delinquent juveniles.
- Providing social skills for juvenile delinquents.

C. juvenile concept:

A juvenile is a person, male or female, who has not reached the age of eighteen years and who commits an act in violation of the law (Abu Al-Maati, 2012, p. 211)

The legal definition of the juvenile also indicates that the juvenile is a young person who has completed the age set by the law for discrimination, and has not exceeded the age set for reaching adulthood (Huwaidi et al., 2009, p. 15).

As Maher Abu Al-Maati defines him as “the victim of social, health, cultural or civilized conditions that make him non-compliant with norms, traditions and societal values, his lack of connection with the existing social system and the perpetration of deviant behavior” (Abu Al-Maati, 2012, p. 202).

The juvenile is also defined as “the one who performs actions that are the result of a psychological or mental disorder and in violation of the patterns of behavior agreed upon by normal people of his age (Rashwan, 2009, p. 18).

It also defines deviation as “the behavior that juveniles do without the stage of maturity, and this behavior is characterized as being contrary to what society agrees on” (Mosleh, 2009, p. 24).

What is meant by the juvenile in this study is:

- A- A juvenile deprived of family care because of deviant behavior.
- B - The presence of the child in a punitive social care institution.
- C- He suffers from a disorder in his social relations with others within the institution, and his inability to participate and assume responsibility.
- D- Feeling of inferiority and inferiority.
- E- Low self-level and lack of self-confidence.

D: Classification of juveniles (Abu Al-Maati, 2012, p. 98.)

- 1- Juveniles who are problematic: (cases of lying, stubbornness, crushing, running away from school or work...etc.).
- 2- Juveniles who suffer from a disorder in the psychological structure (they are those who suffer from mental disorders or abnormal diseases such as “sexual homosexuality and moral deviations...etc.”).
- 3- Neglected juveniles: (weak parental control, family disintegration, divorce, death of one of the parents, etc.).
- 4- Juvenile delinquents: (They are those who commit crimes under penalty of punishment or commit acts that violate the law and public order.

H. Group work and social rehabilitation for juvenile delinquents.

Group work depends on the program as a main tool that helps it achieve social rehabilitation for juvenile delinquents.

The main objective of the rehabilitation process is to help individuals and groups liberate themselves so that they can live a decent life together, as well as self-liberation, that is, helping the individual to get rid of internal tensions and relieve external pressure that limits his social performance (Mustafa, 2010, p. 151)

This is achieved through the presence of the deviant juvenile within the care institution and his obtaining of care and guidance, which gives him the opportunity to benefit from collective experiences so that the juvenile is able to use his abilities and increase his social performance (Fahmy, 2011, p. 229)

One of the objectives of social rehabilitation is also to help the juvenile to form sound relations with his community, carry out activities with a social human dimension, consolidate social relations with others, adapt to social changes, good dealing with others, and religious and moral commitment (Al-Mouji, 2003, p.19).

Therefore, the interactions of groups of delinquent juveniles must be directed towards strengthening social relations in order to achieve their social rehabilitation through group life. Obstacles, so they can form social relations with others (Abdel Mohsen, 1993, p. 244)

The method of group work can achieve the goals of social rehabilitation for juvenile delinquents through:

- Satisfying his social needs, such as the need for love - security - belonging
- Increasing his ability to participate in activities and programs
- Forming social relationships with others
- Providing children with different social skills
- Training the child on leadership and subordination.

Considerations that the specialist takes into account when working with delinquent juveniles:

- Taking into account the individual differences between juvenile delinquents by supporting their participation in one stage of development, but they differ in abilities, skills, tendencies and personalities.
- Accept delinquent juveniles and encourage them to participate in group activities in accordance with their needs and desires.
- The overall view of the juvenile, so it should not be seen as an isolated part, but rather it should be seen as part of a larger system that includes other individuals.
- Developing the juvenile's awareness of social systems, the network of formal and informal relations, and the surrounding problems in terms of their causes and methods of confronting them.
- The rehabilitation process is usually done in a group and not individually, except in exceptional cases.
- Participation of the juvenile in the rehabilitation processes, whether in planning or implementation leads to the effectiveness of the rehabilitation program.
- Providing deviant juveniles with new information so that they can modify and change the misconceptions in light of which they act and which shape their behavior in different situations.
- Strengthening positive social relations between juveniles and each other and between them and the institution.
- To take into account the homogeneity of juvenile groups in terms of age - gender - conditions of family deprivation - education.

G. The role of the social worker with groups of delinquent juveniles:

- Discovering the capabilities and possibilities of juveniles and investing them through the collective process.
- Helping juveniles who suffer from difficulties in social adjustment.
- Helping juveniles to be patient with their opinions, feelings and beliefs.
- Helping juveniles to assume responsibilities within the group.
- Develop leadership and subordination capacity.
- Helping juveniles acquire multiple skills by playing successful social roles.
- Helping juveniles use the resources and capabilities of the community.

Methodology:

-Type of study:

This study belongs to the type of descriptive studies that aim to determine the contributions of group work programs in achieving social rehabilitation for juvenile delinquents, from the point of view of social workers working in social care institutions by focusing on the reality of social rehabilitation programs, the quality of the programs provided, as well as the obstacles that hinder the application of those Programs, and the most important proposals that can contribute to achieving social rehabilitation for juvenile delinquents.

- Type of method used:

The study uses the comprehensive social survey approach for social workers working in NGOs that provide services to juvenile delinquents, in order to know the obstacles that these workers face from applying the electronic management system within the institutions they work in, with the aim of focusing and describing the reality of social rehabilitation programs, and the quality of the programs provided, as well as the obstacles that obstruct the implementation of those programs, and the most important proposals that can contribute to achieving social rehabilitation for juvenile delinquents.

The researchers used the social survey method for the following reasons:

1. It helps the researchers to obtain the required data on the various study variables.
2. Answer the study's questions and hypotheses.

3. The social survey is related to the practical aspect. The current study aims to identify and describe the reality of social rehabilitation programs offered to delinquent juveniles.

- Study Tools:

The tool is the method used to collect, classify, and tabulate data (Shafiq, 2011, p. 109), so the researchers used, in the framework of this study, one of the research tools commensurate with the nature of the method used and the type of study on the one hand, and the objectives of the study on the other hand. This tool is determined by: A questionnaire form for social workers working in NGOs that provide services to delinquent juveniles, and the use of the triple scale will be used, and the questionnaire included the following dimensions:

First: preliminary data.

Second: The reality of the programs (the quality of the programs) offered to delinquent juveniles within the institutions.

Third: The quality of the programs and social rehabilitation provided to delinquent juveniles.

Fourth: Obstacles that obstruct the programs and prevent the achievement of the goals of social rehabilitation for juvenile delinquents.

Fifth: Proposals for developing programs and activities for juvenile delinquents to achieve social rehabilitation.

- The tool was designed according to the following steps: The researcher designed a questionnaire for social workers working in social care institutions that provide services to delinquent juveniles in Cairo Governorate, by referring to:

The theoretical heritage of the subject of the study.

The theoretical premises guiding the study.

- Studies related to the subject of the study and related to social rehabilitation to determine the statements that are related to each of the variables of the study.

C- Validity (apparent honesty):

The researcher used apparent honesty, by presenting the study tools to (10) arbitrators from faculty members at the Faculty of Social Work, Helwan University, to express an opinion on the validity of the study tool, in terms of the linguistic integrity of the phrases on the one hand and their relationship to the study variables on the other hand, Accordingly, some questions and phrases were modified, added and

deleted, according to a degree of agreement of at least 80%, and at the end of this stage, the study tool was put into its final form.

The researcher also relied on the validity of the internal consistency of the study tool, by calculating the correlation coefficient between the degree of each dimension of the tool and the total degree of the tool, after applying the questionnaire tool to (10) social workers working in social care institutions that provide services to delinquent juveniles. As follows:

Table (1) shows the relationship between the degree of each of the dimensions of the questionnaire of social workers working in social care institutions that provide services to delinquent juveniles and the total score of the tool. (n=10)

N	Dimensions	The tool as a whole
1	The quality of programs practiced by groups of juvenile delinquents, which contribute to achieving social rehabilitation.	0.924**
2	The objectives of social rehabilitation in juvenile care institutions.	0.912**
3	Contributions of group work programs in achieving social rehabilitation for juvenile delinquents.	0.892**
4	The nature of the professional roles played by the specialist working with groups in the field of juvenile care.	0.884**
5	Obstacles that obstruct programs and prevent the achievement of the goals of social rehabilitation for juvenile delinquents.	0.930**
6	Suggestions for developing programs and activities for juvenile delinquents to achieve social rehabilitation.	0.879**

**Significant at (0.01)

* Significant at (0.05)

-Reliability:

To verify the stability of the questionnaire tool for social workers working in social care institutions that provide services to delinquent juveniles, the split-half method was used, where the researcher applied a questionnaire tool to (10) beneficiaries, and the phrases after the tool were divided into two parts: the first part represents The sum of the odd phrases, and the second part represents the sum of the even phrases, and the stability was calculated using the split-half method using the SPSS program for statistical analysis, and the results were as follows:

Table (2) shows the stability of the beneficiaries' questionnaire by the split-half method, based on the Spearman and Brown equation. (n=10)

Dimensions	The value of significance	Spearman and Brown's split-half stability coefficient
The quality of programs practiced by groups of juvenile delinquents, which contribute to achieving social rehabilitation.	0.895**	0.921
The objectives of social rehabilitation in juvenile care institutions.	0.910**	0.93
Contributions of group work programs in achieving social rehabilitation for juvenile delinquents.	0.932**	0.96
The nature of the professional roles played by the specialist working with groups in the field of juvenile care.	0.896**	0.945
Obstacles that obstruct programs and prevent the achievement of the goals of social rehabilitation for juvenile delinquents.	0.810**	0.882
Suggestions for developing programs and activities for juvenile delinquents to achieve social rehabilitation.	0.914**	0.918
The tool as a whole	0.892**	0.926

**Significant at (0.01)

* Significant at (0.05)

The results of the above table show that: The stability coefficient of the study tool is acceptable and statistically significant, which indicates the stability of the study tool.

- Fields of study:

- Spatial field:

The spatial field of this study was determined in the Cairo governorate, and an inventory was made of all the institutions that provide services to juvenile delinquents, and their number is (9) institutions. **Table (3):**

N	Institution
1	Dar Eltarbya in Giza.
2	Underage Girls institution in Cairo.
3	Punitive institutions in Ain Shams.
4	Alhuria institution in Ain Shams.
5	Social Monitoring Office in Cairo.

- Justifications for choosing the spatial field:

- Availability of a sufficient number of the study sample of social workers within those institutions.

- Acceptance of those assisting institutions and cooperation with the researcher.
- Ease of collecting data and information, and the compatibility of the objectives of these institutions with this study.
- They have the desire to develop their social rehabilitation aspect.
- **The human sample:**
- A comprehensive inventory of all social workers working in the institutions under study, and their number is (40) social workers.

Table (4) shows the human field of study.

N	Institution	The number of social workers
1	Dar Eltarbya in Giza.	10
2	Underage Girls institution in Cairo.	7
3	Punitive institutions in Ain Shams.	9
4	Alhuria institution in Ain Shams.	8
5	Social Monitoring Office in Cairo.	6
	total	40

- Time-domain:

Data collection period from 14/12/2019 AD to 14/3/2020 AD.

- Statistical analysis methods:

The data was automatically unloaded using SPSS v.23 program, and the following statistical parameters were used:

- Frequencies and percentages.
- Arithmetic mean.
- Pearson's correlation coefficient.
- Spearman and Brown's equation for calculating the stability of the beneficiaries' questionnaire based on the split-half method.
- One way A-nova test.

Study Results:

Table (5)

N	- Gender:	Frequencies	Percentage %
1	A- male.	27	67.5
2	B- Female.	13	32.5
	Total:	40	100
N	- Age:	Frequencies	Percentage %
1	Under 25 years old	4	10
2	25 - under 35 years old	7	17.5
3	35 - less than 45 years old	16	40
4	45 - less than 55 years old	8	20
5	55 years and over	5	12.5
	total	40	100

N	Qualification	Frequencies	Percentage %
1	Intermediate Diploma in Social Work	5	12.5
2	Bachelor Social work	17	42.5
3	Bachelor of Arts, Department of Sociology	6	15
4	Postgraduate Diploma	7	17.5
5	Master's	4	10
6	phd	1	2.5
total		40	100
N	Years of Experience	Frequencies	Percentage %
1	Less than 5 years old	4	10
2	5- Less than 10 years old	7	17.5
3	10 - under 15 years old	16	40
4	15 - less than 20 years old	6	15
5	20 and over	7	17.5
total		40	100

The results of the above table show that:

- The largest percentage (62.5) is for those in the age group (35 - less than 45), while the lowest percentage (10) is for those aged (less than 25 years).
- The percentage of males reached (67.5%), while the percentage of females amounted to 32.5%.
- The vast majority of holders of a Bachelor of Social Work (42.5%), while the lowest percentage of those with a PhD degree is (2.5%).
- The largest percentage of social workers have experiences of 20 years or more, with a percentage of (17.5), as well as from 5- to less than 10 years, with a percentage of (17.5%), while the lowest percentage of experiences are those who have less than 5 years, with a percentage of (10%).

Table (6) shows the concept of social workers about work programs with groups in the field of juvenile care (n = 40)

N	concept of social workers	Answers			T-w	M	R
		Yes	Some Times	No			
1	Everything practiced by the juvenile group in the presence of social workers.	25	11	4	101	2.52	1
2	Anything and everything practiced by the juvenile group in the presence of social workers.	26	9	5	101	2.52	1
3	The set of activities, relationships, interactions, and experiences resulting from those activities.	25	10	5	100	2.5	2
4	The group's tool to help juveniles face their problems and achieve their social rehabilitation.	24	12	4	100	2.5	2

The results of the above table show that:

The concept of specialists about programs of work with groups in the field of juvenile care is represented in the first place, everything that a juvenile group practices in the presence of social workers, as well as anything and everything that a juvenile group practices in the presence of social workers, with a total of 101 weights and an arithmetic mean (2.52), then came in second place the group of activities, relationships, interactions and experiences resulting from those activities, and the group tool to help juveniles face their problems and achieve social rehabilitation for them, with a total of weights (100) and an arithmetic mean (2.5).

Table (7) shows the considerations that must be taken into account when developing work programs with groups in the field of juvenile care (n = 40)

N	considerations	Answers			T-w	M	R
		Yes	Some Times	No			
1	Programs and activities should be in accordance with the wishes of the juveniles	7	23	10	77	1.92	4
2	The group of juveniles should participate in the development and design of programs	31	9	-	111	2.77	1
3	The programs should be compatible with the material and human capabilities of juvenile care institutions	28	7	5	103	2.57	2
4	The programs' relationship with the characteristics of juvenile groups and their intellectual, educational and social level	25	9	6	99	2.47	3

The results of the above table show that:

Which shows the considerations that must be taken into account when developing and designing the program in the field of juvenile care: in the first rank came the juvenile group participating in the development and design of the program, with a total of weights (111) and an arithmetic mean (2.77), then came in the second rank that the programs fit with the financial capabilities And humanity in juvenile care institutions, with a total of (103) weights and an arithmetic mean (2.57), then came in the third rank the link of the programs with the characteristics of juvenile groups and their intellectual, educational and social level, with a total of weights (99) and an arithmetic mean (2.47), then came in the fourth rank that the programs agree And activities with the desires of the juveniles, with a total weight of weights (77) and an arithmetic mean (1.92).

Table (8) shows Demonstrates the type of group programs and activities that are practiced in the field of juvenile care (n = 40)

N	Demonstrates	Answers			T-w	M	R
		Yes	Some Times	No			
1	social programs	36	1	3	113	2.82	1
2	documentary programs	23	14	3	100	2.5	2
3	religious programs	20	12	8	92	2.3	3
4	technical programs	10	26	4	86	2.15	5
5	Sports Programs	17	14	9	88	2.2	4

The results of the above table show that:

The nature of the group programs and activities that are practiced in the field of juvenile care, where the social programs came in the first place with a total of weights (113) and an arithmetic mean (2.82), then came in the second place the cultural programs with a total of weights (100) and an arithmetic mean (2.5), then came In the third rank were the religious programs with a total of weights (92) and an arithmetic mean (2.3), then came in the fourth rank the sports programs, with a total of weights (88) and an arithmetic mean (2.2), then came in the fifth rank the technical programs, with a total of weights (86) and an arithmetic mean (2.15).

Table (9) shows the nature of social programs that are practiced in the field of juvenile care (n = 40)

N	nature of social programs	Answers			T-w	M	R
		Yes	Some Times	No			
1	Trips	36	1	3	113	2.82	1
2	Camps	11	23	6	85	2.12	6
3	public service activities	10	26	4	86	2.15	5
4	Visits	17	14	9	88	2.2	4
5	Celebrating public occasions	23	14	3	100	2.5	2
6	group discussions	20	12	8	92	2.3	3

The results of the above table show that:

Which shows the nature of the social programs that are practiced in the field of juvenile care, where the trips came in the first rank with a total of weights (113) and an arithmetic mean (2.82), then came in the second place the celebration of public juveniles, with a total of weights (100) and an arithmetic mean (2.5), then The group discussions came in the third rank with a total of weights (92) and an arithmetic mean (2.30), then came in the fourth rank visits, with a total of weights (88) and an arithmetic mean (2.2).

Table (10) shows the nature of cultural programs practiced in the field of juvenile care (n = 40)

N	nature of cultural programs	Answers			T-w	M	R
		Yes	Some Times	No			
1	Cultural competitions	29	7	4	105	2.62	2
2	lectures	5	15	20	65	1.62	6
3	Cultural seminars	27	8	5	102	2.55	3
4	wall magazine design	24	10	6	98	2.45	4
5	Readers of newspapers and magazines	10	24	6	84	2.1	5
6	the library	34	5	1	113	2.82	1

The results of the above table show that:

The nature of the cultural programs that are practiced in the field of juvenile care, where the library activities came in the first place with a total of weights (113) and an arithmetic mean (2.82), then came in the second place the activities of cultural competitions, with a total of (105) weights and an arithmetic mean (2.62), then came In the third rank were the activities of the cultural symposia, with a total of weights (102) and an arithmetic mean (2.55), then came in the fourth rank the activities of designing wall magazines, with a total of weights (98) and an arithmetic mean (2.45), then came in the fifth and final arrangement the activities of reading newspapers and magazines, with a total of weights (84) and an arithmetic mean (2.10).

Table (11) shows the nature of the technical programs practiced in the field of juvenile care (n = 40)

N	nature of the technical programs	Answers			T-w	M	R
		Yes	Some Times	No			
1	concerts	33	7	-	113	2.82	1
2	acting arts	8	25	7	81	2.02	4
3	plays	9	27	4	85	2.12	3
4	craft activities	35	2	3	112	2.8	2
5	The drawing	36	1	3	113	2.82	1

The results of the above table show that:

The nature of the artistic programs that are practiced in the field of juvenile care, where it came in the first and first rank repeated artistic concert activities and drawing activities, with a total of weights (113) and an arithmetic mean (2.82), then came in the second place the manual activities, with a total of weights (112) and an arithmetic mean (2.80), then came in the third rank the activities of the plays, with a total of weights (85) and an arithmetic mean (2.12), then came in the

fourth rank the activities of the acting arts, with a total of weights (81) and an arithmetic mean (2.02).

Table (12) shows the nature of sports programs that are practiced in the field of juvenile care (n = 40)

N	nature of sports programs	Answers			T-w	M	R
		Yes	Some Times	No			
1	Various exercises sport	33	5	2	111	2.77	1
2	Visiting sports clubs	20	18	2	98	2.45	2
3	Doing jogging	20	12	8	92	2.3	3
4	Tennis	6	5	29	57	1.42	4

The results of the above table show that:

The nature of the sports programs that are practiced in the field of juvenile care, where the various exercise activities came in the first place, with a total of (111) weights and an arithmetic mean (2.77), then came in the second place the activities of visiting sports clubs, with a total of weights (98) and an arithmetic mean (2.45) Then came running in the third place, with a total of weights (92) and an arithmetic mean (2.30), then came in the fourth place table tennis, with a total of weights (57) and an arithmetic mean (1.42).

Table (13) shows the nature of religious programs that are practiced in the field of juvenile care (n = 40)

N	nature of religious programs	Answers			T-w	M	R
		Yes	Some Times	No			
1	Religious competitions	26	10	4	102	2.55	2
2	Religious wall magazines	6	14	20	66	1.65	4
3	Religious seminars	22	11	7	95	2.37	3
4	Read religious books	20	15	5	95	2.37	3
5	Memorizing and reciting the Qur'an	30	6	4	106	2.65	1

The results of the above table show that:

The nature of religious programs that are practiced in the field of juvenile care, where it came in the first place, memorizing and reciting the Qur'an, with a total of weights (106) and an arithmetic mean (2.65), then came in the second place religious competitions, with a total of weights (102) and an arithmetic mean (2.55), then came In the third and third rank, religious seminars and reading religious books were repeated, with a total of weights (95) and an arithmetic mean (2.37), then came in the fourth rank the religious wall magazines, with a total of weights (66) and an arithmetic mean (1.65).

Table (14) shows the objectives of social rehabilitation in juvenile care institutions (n = 40)

N	objectives of social rehabilitation	Answers			T-w	M	R
		Yes	Some Times	No			
1	The development of the self-concept of the juvenile.	36	4	-	116	2.9	1
2	development of social relations	30	10	-	110	2.75	2
3	Develop participation in group life	30	6	4	106	2.65	3
4	Develop the ability to take responsibility	29	5	6	103	2.57	4
5	Gain social skills	26	10	4	102	2.55	5

The results of the above table show that:

The goals of social rehabilitation in juvenile care institutions, where the development of the self-concept of the juvenile came in the first place, with a total of weights (116) and an arithmetic mean (2.90), then came in the second place the development of social relations, with a total of weights (110) and an arithmetic mean (2.75), then The development of participation in collective life came in the third rank with a total of weights (106) and an arithmetic mean (2.65), then came in the fourth rank the development of the ability to take responsibility, with a total of weights (103) and an arithmetic mean (2.57), then came in the fifth rank the acquisition of skills Social, with a sum of weights (102) and an arithmetic mean (2.55).

Table (15) shows the contributions of work programs with groups in developing self-concept as one of the goals of social rehabilitation (n = 40)

N	contributions of work programs	Answers			T-w	M	R
		Yes	Some Times	No			
1	Programs help in realizing the juvenile for itself and identifying its true capabilities and capabilities	30	4	6	104	2.6	2
2	Helps the juvenile accept himself and work to develop it better	31	9	-	111	2.77	1
3	It helps in changing the wrong attitudes and beliefs of the juvenile about itself within the group	27	9	4	103	2.57	3
4	The juvenile's self-confidence is built on achieving personal sufficiency and successfully facing the affairs of his life.	28	8	4	104	2.6	2

The results of the above table show that:

The contributions of work programs with groups in developing the self-concept as one of the goals of social rehabilitation, as it came in the first rank to help the juvenile accept himself and work to develop it better, with a total of weights (111) and an arithmetic mean (2.77), then came in the second rank, the programs help in realizing the juvenile For himself, he determines his real capabilities and abilities, and develops the juvenile's confidence in himself to achieve personal sufficiency and successfully confront his life affairs, with a total of weights (104) and an arithmetic mean (2.60), then came in the third rank to help change the wrong trends and beliefs of the juvenile about itself within the group, with a total of weights (103) and an arithmetic mean (2.57).

Table (16) shows the contributions of work programs with groups in developing social relations as one of the goals of social rehabilitation (n = 40)

N	contributions of work programs	Answers			T-w	M	R
		Yes	Some Times	No			
1	Group programs and activities allow the juvenile to form good relations with colleagues inside and outside the group	35	5	-	115	2.87	1
2	Group programs and activities help the juvenile to form good relations with the technicians and the administrative body of the institution.	25	13	2	103	2.57	2
3	Develop relationships between the juvenile and the social worker within the institution	27	8	5	102	2.55	3

The results of the above table show that:

The contributions of work programs with groups in the development of social relations as one of the goals of social rehabilitation, as it came in the first rank. The collective programs and activities of the juvenile allow the formation of good relations with his colleagues inside and outside the group, with a total of weights (115) and an arithmetic mean (2.87), then came in the second rank the programs help The collective activities of the juvenile help to form good relations with the technicians and the administrative apparatus of the institution, with a total of weights (103) and an arithmetic mean (2.57). Then, in the third rank, the relations between the juvenile and the social worker are developed within the institution, with a total of (102) weights and an arithmetic mean (2.55).

Table (17) shows the contributions of work programs with groups in developing participation in collective life (n = 40)

N	contributions of work programs	Answers			T-w	M	R
		Yes	Some Times	No			
1	Group programs create opportunities for collaboration between members	30	6	4	106	2.65	1
2	Group programs and activities help to exchange opinions and participate in group discussions that take place within the group	27	8	5	102	2.55	2
3	Group programs and activities help in the participation of members in facing the difficult situations faced by the group	28	10	2	106	2.65	1
4	Group programs and activities provide the opportunity for members to participate in making some important decisions related to the group	23	12	5	98	2.45	3
5	Programs and group activities help train members to lead by participating in some committees for working with the group	20	13	7	93	2.32	4

The results of the above table show that:

The contributions of work programs with groups to the development of participation in collective life, where the group programs came in the first place, creating opportunities for cooperation between members, and helping group programs and activities in the participation of members in facing the difficult situations faced by the group, with a total of weights (106) and an arithmetic mean (2.65). Then came in the second rank, programs and group activities help to exchange opinions and participate in group discussions that take place within the group, with a total of weights (102) and an arithmetic mean (2.55). In the group, with a total of weights (98) and an arithmetic mean (2.45), then came in the fourth rank. Programs and group activities help train members to lead by participating in some committees for working with the group, with a total of weights (93) and an arithmetic mean (2.32).

Table (18) shows the contributions of work programs with groups in developing the ability to take responsibility (n = 40)

N	ability to take responsibility	Answers			T-w	M	R
		Yes	Some Times	No			
1	Group programs and activities help define the roles and responsibilities of the juvenile in light of his capabilities within the group and the institution	32	8	-	112	2.8	1
2	Group programs and activities increase the juvenile's giving the juvenile a love of initiative to shift the various responsibilities within the group	27	11	2	105	2.62	3
3	Group programs and activities clarify the nature of the roles that the juvenile plays when designing and implementing programs within the organization	28	10	2	106	2.65	2D
4	Detecting and developing some of the special capabilities and abilities of the juvenile within the group	30	6	4	106	2.65	2

The results of the above table show that:

The contributions of work programs with groups in developing the ability to take responsibility, as it came in the first rank. The group programs and activities help define the roles and responsibilities that the juvenile performs in the light of its capabilities within the group and the institution, with a total of weights (112) and an arithmetic mean (2.80), then came in rank The second is to reveal some of the special capabilities and abilities of the juvenile and its development within the group. The group programs and activities clarify the nature of the roles played by the juvenile when designing and implementing programs within the institution, with a sum of weights (106) and an arithmetic mean (2.65), then came in the third arrangement. Group programs and activities increase from giving the juvenile a love of initiative to transfer the various responsibilities within the group, with a total of weights (105) and an arithmetic mean (2.62).

Table (19) shows the contributions of work programs with groups in acquiring group skills (n = 40)

N	acquiring group skills	Answers			T-w	M	R
		Yes	Some Times	No			
1	Group programs and activities The juvenile develops the ability for social interaction inside and outside the institution	22	13	5	97	2.42	3
2	Group programs and activities help the juvenile learn the skills of getting along with others and the community	28	12	-	108	2.7	1
3	Group programs and activities help the juvenile learn dialogue and discussion skills with others	26	14	-	106	2.65	2
4	Group programs and activities: Practical training to develop communication skills between members and management of the organization	20	12	8	92	2.3	5
5	Group programs and activities help the juvenile learn the problem-solving skill and face difficult situations within the group	23	10	7	96	2.4	4

The results of the above table show that:

The contributions of work programs with groups in acquiring group skills, as it came in the first rank. The group programs and activities help the juvenile learn the skills of compatibility with others and the community, with a total of weights (108) and an arithmetic mean (2.70), then came in the second rank. The group programs and activities help in learning the juvenile. Dialogue and discussions skills with others, with a total of weights (106) and an arithmetic mean of (2.65), then came in the third place group programs and activities. The fourth arrangement, group programs and activities, helps the juvenile to learn the skill of solving the problem and facing difficult situations within the group, with a total of weights (96) and an arithmetic mean (2.42).

Table (20) shows the nature of the professional roles played by the social worker (n = 40)

N	professional roles	Answers			T-w	M	R
		Yes	Some Times	No			
1	Program development and design	30	10	-	110	2.75	1
2	Program implementation	25	15	-	105	2.62	2
3	program evaluation	29	6	5	104	2.6	3

The results of the above table show that:

The nature of the professional roles played by the social worker, where he came in the first place to develop and design programs, with a total of weights (110) and an arithmetic mean (2.75), then came in the second place the implementation of programs with a total of (105) weights and an arithmetic mean (2.62), and then came in The third arrangement is the evaluation of the programs, with a total of weights (104) and an arithmetic mean (2.60).

Table (21) shows the nature of the professional roles played by the social worker when developing and designing programs (n = 40)

N	Program development and design	Answers			T-w	M	R
		Yes	Some Times	No			
1	The collective in the field of juvenile care	29	7	4	105	2.62	2
2	Helping a group of juveniles realize their abilities to develop programs that suit them	28	7	5	103	2.57	3
3	Consulting juveniles when developing and designing programs	26	12	-	106	2.65	1
4	Assist juveniles in identifying tools for implementing programs	27	9	10	103	2.57	3
5	Assisting juveniles in developing a time plan for the implementation of programs	21	12	17.5	97	2.42	4
6	Helping young people to know the capabilities and resources in the organization	22	12	15	96	2.4	5

The results of the above table show that:

The nature of the professional roles played by the social worker when developing and designing programs, where he came in the first place to consult juveniles when developing and designing programs, with a total of weights (106) and an arithmetic mean (2.65), then came in the second place collectively in the field of juvenile care, with a total of weights (105) and an arithmetic mean (2.62), then came in the third rank to help the group of juveniles realize their abilities to develop programs that fit with them, and to help juveniles to determine the

special tools for implementing the programs, with a total of weights (103) and an arithmetic mean (2.57), then it came in the fourth rank Helping juveniles to develop a time plan for implementing programs with a total of weights (97) and an arithmetic mean (2.42), then came in the fifth rank to help juveniles know the capabilities and resources in the institution, with a total of weights (96) and an arithmetic mean (2.40).

Table (22) shows the nature of the professional roles played by the social worker when implementing group programs and activities in the field of juvenile care (n = 40)

N	implementing group programs	Answers			T-w	M	R
		Yes	Some Times	No			
1	Providing opportunities to develop social relationships among children	34	-	6	108	2.7	1
2	The use of experts and specialists when practicing the activities and programs of juvenile groups	28	4	8	100	2.5	3
3	Providing members of the various committees with information and various experiences	19	11	10	89	2.22	5
4	Develop the spirit of cooperation and teamwork during the practice of activities and programs	26	6	8	98	2.45	4
5	Working to face the difficult circumstances that the group may be exposed to during the practice of group programs and activities	25	8	7	98	2.45	4
6	Develop the talents and special abilities of juveniles during the implementation of programs	30	6	4	106	2.65	2

The results of the above table show that:

The nature of the professional roles played by the social worker when implementing group programs and activities in the field of juvenile care, as it came in the first place to provide opportunities for the development of social relations among children, with a total of weights (108) and an arithmetic mean (2.7), then came in the second rank the development of talents and special abilities The juveniles during the implementation of the programs with a total of weights (106) and an arithmetic mean (2.65), then came in the third rank the use of experts and specialists when practicing the activities and programs of juvenile groups, with a total of weights (100) and an arithmetic mean (2.5), then came in the fourth rank the development of spirit Cooperation and team work during the practice of activities and programs and working to confront the difficult conditions that the

group may be exposed to during the practice of group programs and activities, with a total of weights (98) and an arithmetic mean (2.45), then came in the fifth rank to provide members in the various committees with information and multiple experiences, with a total of Weights (89) and arithmetic mean (2.22).

Table (23) shows the role of the social worker when evaluating group programs and activities in the field of juvenile care (n = 40)

N	evaluating group programs	Answers			T-w	M	R
		Yes	Some Times	No			
1	Training a group of juveniles to evaluate themselves while practicing different programs	29	9	2	107	2.67	1
2	Determining the aspects on the basis of which group programs and activities are evaluated	27	8	5	102	2.55	3
3	Recognize the rate of achieving goals from practicing group programs and activities	20	13	7	93	2.32	4
4	Identify the pros and cons while practicing the programs	27	10	3	104	2.6	2
5	The specialist evaluating his professional role while working with juvenile groups	21	10	9	92	2.3	5

The results of the above table show that:

The role of the social worker when evaluating group programs and activities in the field of juvenile care, where the training of the juvenile group to evaluate themselves during the practice of different programs came in the first rank with a total of weights (107) and an arithmetic mean (2.67), then came in the second rank to identify the pros and cons during the practice of the programs And that is with a total of weights (104) and an arithmetic mean (2.60), then came in the third rank the aspects on which the programs and group activities are evaluated, with a total of weights (102) and an arithmetic mean (2.55), then came in the fourth rank to identify the rate of achieving goals from Practicing group programs and activities with a total of weights (93) and an arithmetic mean (2.32). Then came the specialist in evaluating his professional role while working with juvenile groups, with a total of weights (92) and an arithmetic mean (2.30).

Table (24) shows the obstacles attributed to social workers (n = 40)

N	obstacles	Answers			T-w	M	R
		Yes	Some Times	No			
1	Limited experience of some social workers for juvenile children	22	11	7	95	2.37	1
2	The social worker's interest in administrative aspects and neglect of professional practice with juvenile groups	12	17	11	81	2.02	2
3	The inability of the social worker to form good relations with the juvenile group	3	25	12	71	1.77	5
4	Some social workers are not convinced of the importance of group programs and activities with juveniles	11	11	18	73	1.82	4
5	The social worker is alone in designing the programs of the juveniles groups without the participation of the juveniles	12	11	17	75	1.87	3
6	Some social workers achieve personal interests in working with juvenile groups	8	9	23	65	1.62	6

The results of the above table show that:

Obstacles attributed to social workers, where the limited experience of some social workers for juvenile children came in the first rank, with a total of weights (95) and an arithmetic mean (2.37), then came in the second rank the social worker's interest in administrative aspects and neglect of professional practice with juvenile groups, with a total of weights (81) and an arithmetic mean (2.02), then came in the third rank, the social worker was alone in designing the programs of juvenile groups without the participation of juveniles, with a total of weights (75) and an arithmetic mean (2.87), and then came in the fourth rank the lack of conviction of some social workers of the importance of programs and activities The group with the juveniles, with a total of weights (73) and an arithmetic mean (1.82), then came in the fifth arrangement the inability of the social worker to form good relations with the juvenile group, with a total of weights (71) and an arithmetic mean (1.77), and then came in the sixth arrangement the establishment of some Social workers achieve personal interests in working with juvenile groups, with a total of weights (65) and an arithmetic mean (1.62).

Table (25) shows the obstacles due to groups of juveniles (n = 40)

N	obstacles	Answers			T-w	M	R
		Yes	Some Times	No			
1	Some youths rebelled and tried to deviate from the regulations and rules regulating work within these institutions	12	22	6	86	2.15	3
2	The interest of some juveniles in practicing some activities without participating in other activities	10	22	8	82	2.05	4
3	Juveniles distrust the social worker and his role within the institution	6	28	6	80	2	5
4	Prevalence of behavioral problems among some of the juveniles	19	16	5	94	2.35	1
5	The interest of some young people in achieving their personal interests without contributing to the achievement of the goals of these institutions	22	9	9	93	2.32	2

The results of the above table show that:

Obstacles that are attributed to the juvenile groups themselves, where the prevalence of behavioral problems among some of the juveniles came in the first rank, with a total of weights (94) and an arithmetic mean (2.35), then came in the second rank the interest of some juveniles to achieve their personal interests without contributing to the achievement of the goals of those institutions, and that With a total of weights (93) and an arithmetic mean (2.32), then came in the third rank the rebellion of some juveniles and their continuous attempt to deviate from the regulations and rules regulating work within those institutions, with a total of weights (86) and an arithmetic mean (2.15), then came in the fourth rank the interest of some Juveniles practice some activities without participating in other activities, with a total of weights (82) and an arithmetic mean (2.05), then came in the fifth rank the lack of confidence of the juveniles in the social worker and his role within the institution, with a total of weights (80) and an arithmetic mean (2).

Table (26) shows the obstacles due to the work team (n = 40)

N	obstacles due to the work team	Answers			T-w	M	R
		Yes	Some Times	No			
1	Some members of the work team interfere in group activities and programs without having sufficient experience	15	18	7	88	2.2	1
2	The desire of some members of the work team to show their professional capabilities to thwart the	6	9	25	61	1.52	5

N	obstacles due to the work team	Answers			T-w	M	R
		Yes	Some Times	No			
	role of the social worker						
3	Conflict and lack of integration between the roles of the work team in most roles	5	22	13	72	1.8	4
4	The professional experience of some of the work team is insufficient in the field of work with juvenile groups	13	17	10	83	2.07	2
5	The work team is not convinced of the professional role played by the social worker in the field of juvenile care	6	25	9	77	1.92	3

The results of the above table show that:

In the first rank, some members of the work team intervened in group activities and programs without having sufficient experience, with a total of weights (88) and an arithmetic mean (2.20), then came in the second rank the professional experience of some of the work team was insufficient in the field of working with juvenile groups. With a total of weights (83) and an arithmetic mean (2.07), then the work team was not convinced of the professional role played by the social worker in the field of juvenile care, with a total of weights (77) and an arithmetic mean (1.92), then came in the fourth rank the conflict And the lack of integration between the roles of the work team in the majority of roles, with a total of weights (72) and an arithmetic mean (1.80), the fifth rank. The desire of some members of the work team to show their professional abilities to thwart the role of the social worker, with a total of weights (61) and an arithmetic mean (1.52).

Table (27) shows the obstacles due to the management of juvenile care institutions (n = 40)

N	obstacles due to the management	Answers			T-w	M	R
		Yes	Some Times	No			
1	Limited space for group activities and programs with juvenile groups	8	10	22	66	1.65	4
2	The administrative procedures for carrying out activities in the residential institutions of the juvenile are held	8	11	21	67	1.67	3
3	Organization officials are not convinced of the importance of group programs and activities with the juvenile	7	8	25	62	1.55	5
4	Lack of material and human resources allocated to practice programs and activities with the juvenile	14	16	10	84	2.1	1

N	obstacles due to the management	Answers			T-w	M	R
		Yes	Some Times	No			
5	The lack of specialized technicians with high experience in supervising the various activities within the juvenile institutions	8	15	17	71	1.77	2

The results of the above table show that:

Obstacles due to the management of juvenile care institutions, where the lack of material and human capabilities allocated to the practice of programs and activities with the juvenile came in the first place, with a total of weights (84) and an arithmetic mean (2.1), then came in the second rank the lack of specialized technicians with high experience in supervising the activities In the various institutions of juveniles, with a total of weights (71) and an arithmetic mean (1.77), then came in the third rank the complexity of the administrative procedures for practicing activities in the residential institutions of the juvenile, with a total of weights (67) and an arithmetic mean (1.67), then came in the fourth rank of narrow space Which is devoted to the practice of group activities and programs with juvenile groups, with a total of weights (66) and an arithmetic mean (1.65), then came in the fifth position the lack of conviction of the officials in the institution of the importance of programs and group activities with the juvenile, with a total of weights (62) and an arithmetic mean (1.55).

Table (28) shows the obstacles that are due to the nature of work programs with groups (n = 40)

N	nature of work programs	Answers			T-w	M	R
		Yes	Some Times	No			
1	Group activities and programs not appropriate to the needs of the juvenile	7	14	19	68	1.7	2
2	The lack of diversity of programs, which leads to a feeling of boredom for young people	14	9	17	77	1.92	1
3	Activities are carried out within the institution without going out to the outside community	7	13	20	67	1.67	3
4	Interest in promotional activities only without imparting new knowledge and skills to the juvenile	6	13	21	65	1.62	4

The results of the above table show that:

Obstacles that are due to the nature of work programs with groups, where the lack of diversity of programs came in the first rank, which leads to the juveniles feeling bored with a total of weights (77) and an arithmetic mean (1.92), then came in the second rank group activities and programs that are not suitable for the needs of juveniles, with a total of weights (68) and an arithmetic mean (1.70), then came in the third rank, activities are practiced within the institution without going out to the outside community, with a total of weights (67) and an arithmetic mean (1.67), then came in the fourth rank interest in promotional activities only without imparting new knowledge and skills to the juvenile and that With a sum of weights (65) and an arithmetic mean (1.62).

Table (29) Suggestions for facing obstacles (n = 40)

N	Suggestions	Answers			T-w	M	R
		Yes	Some Times	No			
1	Diversity in group programs and activities in line with the institution's policy and achieving its goals	35	5	-	115	2.87	1
2	Providing specialists and professional supervision of some programs and group activities within institutions	34	6	-	114	2.85	2
3	Increasing the material and human resources allocated to the collective programs and activities within the institutions	33	7	-	113	2.82	3
4	Awareness of juveniles about the importance of group programs and activities in satisfying their needs and facing their various problems	32	8	-	112	2.8	4
5	Training social workers and refining their technical expertise, especially in the field of group programs and activities	27	9	4	103	2.57	8
6	Develop an accurate description of the role of the social worker	30	6	4	106	2.65	6
7	Carrying out a process of continuous evaluation of the nature of group programs and activities and the extent to which they achieve goals within the institution	29	9	2	107	2.67	5

The results of the above table show that:

Where the diversity in group programs and activities came in the first place in line with the policy of the institution and the achievement of its goals, with a total of weights (115) and an arithmetic mean (2.87), then came in the second rank the provision of specialists

and professional supervision of some programs and group activities within the institutions, with a total of weights (114) and an arithmetic mean of (2.85), then came in the third rank the increase in material and human resources allocated to collective programs and activities within the institutions, with a total of weights (113) and an arithmetic mean (2.82), then came in the fourth rank the awareness of juveniles of the importance of collective programs and activities in satisfying their needs and facing their problems. With a total of weights (112) and an arithmetic mean (2.80), then came in the fifth rank a process of continuous evaluation of the nature of the group programs and activities and the extent to which they achieve the goals within the institution, with a total of weights (107) and an arithmetic mean (2.67), then came in the sixth rank a description An accurate for the role of the social worker, with a total of weights (105) and an arithmetic mean (2.65), then came in the seventh rank to find periodic calendar meetings for rehabilitation programs with the participation of the work team in the institution, with a total of weights (106) and an arithmetic mean (2.60), then came in the eighth rank, training social workers and refining their technical expertise, especially in the field of group programs and activities, with a total of (103) weights and an arithmetic mean (2.57).

Discussion:

The researcher are trying to extract the most important results of this study in the light of the data they obtained from the study community from social workers working in juvenile care institutions in Cairo, as well as in light of the answer to the questions of the current study, as follows:

1. The results of the study showed that most of the vocabulary of the study population has the following characteristics:

- The largest percentage (62.5) is for those in the age group (35 - less than 45), while the lowest percentage (10) is for those aged (less than 25 years).
- The percentage of males reached (67.5%), while the percentage of females amounted to 32.5%.
- The vast majority of holders of a Bachelor of Social Work (42.5%), while the lowest percentage of those with a PhD degree is (2.5%).
- The largest percentage of social workers have experiences of 20 years or more, with a percentage of (17.5), as well as from 5- to less than 10 years, with a percentage of (17.5%), while the lowest percentage of

experiences are those who have less than 5 years, with a percentage of (10%). .

Discussing the results of the study in light of its questions and objectives of this study:

The answer to the first study question: What are the types of programs practiced by groups of juvenile delinquents, which contribute to achieving social rehabilitation?

1. The results of the study demonstrated that the specialists' concept of work programs with groups in the field of juvenile care is represented in everything that the juvenile group practices in the presence of social workers, as well as anything and everything that the juvenile group practices in the presence of social workers, and this may be due to the agreement of most social workers Those working with juveniles about the concept of the program as a means to achieve goals related to social rehabilitation, and that the program is not an end in itself, but rather is used as a hub for interaction, achieving goals, and developing relationships between juveniles each other and between them and social workers.

2. The results of the study also proved that there are a number of considerations that must be taken into account when developing and designing the program in the field of juvenile care, that the juvenile group participates in the development and design of the program, and the programs must be compatible with the material and human capabilities of juvenile care institutions, and the programs are linked to the characteristics of juvenile groups and their intellectual and educational level and social.

3. The results of the study also proved that the nature of the group programs and activities that are practiced in the field of juvenile care, the most important of which are social programs, then cultural programs, then religious programs, then sports programs, then artistic programs. The juvenile's practice of these programs helps him satisfy his multiple needs and achieve psychological adjustment and social adjustment with those around him.

4. The results of the study also proved that the nature of social programs that are practiced in the field of juvenile care are trips, then celebration of public occasions, group discussions, then visits, and this is consistent with the results of the previous table, which indicated that social activity is the most practiced activity by juveniles. This is due to

the juveniles' fear of association with the outside community, due to their feeling of social isolation.

5. The results of the study also proved that the nature of the cultural programs practiced in the field of juvenile care are library activities, then activities of cultural competitions, then activities of cultural seminars, then activities of designing wall magazines, then activities of reading newspapers and magazines. This may be due to the fact that they are available to them and because all juvenile institutions have them. Libraries for reading and reading, because the lectures do not fit the nature and characteristics of the age group.

6. The results of the study also proved that the nature of the artistic programs that are practiced in the field of juvenile care are the activities of artistic concerts, drawing activities, then manual activities, then theatrical activities, then the activities of acting arts. The children feel the interest of the external community in them, and this confirms the local interest in unloading the energies of these children.

7. The results of the study also proved that the nature of the sports programs that are practiced in the field of juvenile care are the various exercise activities, then the activities of visiting sports clubs, then running and then table tennis. This may be due to the presence of a sports coach in these institutions within the work team whose role is to assist the juveniles This may be due to and help satisfy their needs and desires, and this may be due to the lack of this game within these institutions and therefore not available for these children to play.

8. The results of the study also proved that the nature of religious programs that are practiced in the field of juvenile care is memorizing and reciting the Qur'an, then religious competitions, then religious seminars, reading religious books, then religious wall magazines. While motivating them with material and moral supports, this may be due to the lack of tools within the institution to implement this activity, and its lack of agreement with their needs and desires.

The answer to the second study question: What are the objectives of social rehabilitation in juvenile care institutions?

The results of the study proved that one of the objectives of social rehabilitation in juvenile care institutions is the development of the juvenile's self-concept, the development of social relations, the development of participation in group life, the development of the ability to take responsibility and the acquisition of social skills, and this is consistent with the results of the study (Afifi, 1993), whose results

proved that there is a relationship Between practicing the method of working with groups and the self-acceptance of smokers, as well as the results of a study (Morid, 2004), which indicated that there is a relationship between the practice of a professional intervention program in a group work manner and the development of social values among street children, including social responsibility.

The answer to the third study question: What are the contributions of group work programs in achieving social rehabilitation for juvenile delinquents?

- Development of self-concept.
- Development of social relations.
- Development of participation in collective life.
- Developing the ability to take responsibility.
- Acquisition of team skills.

1. The results of the study proved that one of the contributions of work programs with groups in developing the self-concept as one of the goals of social rehabilitation is to help the juvenile accept himself and work to develop it better. The programs help the juvenile to realize himself and determine his true capabilities and abilities and develop the juvenile's self-confidence to achieve personal sufficiency and confront The affairs of his life successfully and help in changing the wrong trends and beliefs of the juvenile about himself within the group, and this may be due to the juvenile's lack of self-concept due to his feeling of inferiority due to his deprivation of one of the parents and his lack of a normal life within the family.

This may be achieved through the practice of various types of social activities within juvenile institutions that help them express themselves, such as cultural, social, artistic and other activities, and this was confirmed by the results of the study (Mahmoud, 2017), whose results confirmed that many juvenile children suffer from Major behavioral problems, the most important of which are the loss of self and the feeling of inferiority, and that the behavioral modification model leads to alleviating the behavior of hyperactivity, aggressive behavior, as well as the severity of rebellious behavior among these children.

2. The results of the study proved that one of the most important contributions of work programs with groups in the development of social relations as one of the goals of social rehabilitation is that collective programs and activities allow the juvenile to form good

relations with his colleagues inside and outside the group. Between the juvenile and the social worker within the institution, and this is what the current study agreed with the results of the study (Mustafa, 1998), which found a relationship between the practice of group work and alleviating the problems of juveniles in residential institutions, as well as reducing the severity of social isolation and participation in social activities, and the development of social relations among Orphan girls at the institution.

3. The results of the study proved that the contributions of work programs with groups in developing participation in collective life are group programs that create opportunities for cooperation between members. Collective programs and activities help members' participation in facing the difficult situations that the group is exposed to, and collective programs and activities help to exchange opinions and participate in discussions. The collective that revolves within the group and group programs and activities provide the opportunity for members to participate in making some important decisions related to the group. Abul Fotouh, 2004), which demonstrated a positive relationship between the specialist's use of group interaction techniques and the fulfillment of the juvenile's need for social appreciation, the formation of social relationships with others, and the satisfaction of the need to participate in social life.

This may be due to the need for this group to adapt to others and their sense that they are part of the society that affects and is affected by it, in addition to its connection with the theoretical foundations of the method of working with groups, where the purposes of group work emphasize the importance of developing social responsibility, whether it is self-responsibility or collective or community responsibility.

4. The results of the study proved that the contributions of work programs with groups in acquiring group skills, group programs and activities help the juvenile learn compatibility skills with others and the community, and group programs and activities help the juvenile learn dialogue and discussion skills with others, and group programs and activities develop the juvenile's ability to social interaction. Inside and outside the institution, group programs and activities help the juvenile learn the skill of solving the problem and facing difficult situations within the group. Programs and group activities are practical training to develop communication skills between members and the management

of the institution, and this was confirmed by the results of the study (Mohamed, 2015). The results of which confirmed that there are many manifestations of deprivation from childhood, the most important of which are child labor, street children and other phenomena, the majority of which are affected by the services provided to these children within the institution, including technical, social and religious services, and that the most important collective skills that can be imparted to the juvenile are the skills of compatibility with others and society.

5. The results of the study proved that the contributions of work programs with groups in developing the ability to take responsibility is helping group programs and activities define the roles and responsibilities that the juvenile performs in the light of his capabilities within the group and the institution and revealing some of the special capabilities and capabilities of the juvenile and developing them within the group and clarifying the programs and activities Collectiveness The nature of the roles played by the juvenile when designing and implementing programs within the institution. The collective programs and activities increase the juvenile's liking for initiative to transform the various responsibilities within the group.

The answer to the fourth study question: What is the nature of the professional roles played by the specialist working with groups in the field of juvenile care?

1. The results of the study proved that the nature of the professional roles played by the social worker is setting and designing programs, implementing programs and evaluating programs, and this is due to the importance of the role of the specialist in helping the group to develop and design programs, and the results of this table are consistent with the theoretical framework of the nature of work with groups in juvenile institutions. The role of the social worker is great in developing programs because the characteristics of the childhood stage require him to play this role, and his involvement should be greater in choosing the type of programs and activities that suit this category.

2. The results of the study proved that the nature of the professional roles played by the social worker when developing and designing programs is to advise juveniles when developing and designing programs and groups in the field of juvenile care and help the juvenile group realize their abilities to develop programs that suit them, and help juveniles in identifying special tools to implement Programs and

help juveniles develop a time plan for implementing the programs and help juveniles know the capabilities and resources in the institution, and this may be due to the fact that the program is based on satisfying the needs and desires of children, and is consistent with their abilities and capabilities. Due to the limited resources and the diversity of needs, the specialist must know these resources according to the skill in using the function of the institution and investing the resources, whether within the group, its members, the institution or the local community surrounding the institution, and this was confirmed by the results of the study (Abdul Mohsen, 2008) as well as the results of the study (Abdul Mohsen, 2008). Al-Ghani, 2008), whose results confirmed the existence of a positive relationship between the type of academic qualification and the professional roles that the social worker plays with Sunday. Also, there is a positive relationship between years of experience working with mentally disabled juveniles and the obstacles facing the social worker, and that the nature of the role is determined in setting a time plan for implementing programs and assistance for juveniles.

3. The results of the study proved that the nature of the professional roles played by the social worker when implementing collective programs and activities in the field of juvenile care is to provide opportunities for the development of social relations between children and the development of talents and special abilities of juveniles during the implementation of programs and the assistance of experts and specialists when practicing the activities and programs of juvenile groups and development The spirit of cooperation and teamwork during the practice of activities and programs, and working to face the difficult circumstances that the group may be exposed to during the practice of group programs and activities, and providing members in the various committees with information and multiple experiences.

This shows the importance of the role of the specialist in implementing programs, and that this role achieves the goals of social rehabilitation by strengthening social relations and developing the capabilities and talents of juveniles. The tasks are effective in alleviating the problems of social relations disorder for juvenile children.

4. The results of the study proved that the role of the social worker when evaluating group programs and activities in the field of juvenile care is to train a group of juveniles to evaluate themselves during the

practice of different programs, identify the pros and cons during the practice of the programs, determine the aspects on which the group programs and activities are evaluated, and identify the rate of achieving goals. From practicing group programs and activities, and the specialist evaluating his professional role during his work with juvenile groups, and this confirms the importance of the evaluation process as one of the basic processes in the service of the group because it helps the specialist to know the success and difficulties encountered by using certain means such as referendums and social measures.

The answer to the fifth study question: What are the obstacles that face the programs used with juvenile delinquents in achieving the goals of their social rehabilitation?

1. The results of the study proved that the most important contributions of work programs with groups in imparting group skills are group programs and activities that help the juvenile learn compatibility skills with others and the community. Group programs and activities help the juvenile learn dialogue and discussion skills with others, and group programs and activities develop the juvenile's ability to interact. Social programs inside and outside the institution, and group programs and activities help the juvenile to learn the skill of solving the problem and facing difficult situations within the group. The programs and group activities are practical training to develop communication skills between members and the management of the institution, and this was confirmed by the results of the study (Al-Rousan, 2010). The results of which confirmed that there are a number of factors that can lead to juvenile delinquency, including social factors, educational factors, as well as economic factors, which made children look for another shelter on the street, as well as economic, social and family factors. The social worker plays an important role in dealing with these children. And that social programs and activities can help juveniles learn many social skills, including the skill of dialogue and the ability to interact.

2. The results of the study proved that the obstacles attributed to social workers are the limited experience of some social workers for juvenile children, the social worker's interest in administrative aspects, neglect of professional practice with juvenile groups, the social worker's singularity in designing juvenile group programs without the participation of juveniles, and the failure of some social workers to be convinced of the importance of the programs And group activities with juveniles, and the social worker's inability to form good relations with

the juvenile group, and the fact that some social workers achieve personal interests in working with juvenile groups. The function of the institution should be objective and not turn into a material or personal relationship.

3. The results of the study proved that the obstacles that are due to groups of juveniles themselves are the spread of behavioral problems among some of the juveniles and the interest of some juveniles in achieving their personal interests without contributing to achieving the goals of these institutions, the rebellion of some juveniles and their continuous attempt to deviate from the regulations and rules regulating work within those institutions, and the interest in Some juveniles engage in some activities without participating in other activities, and juveniles do not trust the social worker and his role within the institution, and this may be due to this group's loss of safety within the family and the lack of oversight, as well as the weakness of social workers within those institutions and their inability to impose control within the institution.

4. The results of the study proved that the obstacles due to the work team are the interference of some members of the work team in group activities and programs without sufficient experience, and the professional experience of some of the work team is insufficient in working with juvenile groups, and the work team is not convinced of the professional role that it plays The social worker in the field of juvenile care, conflict and lack of integration between the roles of the work team in most of the roles and the desire of some members of the work team to show their professional abilities to thwart the role of the social worker. The knowledge and experiences of specialists as well as the work team, and this was confirmed by the results of the study (Al-Quraiti, 2013), which emphasized in its results the importance of teamwork between specialists in psychology, education and social work to face the problems faced by homeless children.

5. The results of the study proved that the obstacles due to the management of juvenile care institutions are the lack of material and human resources designated to practice programs and activities with juveniles, the lack of specialized technicians with high experience in supervising the various activities within juvenile institutions, the complexity of administrative procedures for practicing activities in residential institutions for juveniles, and the narrowness of The space allocated for the practice of group activities and programs with juvenile

groups and the failure of the officials in the institution to be convinced of the importance of group programs and activities with the juvenile, and this was confirmed by the results of the study (Abu al-Anin, 1999), which indicated a group of financial and administrative difficulties faced by the specialist when working with groups of children.

6. The results of the study proved that the obstacles that are due to the nature of work programs with groups are the lack of diversity of programs, which leads to the juveniles feeling bored. Group activities and programs are inappropriate to the needs of juveniles. Activities are carried out within the institution without going out to the outside community, and attention to promotional activities only, without imparting new knowledge and skills to the juvenile. This may be due to the lack of experience of social workers on how to design various programs that satisfy the needs and desires of children, which may confirm the necessity of modifying existing programs or designing new programs so that children do not feel bored and even satisfy their needs and desires, and this was confirmed by the results of the study (Solaiman, 2009). The results of which confirmed that there are a set of obstacles that face institutions working in the field of juvenile care, including the obstacles that are due to the nature of the programs as well as to the management of care institutions.

The answer to the sixth study question: What are the proposals that support the effectiveness of the programs offered to delinquent juveniles in achieving the goals of social rehabilitation?

1. The results of the study proved that the most important proposals that support the effectiveness of the programs offered to juvenile delinquents are diversity in group programs and activities in line with the institution's policy and achievement of its objectives, provision of specialists and professional supervision of some collective programs and activities within institutions, increasing material and human resources allocated to collective programs and activities within institutions and raising awareness. The juveniles emphasize the importance of group programs and activities in satisfying their needs, facing their various problems, carrying out a process of continuous evaluation of the nature of group programs and activities and the extent to which they achieve the goals within the institution, setting an accurate description of the role of the social worker, creating periodic evaluation meetings for rehabilitation programs with the participation of the work team in the institution, training social workers and refining

their technical expertise, especially in the field of programs and collective activities, and this was confirmed by the results of the study (Mahfouz, 2019), whose results confirmed that there must be a proposed strategy and steps for the need to improve the conditions of these individuals through an integrated treatment strategy, and to implement a large Arab project under which the projects of each country fall according to its circumstances, taking into account the Consider all aspects that affect the needs of these children.

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