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EDUCATIONAL NEEDS OF JUVENILE OFFENDERS IN VIETNAM – A CROSS-SECTIONAL STUDY

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ABSTRACT

Juvenile offenders constitute a vulnerable demographic with intricate educational, psychological, and social requirements that profoundly affect their rehabilitation and reintegration processes. Global research highlights the importance of education and vocational training in decreasing recidivism; however, there is a lack of evidence regarding the specific needs of juvenile offenders in Vietnam. The objective of this study was to investigate the educational needs of Vietnamese juvenile offenders and to analyze variations based on demographic and socio-economic factors. A cross-sectional survey involving 974 juvenile offenders was conducted. Data were collected through a structured questionnaire that addressed demographics, family and economic circumstances, peer influences, and perceived educational needs. Descriptive statistics, independent-samples t-tests, and ANOVA were used to identify universal and differentiated needs among groups. Results indicate that a significant proportion of participants were male (87.8%) and were aged 15 to 17 years. A significant proportion of offenders, specifically 47.9%, had completed only middle school education and indicated unstable family environments along with peer engagement in delinquent activities. Descriptive analysis revealed a significant demand for ongoing education, vocational training, psychological support, family rehabilitation, and employment guidance. Inferential tests indicated significant differences among groups regarding their needs for job guidance, vocational training, access to business loans, psychological counseling, family rehabilitation, and life skills support ($p < .05$). In contrast, needs such as legal awareness, school continuation, and engagement in community or youth activities exhibited no significant variation, indicating a shared recognition among participants. In conclusion, Vietnamese juvenile offenders demonstrate a combination of universal and specific educational requirements. Basic education, legal awareness, and community participation are foundational elements of rehabilitation programs; however, targeted interventions focused on employment readiness, psychological care, family restoration, and life skills are crucial for successful reintegration. The findings underscore the need for a comprehensive, multifaceted rehabilitation framework that is adapted to the socio-economic conditions of juvenile offenders in Vietnam.

Sampling used a convenience frame across facilities; estimates should be interpreted cautiously regarding generalizability. The educational needs module was administered in a sub-sample (~330); inferential estimates for needs reflect that subset.

KEYWORDS: Juvenile Offenders, Educational Needs, Rehabilitation, Vietnam, Cross-Sectional Study.

1. INTRODUCTION

The educational requirements of juvenile offenders are acknowledged as essential for their rehabilitation, reintegration, and reduced recidivism rates. Education encompasses more than traditional schooling; it includes vocational training, psychological support, life skills development, and avenues for civic engagement. In Vietnam, socio-economic transitions and rapid modernization have significantly altered youth experiences, making it essential to understand their needs.

1.1. Educational Disruption and Schooling Gaps

A consistent finding in juvenile justice systems is the correlation between disrupted schooling and offending behavior. Juvenile offenders frequently exhibit inadequate academic performance, disengagement from school, or premature dropout rates. In Vietnam, the majority of juvenile offenders have attained only a middle school education, with a limited number progressing to high school (Nguyen, 2015). This indicates wider structural disparities in education, especially in rural and underprivileged areas. International research supports these conclusions. Blomberg, Bales, Mann, Piquero, and Berk (2012) demonstrated that educational deficits are significant predictors of recidivism, whereas access to structured educational opportunities during or post-incarceration decreases the likelihood of reoffending. In the Vietnamese context, Hayden, Nguyen, and Twigg (2017) noted that educational programs within correctional institutions often lack adequate resources and fail to address the diverse needs of youth. This establishes a cycle in which offenders exit custody with insufficient qualifications, rendering them susceptible to unemployment and recidivism.

1.2. Vocational And Entrepreneurial Training

In addition to formal education, vocational training plays a crucial role in rehabilitation. The cross-sectional study conducted in Vietnam indicated a significant demand for vocational training and employment guidance. Numerous offenders indicated a desire to secure loans to start small businesses. This indicates an acknowledgment that sustainable livelihoods are essential for reintegration. Similar findings are observed globally. Pocock et al. (2015) demonstrated that skill development programs in Southeast Asia substantially enhance post-incarceration employment outcomes, thereby decreasing dependence on informal or illegal economies. Blomberg et al. (2012) posited that job readiness

training offers offenders concrete avenues for exiting delinquency in the U.S. In Vietnam, vocational programs frequently suffer from inadequate funding and misalignment with labor market needs (Do, 2019). Adapting training programs to align with local economic contexts, including agriculture in rural regions and service industries in urban areas, may enhance long-term outcomes.

1.3. Psychological And Emotional Needs

Psychological well-being constitutes an additional aspect of educational requirements. A cross-sectional study conducted in Vietnam revealed that numerous juvenile offenders expressed a need for psychological counseling to tackle personal issues and life challenges. This supports Shader's (2004) finding that unresolved trauma, ineffective coping strategies, and emotional instability significantly predict juvenile offending. Research conducted in Vietnam supports this concern. Do (2019) reported, through case studies of correctional school experiences, that offenders frequently endure neglect, abuse, and disrupted family structures, resulting in emotional vulnerability. Neglecting these psychological needs can render even well-structured educational or vocational programs ineffective in achieving sustained impact. Abrams and Terry (2017) contend that desistance from crime necessitates both opportunities and emotional resilience, along with a supportive identity transformation.

1.4. Family Rehabilitation and Support

The family background significantly influences educational requirements. In Vietnam, a significant number of offenders originate from unstable family environments, with a notable percentage indicating experiences of parental separation, absence, or incarceration (Le, 2017). The cross-sectional study found that many youths prioritized the rehabilitation of family relationships, highlighting their need for emotional security and a sense of belonging. This reflects global research outcomes. Abrams and Terry (2017) highlight that family reconnection enhances resilience and establishes social support systems crucial for reintegration. Research conducted in Europe and North America indicates that family-based interventions, including family therapy and parent training, significantly decrease reoffending rates (Lipsey, 2009). In Vietnam, approaches centered on family may prove especially effective due to the cultural significance placed on familial connections and collective responsibility.

1.5. Civic Participation and Legal Awareness

An additional aspect of educational needs pertains to civic knowledge and participation. The Vietnamese study indicated a need for legal awareness classes and training on participation in community and youth activities. This illustrates the principle of reintegration in restorative justice, wherein offenders reconstruct their identities as accountable members of the community (Bazemore & Umbreit, 1995). Studies indicate that civic education can alter offenders' views of authority and legality. Bazemore and Umbreit (1995) demonstrated that community participation programs enhance accountability and diminish feelings of alienation in youth. In Vietnam, the necessity is amplified by the prevalence of law violations in the environments from which many offenders originate, thereby normalizing delinquent behavior (Nguyen, 2015). Structured civic engagement opportunities may disrupt normalization and enhance a sense of belonging to a lawful society.

1.6. Socio-Economic And Environmental Contexts

Socio-economic disadvantage significantly influences educational requirements. The

Vietnamese sample predominantly comprised offenders from "average" or low-income families, with a minimal representation of those from affluent backgrounds. Poverty restricts educational access, induces familial stress, and heightens exposure to delinquent peers. Nguyen (2015) emphasized that peer influence serves as a significant predictor of juvenile offending in Vietnam, with numerous offenders indicating that their friends participated in illegal activities. Petersilia (2003) posited that economic stability is fundamental to successful reentry, whereas Shader (2004) observed that poverty exacerbates risk factors for delinquency. The findings indicate that meeting offenders' educational needs requires a comprehensive approach that addresses structural inequalities alongside individual deficiencies.

2. CONCEPTUAL FRAMEWORK

This conceptual framework (Figure 1) summarizes the interconnections among findings, illustrating how schooling, vocational training, family support, psychological needs, and socio-economic context shape holistic rehabilitation.

Conceptual Framework: Educational Needs of Juvenile Offenders in Vietnam

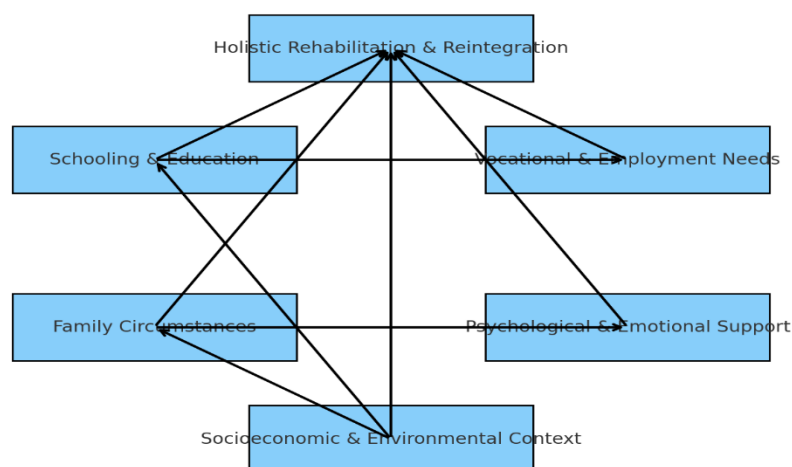


Figure 1: Conceptual Framework of Educational Needs of Juvenile Offenders in Vietnam.

The framework places Holistic Rehabilitation and Reintegration at the core as the primary objective—education and training address academic deficiencies, establishing a direct connection to vocational and employment requirements. Family circumstances affect emotional stability and educational engagement, whereas psychological and emotional support enhances resilience. The socio-

economic and environmental context serves as the foundation for all other factors, influencing both opportunities and risks. Arrows represent reciprocal relationships, indicating that interventions should target multiple domains concurrently. This framework emphasizes the need for a multidimensional approach that integrates education, vocational pathways, psychosocial

support, family rehabilitation, and structural interventions.

2.1. Challenges In Policy and Systems

The juvenile justice system in Vietnam has progressively adopted rehabilitation, although challenges persist. Hayden et al. (2017) identified that educational programs in correctional institutions suffer from inadequate resources and inconsistent implementation. Do (2019) reported that although rehabilitation frameworks are available, their implementation frequently suffers from insufficient funding, inadequate staff training, and poor coordination. Comparative literature indicates that restorative approaches are more effective than punitive strategies. Bazemore and Umbreit (1995) contend that punishment-oriented systems neglect fundamental needs, while restorative models incorporate education, community involvement, and family reintegration. Lipsey's (2009) meta-analysis indicates that multi-component programs, encompassing education, vocational training, and therapy, yield the greatest reductions in recidivism.

The Vietnamese cross-sectional study corroborates global findings, indicating that the educational needs of juvenile offenders exceed those met by traditional schooling. They include vocational training, psychological support, family rehabilitation, civic engagement, and life skills. Meeting these needs necessitates a comprehensive, multifaceted strategy that combines education with psychosocial and economic empowerment. Vietnam faces specific challenges stemming from socio-economic disparities, fragmented family structures, and underfunded institutions. By leveraging international best practices and customizing interventions to fit cultural and economic contexts, Vietnam can enhance its juvenile rehabilitation system. Meeting the educational needs of juvenile offenders is essential for individual development and contributes to broader social cohesion and crime prevention.

3. METHOD

A cross-sectional survey design was utilized to examine the educational needs of juvenile offenders in Vietnam. This design was selected for its ability to collect data at a single point in time, facilitating comparisons of educational needs across demographic and socio-economic groups.

3.1. Study Population and Sampling

The study population comprised juvenile offenders currently residing in juvenile detention

centers and rehabilitation institutions throughout Vietnam.

Sample size: 974 participants.

Inclusion criteria include adolescents aged 10 to 30 years who are formally classified as juvenile offenders and can understand and respond to the questionnaire.

Exclusion criteria included individuals exhibiting severe cognitive or communication impairments that hindered their ability to participate in the survey. A convenience sampling strategy was employed owing to accessibility limitations within detention facilities.

Facilities' administrative categorization includes both juveniles and young adults; throughout, we retain institutional terminology while reporting subgroup differences.

3.2. Instrument For Data Collection

A structured questionnaire was developed utilizing existing literature regarding the educational and psychosocial needs of juvenile offenders, tailored to the Vietnamese socio-cultural context.

The questionnaire comprised manifold aspects, including four sections:

- [1] Demographic characteristics (age, gender, educational attainment)
- [2] Family and economic factors (household stability, income, parental occupation)
- [3] Peer influences on involvement in delinquent behavior and peer networks
- [4] Identified educational needs include school continuation, vocational training, psychological support, family rehabilitation, legal awareness, community engagement, job guidance, life skills, and access to business loans.

Each need item was coded as 1 = No and 2 = Yes; thus, the means approximate endorsement rates.

The tool underwent pre-testing with a select group of juvenile offenders to verify clarity and cultural relevance, resulting in minor adjustments as needed.

3.3. Procedure For Data Collection

Data were collected from January to June 2024. Questionnaires were administered face-to-face by trained research assistants, ensuring both confidentiality and comprehension. Informed consent was secured from both participants and institutional authorities prior to participation.

3.4. Ethical Considerations

Ethical approval was obtained from the Ministry of Science and Technology of Vietnam. Participation

was voluntary, and confidentiality was guaranteed. Juveniles were informed of the study's purpose, and assent was obtained, along with guardian or institutional approval.

3.5. Analysis Of Data

Data analysis was conducted utilizing SPSS. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were employed to summarize demographic information and general educational requirements. Independent-samples t-tests and one-way ANOVA were used to

analyze differences in perceived needs across demographic and socio-economic subgroups. A p-value of less than 0.05 was deemed statistically significant.

Alongside p-values, we report effect sizes (r for t-tests; partial η^2 for ANOVA) with 95% confidence intervals. When Levene's test indicated heteroscedasticity ($p < .05$), Welch's unequal-variance results were used.

Group comparisons were conducted across sex, age bands, family circumstance, and education level. Analyses used listwise deletion for missing data.

Table 1: The Characteristics of Participants.

	Frequency	Percent	Valid Percent	Cumulative Percent
Gender				
Male	855	87.8	87.8	87.8
Female	119	12.2	12.2	100.0
Total	974	100.0	100.0	
Age				
10	5	.5	.5	.5
11	3	.3	.3	.8
12	10	1.0	1.0	1.9
13	30	3.1	3.1	4.9
14	67	6.9	6.9	11.8
15	159	16.3	16.4	28.2
16	270	27.7	27.8	56.0
17	267	27.4	27.5	83.5
18	30	3.1	3.1	86.6
19	9	.9	.9	87.5
20	15	1.5	1.5	89.1
21	13	1.3	1.3	90.4
23	23	2.4	2.4	92.8
24	18	1.8	1.9	94.6
25	1	.1	.1	94.7
26	18	1.8	1.9	96.6
27	5	.5	.5	97.1
28	10	1.0	1.0	98.1
29	14	1.4	1.4	99.6
30	4	.4	.4	100.0
Total	971	99.7	100.0	
Missing	3	.3		
Total	974	100.0		
Education				
Illiterate	30	3.1	3.1	3.1
Primary	138	14.2	14.2	17.2
Middle School	467	47.9	47.9	65.2
High School	339	34.8	34.8	100.0
Total	974	100.0	100.0	
Family circumstance				
Parents living together	537	55.1	55.1	55.1
Parents divorced/separated	223	22.9	22.9	78.0
Widow mother	73	7.5	7.5	85.5
Widow father	15	1.5	1.5	87.1
Parents died	25	2.6	2.6	89.6
Parents left you with someone else to raise you	22	2.3	2.3	91.9
Parents working far away	58	6.0	6.0	97.8
Parents in prison	13	1.3	1.3	99.2
Others	8	.8	.8	100.0
Total	974	100.0	100.0	
Economic circumstance				

Rich	17	1.7	1.7	1.7
Well-off	143	14.7	14.7	16.4
Average	655	67.2	67.2	83.7
Poor	159	16.3	16.3	100.0
Total	974	100.0	100.0	
Living areas				
Rural	488	50.1	50.1	50.1
Town	127	13.0	13.0	63.1
Big city	238	24.4	24.4	87.6
Suburbs	36	3.7	3.7	91.3
Urban Area	15	1.5	1.5	92.8
Living in Different Places	70	7.2	7.2	100.0
Total	974	100.0	100.0	
Description of the state of law violation where you live				
A few or non	225	23.1	23.1	23.1
Some	520	53.4	53.4	76.5
A lot	229	23.5	23.5	100.0
Total	974	100.0	100.0	
Number of friends who break the law				
None	181	18.6	18.6	18.6
Few	282	29.0	29.0	47.5
Some	291	29.9	29.9	77.4
Many	220	22.6	22.6	100.0
Total	974	100.0	100.0	

The sample of 974 participants represents a heterogeneous cohort of Vietnamese juvenile offenders characterized by varied demographic, educational, and socio-economic profiles. The gender distribution showed a significant imbalance, with males accounting for 87.8% of participants and females for 12.2%. This disparity aligns with international juvenile justice patterns, indicating that males are disproportionately represented in delinquency data (Shader, 2004). The majority of participants were aged 15-17 years. In particular, 16-year-olds accounted for 27.7%, 17-year-olds for 27.4%, and 15-year-olds for 16.3%. The data indicate that fewer participants were below 13 or above 20, suggesting that mid-to-late adolescence is the peak period for juvenile offending. Educational backgrounds indicated that approximately 47.9% had completed only middle school, 34.8% had attained high school, and 14.2% had ceased education at the primary level. A minority (3.1%) was illiterate, indicating educational disadvantages that frequently accompany delinquent behavior (Blomberg et al., 2012).

Family circumstances underscored instability

among numerous offenders. Only 55.1% of individuals resided with both parents, while others faced divorce (22.9%), parental death, or were raised by guardians. Six percent of respondents indicated being raised by others, while 0.8% reported having incarcerated parents, highlighting the disrupted family structures frequently associated with delinquency (Abrams & Terry, 2017). The majority of participants identified as average in terms of economic status (67.2%), while 16.3% indicated they were poor, suggesting that financial stress may be a contributing factor. Residential patterns indicated that 50.1% of individuals resided in rural areas, while smaller percentages were found in towns (13.0%), large cities (24.4%), and suburbs (3.7%). Indicators of the legal environment indicated that 53.4% resided in areas with "some" law violations, while 23.5% lived in areas with "a lot." Additionally, peer influence was significant: 29.9% had "some" law-breaking friends and 22.6% had "many." The contextual factors highlight the interactions among family, peers, and the environment in influencing juvenile delinquency.

4. RESULTS

Table 2: Educational Needs of Juvenile Offenders.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
1. Continue learning in schools	330	1.00	2.00	1.6879	.46406
2. Guidance to find a job	330	1.00	2.00	1.6727	.46993
3. How to get a loan to start a business	330	1.00	2.00	1.8939	.30838
4. Vocational training	330	1.00	2.00	1.7818	.41364
5. Psychological for individual problems, life living	330	1.00	2.00	1.8000	.40061
6. Legal awareness classes	330	1.00	2.00	1.7212	.44908

7.	How to reintegrate into the community	330	1.00	2.00	1.6939	.46156
8.	How to participate in community activities	330	1.00	2.00	1.7485	.43454
9.	How to participate in youth activities	330	1.00	2.00	1.7121	.45346
10.	How to rehabilitate family relationships	330	1.00	2.00	1.8879	.31599
11.	Support for daily living/life skills	326	1.00	2.00	1.9018	.29799
Valid N		326				

Note: The Educational Needs Module Was Fielded in Facilities with Staffing Availability During the Study Period, Yielding A Sub-Sample of Approximately 330 Respondents for These Items; Accordingly, Degrees of Freedom Vary Across Tests.

The dataset reveals the educational needs of Vietnamese juvenile offenders, emphasizing key areas essential for their rehabilitation and societal reintegration. The research involved a survey of 330 participants, focusing on different dimensions of education, training, and personal development. A significant majority expressed strong interest in pursuing formal education in schools (mean = 1.69), underscoring the need for continuous learning pathways. Guidance on employment opportunities (mean = 1.67) represents a significant need, indicating that juveniles exhibit strong motivation to obtain stable employment post-release. Vocational training (mean = 1.78) was prioritized, indicating the need to equip individuals with practical skills for the labor market. A significant aspect is psychological support (mean = 1.80), indicating a need for counseling to address personal challenges and facilitate social adjustment. Law awareness classes (mean = 1.72) and community rehabilitation training (mean = 1.69) indicate juveniles' recognition of the importance of legal knowledge and civic

responsibility. The means of community participation (1.75) and youth activities (1.71) underscore the significance of social reintegration and a sense of belonging. The need for guidance on family rehabilitation (mean = 1.89) is significant at the family level, indicating strained familial relationships that require attention. Support for life skills and daily living (mean = 1.90) was identified as the highest-rated requirement, highlighting juveniles' concerns regarding their future self-sufficiency. The availability of information regarding loan acquisition for business initiation (mean = 1.89) further exemplifies their entrepreneurial aspirations. The findings indicate that Vietnamese juvenile offenders require a comprehensive rehabilitation strategy that integrates education, vocational training, psychological support, and avenues for social and familial reintegration. Systematic attention to these needs would reduce recidivism and foster the development of productive, responsible citizens.

4.1. Independent Samples Test

Table 3: Independent Samples Test of Educational Needs of Juvenile Offenders.

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
1. Continue learning in schools	Equal variances assumed	2.309	.130	.833	324	.405	.05319	.06385	-.07242	.17880
	Equal variances not assumed.			.811	99.394	.419	.05319	.06561	-.07699	.18337
2. Guidance to find a job	Equal variances assumed	18.196	.000	4.097	324	.000	.25598	.06248	.13305	.37890
	Equal variances not assumed.			3.800	94.134	.000	.25598	.06736	.12223	.38973
3. How to get a loan to start a business	Equal variances assumed	43.283	.000	3.511	324	.001	.14666	.04177	.06448	.22884
	Equal variances not assumed.			2.719	80.348	.008	.14666	.05393	.03934	.25399

4. Vocational training	Equal variances assumed	34.880	.000	3.770	324	.000	.21045	.05582	.10064	.32027
	Equal variances not assumed.			3.261	87.847	.002	.21045	.06453	.08221	.33870
5. Psychological counseling for individual problems, life skills	Equal variances assumed	19.846	.000	2.554	324	.011	.13969	.05470	.03208	.24730
	Equal variances not assumed.			2.261	89.780	.026	.13969	.06178	.01694	.26243
6. Legal awareness classes	Equal variances assumed	.318	.573	-.276	324	.783	-.01706	.06187	-.13878	.10466
	Equal variances not assumed.			-.278	103.858	.782	-.01706	.06138	-.13879	.10467
7. How to reintegrate into the community	Equal variances assumed	.501	.480	.367	324	.714	.02334	.06356	-.10171	.14839
	Equal variances not assumed.			.362	100.887	.718	.02334	.06452	-.10466	.15134
8. How to participate in community activities	Equal variances assumed	5.105	.025	1.239	324	.216	.07405	.05975	-.04350	.19160
	Equal variances not assumed.			1.176	96.507	.243	.07405	.06298	-.05095	.19905
9. How to participate in youth activities	Equal variances assumed	.080	.778	.143	324	.886	.00893	.06247	-.11397	.13184
	Equal variances not assumed.			.142	101.700	.888	.00893	.06301	-.11605	.13391
10. How to rehabilitate family relationships	Equal variances assumed	47.056	.000	3.692	324	.000	.15772	.04272	.07368	.24177
	Equal variances not assumed.			2.859	80.340	.005	.15772	.05516	.04795	.26750
11. Support for daily living/life skills	Equal variances assumed	22.956	.000	2.515	324	.012	.10188	.04051	.02218	.18159
	Equal variances not assumed.			2.036	83.054	.045	.10188	.05004	.00236	.20141

The independent-samples test provides important insights into the educational needs of Vietnamese juvenile offenders, highlighting significant differences between groups. Some educational needs are universal, while others vary significantly based on factors such as gender, criminal history, or social environment. The results indicate significant group disparities across multiple critical domains.

Significant differences were observed in the need for job guidance ($t = 4.097, p < .001$), vocational training ($t = 3.770, p < .001$), and access to loans for business initiation ($t = 3.511, p = .001$). The findings highlight the significance of economic preparedness, consistent with the research of Blomberg, Bales, Mann, Piquero, and Berk (2012), which indicates that access to education and vocational opportunities diminishes

recidivism and enhances reintegration outcomes. The focus on entrepreneurship, evident in the loan request needs, indicates a desire among juvenile offenders to attain independence and self-sufficiency through business initiatives. Significant differences were also observed in psychological needs. The analysis indicated significant group variation in the demand for psychological treatment concerning personal issues and life skills ($t = 2.554, p = .011$). Shader's (2004) findings indicate that unresolved emotional and psychological issues significantly predict juvenile delinquency. It is essential to customize counseling interventions to effectively address trauma, stress, and social adjustment in the context of offender rehabilitation.

Effect sizes for key group differences were small ($r \approx 0.14-0.22$, 95% CI ranges) for employment guidance ($r \approx 0.22$), vocational training ($r \approx 0.20$), business loans ($r \approx 0.19$), psychological counseling ($r \approx 0.14$), family rehabilitation ($r \approx 0.20$), and daily living skills ($r \approx 0.14$).

Family rehabilitation was identified as a notable area of difference ($t = 3.692, p < .001$). This highlights the significant influence of family dynamics on behavior and the potential for successful reintegration. Abrams and Terry (2017) contend that reconstructing family connections provides social support systems that promote sustained desistance from criminal behavior. Support for life skills and daily living ($t = 2.515, p = .012$) indicated significant group differences, implying that certain offenders perceive themselves as better equipped to handle post-release challenges than others. Life skills

interventions are essential, as they promote autonomy and increase the likelihood of successful reintegration. Conversely, certain needs showed no significant differences across groups, including continuing formal education ($p = .405$), law awareness classes ($p = .783$), community rehabilitation ($p = .714$), and involvement in community or youth activities ($p = .216; p = .886$). These findings demonstrate that such needs are universally acknowledged as fundamental, transcending offender subgroups. This universality supports Bazemore and Umbreit's (1995) restorative justice framework, highlighting education, legal awareness, and civic participation as essential mechanisms for reintegration.

The independent samples test indicates that certain needs, such as education continuation and legal awareness, are universally recognized, whereas others vary significantly, necessitating customized interventions. Core elements of rehabilitation programs must incorporate universal needs. In contrast, differentiated needs—especially concerning employment, mental health, family rehabilitation, and life skills—should be addressed based on the specific profiles of offenders. This layered approach effectively balances standardization and personalization, thereby enhancing the efficacy of juvenile rehabilitation initiatives.

5. ANOVA ANALYSIS

Across significant ANOVAs, partial η^2 ranged from ~ 0.016 to ~ 0.061 , indicating small effects.

Table 4: ANOVA Of the Educational Needs of Juvenile Offenders.

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
1. Continue learning in schools	Between Groups	.061	1	.061	.281	.596
	Within Groups	70.791	328	.216		
	Total	70.852	329			
2. Guidance to find a job	Between Groups	4.459	1	4.459	21.448	.000
	Within Groups	68.195	328	.208		
	Total	72.655	329			
3. How to get a loan to start a business	Between Groups	1.001	1	1.001	10.844	.001
	Within Groups	30.287	328	.092		
	Total	31.288	329			
4. Vocational training	Between Groups	1.982	1	1.982	11.970	.001
	Within Groups	54.309	328	.166		
	Total	56.291	329			
5. Psychological counseling for individual problems; life skills	Between Groups	.830	1	.830	5.237	.023
	Within Groups	51.970	328	.158		
	Total	52.800	329			
6. Legal awareness classes	Between Groups	.058	1	.058	.286	.593
	Within Groups	66.294	328	.202		
	Total	66.352	329			
7. How to reintegrate into the community	Between Groups	.001	1	.001	.006	.938
	Within Groups	70.087	328	.214		
	Total	70.088	329			

8. How to participate in community activities	Between Groups	.177	1	.177	.938	.333
	Within Groups	61.947	328	.189		
	Total	62.124	329			
9. How to participate in youth activities	Between Groups	.003	1	.003	.017	.897
	Within Groups	67.648	328	.206		
	Total	67.652	329			
10. How to rehabilitate family relationships	Between Groups	1.160	1	1.160	12.004	.001
	Within Groups	31.692	328	.097		
	Total	32.852	329			
11. Support for daily living/life skills	Between Groups	.553	1	.553	6.325	.012
	Within Groups	28.306	324	.087		
	Total	28.859	325			

The ANOVA results presented in Table 4 indicate distinct patterns concerning the educational needs of Vietnamese juvenile offenders, highlighting significant differences within the surveyed population. Among the eleven variables analyzed, several showed statistically significant differences ($p < .05$), whereas others showed minimal or no differences across groups.

The data demonstrate that the necessity for guidance in job searching ($F = 21.448$, $p = .000$) is statistically significant, indicating that employment readiness is a major and distinct issue among offenders. Access to loans for business initiation ($F = 10.844$, $p = .001$) and vocational training ($F = 11.970$, $p = .001$) exhibited significant variation, underscoring the critical role of economic empowerment and skill acquisition in mitigating recidivism. The findings support international research that emphasizes the importance of employment and vocational opportunities in juvenile rehabilitation (Blomberg et al., 2012). Psychological therapy for individual problems ($F = 5.237$, $p = .023$) was identified as a significant factor, highlighting the importance of mental health support in the reintegration process. This is consistent with Shader (2004), who highlighted the strong correlation between untreated trauma, emotional distress, and reoffending. The necessity for family rehabilitation ($F = 12.004$, $p = .001$) was found to be statistically significant, indicating that the restoration of fractured family relationships is crucial for sustainable reintegration. Support for daily living ($F = 6.325$, $p = .012$) showed significant differences, suggesting concerns about independent living skills post-release.

In contrast, needs such as continuing school education ($p = .596$), law awareness classes ($p = .593$), community rehabilitation ($p = .938$), and participation in community/youth activities ($p = .333$; $p = .897$) exhibited no significant variation. This suggests that these areas are uniformly acknowledged as significant among the offender population, exhibiting minimal variation among

individuals. This uniformity suggests that these needs may be considered universal and should be widely incorporated into rehabilitation programs. The ANOVA analysis identifies two primary dimensions of intervention: (1) universally shared needs, including education continuation and civic engagement, and (2) differentiated needs, specifically related to employment, entrepreneurship, vocational training, psychological care, family support, and life skills. These findings support a comprehensive rehabilitation framework that integrates standardized educational and civic programs with customized interventions targeting economic and psychosocial challenges. Integrating both aspects aligns with restorative justice principles (Bazemore & Umbreit, 1995) and ensures that the most vulnerable offenders receive targeted assistance.

6. DISCUSSION

An examination of the educational demands of Vietnamese juvenile offenders indicates that their rehabilitation necessitates a multifaceted strategy. The most significant demands focused on life skills, family rehabilitation, and employment guidance, underscoring the nexus among education, psychosocial support, and reintegration. These findings correspond with global data that effective rehabilitation depends on addressing both academic and non-academic requirements. Lipsey (2009) asserts that programs combining educational, vocational, and therapeutic elements substantially diminish recidivism rates among young offenders. The focus on ongoing formal education and vocational training aligns with the conclusions of Blomberg et al. (2012), who argued that access to quality education and career training equips youth with the skills for effective reintegration into the job market. Simultaneously, the necessity for psychological treatment and family rehabilitation aligns with Shader's (2004) assertion that unresolved familial conflict and inadequate coping mechanisms are significant determinants of recidivism. The eagerness of juveniles for legal awareness and

engagement in community activities indicates an appreciation for civic identity and responsibility. This corroborates Bazemore and Umbreit's (1995) restorative justice paradigm, which emphasizes reintegration via community engagement and accountability. Moreover, entrepreneurial ambitions, as indicated by their interest in business loans, highlight the need for economic empowerment, a vital element in diminishing recidivism, as Petersilia (2003) recognizes. Addressing these demands necessitates a comprehensive policy framework. Multidisciplinary approaches that integrate education, vocational skills, mental health care, and family-based treatments are crucial. Abrams and Terry (2017) assert that rehabilitation programs should transcend punitive approaches and establish avenues that promote resilience, belonging, and prospects for self-sufficiency.

The independent-samples test provides detailed insights into the educational needs of Vietnamese juvenile offenders, distinguishing between universally shared priorities and those that differ significantly across groups. These findings establish a foundation for the development of both standardized and personalized rehabilitation programs. Substantial disparities were identified in multiple domains critical to reintegration. Significant inequalities were observed in employment guidance ($t = 4.097, p < .001$), vocational training ($t = 3.770, p < .001$), and access to funding for company start-ups ($t = 3.511, p = .001$). The results indicate that economic empowerment is a persistent goal; however, the experience of achieving it varies among groups, perhaps reflecting socio-economic backgrounds. Blomberg, Bales, Mann, Piquero, and Berk (2012) asserted that vocational training and employment opportunities are among the most effective methods for reducing recidivism, as they provide criminals with viable alternatives to criminal behavior. Furthermore, the need for business loans signifies entrepreneurial ambitions, consistent with Petersilia's (2003) assertion that economic stability is fundamental to effective reintegration. Psychological and social demands showed considerable variance among groups. The demand for psychological treatment to address personal difficulties ($t = 2.554, p = .011$) highlights the significance of therapeutic interventions. Shader (2004) identified unresolved trauma, inadequate coping strategies, and mental health issues as significant determinants of juvenile criminality. Likewise, family rehabilitation ($t = 3.692, p < .001$) demonstrated significant differences, reinforcing the importance of familial support in desistance. Abrams and Terry (2017) contended that

mending familial relationships enhances resilience and offers emotional support during reintegration. Assistance with life skills ($t = 2.515, p = .012$) showed variability, indicating that some offenders saw themselves as inadequately equipped for independent living, underscoring the imperative of providing kids with essential competencies. In contrast, no significant differences were noted in areas including continuing education ($p = .405$), law awareness classes ($p = .783$), community rehabilitation ($p = .714$), and involvement in youth or community activities ($p = .886; p = .216$). These findings suggest that such demands are universally acknowledged among groups and should underpin rehabilitation initiatives. Bazemore and Umbreit (1995) contended that restorative justice frameworks prioritize legal knowledge, education, and community engagement as fundamental components for reconstructing civic identity and accountability. Collectively, these findings indicate two levels of intervention. Universal needs, including education, legal awareness, and community engagement, must be routinely met for all offenders. Differentiated needs—specifically work preparedness, psychological counseling, family rehabilitation, and life skills—necessitate focused programs customized to offenders' unique experiences. This method exemplifies best practices in juvenile justice, shifting from punitive measures to comprehensive rehabilitation (Lipsey, 2009).

The ANOVA results indicate that the educational requirements of Vietnamese juvenile offenders exhibit both universal and distinct priorities essential for their rehabilitation and reintegration into society. Descriptive findings reveal a significant demand for assistance in continuing education, vocational training, employment counseling, psychological support, and family rehabilitation. The ANOVA results further clarify this scenario, indicating that while certain needs are uniform among offenders, others differ markedly, underscoring the necessity for both standardized and customized interventions. A significant need exists in employment-related assistance. The ANOVA analysis indicated significant disparities in the necessity for employment assistance ($F = 21.448, p = .000$), access to loans for business initiation ($F = 10.844, p = .001$), and vocational training ($F = 11.970, p = .001$). These findings underscore the crucial role of economic empowerment in recovery. Juveniles demonstrate a significant interest in sustainable livelihoods, corroborating the findings of Blomberg, Bales, Mann, Piquero, and Berk (2012), who indicate that educational and vocational programs reduce

recidivism by providing adolescents with marketable skills.

Furthermore, entrepreneurial ambitions, as indicated by the pursuit of company financing, illustrate a proactive disposition towards autonomy and self-reliance. The necessity of psychological and social support is equally significant. Marked disparities were identified in the need for psychological therapy for personal issues ($F = 5.237$, $p = .023$) and family rehabilitation ($F = 12.004$, $p = .001$). These findings highlight the emotional and relational aspects of rehabilitation. Shader (2004) highlighted that unaddressed trauma, familial discord, and inadequate coping mechanisms elevate the risk of recidivism. Fortifying familial connections, consequently, serves as a protective element for effective reintegration.

Furthermore, assistance with life skills ($F = 6.325$, $p = .012$) emerged as an essential requirement, indicating apprehensions about autonomy and everyday functioning post-release. In contrast, several demands, including ongoing educational pursuits ($p = .596$), legal awareness courses ($p = .593$), community rehabilitation ($p = .938$), and involvement in youth or community activities ($p = .897$; $p = .333$), exhibited no statistically significant differences. This indicates that these demands are universal and ought to serve as the basis for any juvenile rehabilitation program. Bazemore and Umbreit (1995) contended that restorative justice methodologies prioritize education, legal consciousness, and civic engagement as mechanisms for reconstructing social responsibility and facilitating reintegration. The results suggest two tiers of intervention. Initially, universal requirements such as continuing education, civic consciousness, and community engagement must be addressed through uniform programs for all offenders. Secondly, distinct needs—especially in the areas of job, entrepreneurship, psychological therapy, family rehabilitation, and life skills—necessitate customized assistance. This dual approach aligns with Abrams and Terry (2017), who emphasized that rehabilitation should extend beyond punitive measures to provide personalized routes that cultivate resilience, belonging, and self-sufficiency. Overall, Vietnamese juvenile offenders exhibit intricate yet constant educational requirements encompassing economic, psychological, familial, and civic aspects. Comprehensively addressing these issues through a blend of universal and individualized interventions might diminish recidivism, improve reintegration, and convert these kids into constructive members of society.

7. CONCLUSION

Limitations: This cross-sectional study employed convenience sampling across multiple facilities; as such, findings should be interpreted with caution regarding external validity. Educational-need items were administered to a sub-sample (~330), resulting in varying degrees of freedom. Analyses primarily used bivariate comparisons without multivariable adjustment; unmeasured confounding cannot be excluded. Measures relied on self-report and were not psychometrically validated beyond pre-testing for content clarity. Future work should incorporate multivariable or multilevel models, psychometric evaluation of need scales, and longitudinal follow-up to assess program impacts. Data were clustered within facilities; standard errors may be understated.

This study offers significant insights into the educational requirements of juvenile offenders in Vietnam, emphasizing both universal and specific goals crucial for their rehabilitation and societal reintegration. The findings indicate that although the ongoing need for formal education, increased legal awareness, and participation in community activities is universally acknowledged, notable disparities persist across domains such as vocational training, employment counseling, psychological assistance, family rehabilitation, and life skills enhancement. These discrepancies indicate that interventions should harmonize standardized educational programs with personalized support adapted to offenders' individual and societal contexts.

The study emphasizes the impact of socio-demographic characteristics, including age, family situation, and economic conditions, on educational requirements. A multitude of offenders originate from underprivileged backgrounds, encounter interrupted education, or reside in areas characterized by elevated criminal activity, thus exacerbating their susceptibility. Confronting these structural problems necessitates a holistic rehabilitation framework that incorporates academic education, vocational opportunities, mental health services, and social reintegration initiatives.

The findings underscore the imperative of implementing a comprehensive juvenile justice reform strategy in Vietnam. Programs must transcend punitive measures to provide juvenile offenders with information, skills, and psychosocial support that cultivate resilience and diminish recidivism. Consistent with restorative justice ideas, treatments must foster family and community involvement to establish sustainable reintegration pathways.

In conclusion, the educational requirements of

juvenile offenders in Vietnam present a complex challenge that necessitates both immediate and long-term interventions. By methodically and holistically addressing these demands, stakeholders can enhance not only the rehabilitation of individual offenders but also broader society stability and development.

8. Recommendations

Based on the findings, numerous proposals are put up to enhance rehabilitation policies and practices for juvenile offenders in Vietnam:

- [1] *Implement Education Continuation Programs* - Many offenders have interrupted their education. Structured programs in correctional and community settings must offer opportunities for basic education, with adaptable learning that meets the needs of adolescents and young adults.
- [2] *Enhance Vocational and Employment Training* - In light of the significant demand for career guidance, vocational skills, and entrepreneurial assistance, it is imperative to build vocational training centers and forge partnerships with industries. Access to microloans and employment placement assistance can promote economic self-sufficiency following release.
- [3] *Augment Psychological and Social Support* - Counseling and treatments must be offered to address trauma, stress, and behavioral adaptation. Group programs and individual therapy can help offenders develop coping strategies and resilience.
- [4] *Enhance Family Involvement* - Initiatives should

involve families in rehabilitation through family counseling, parenting training, and reconciliation efforts. Reestablishing familial connections is essential for fostering a supportive atmosphere post-release.

- [5] *Foster Legal Awareness and Civic Education* - Systematic instruction on legal awareness and civic duty should be incorporated into rehabilitation programs. Such initiatives will foster respect for legal standards and promote positive engagement in community affairs.
- [6] *Address Socio-economic Vulnerabilities* - Targeted assistance should be extended to offenders from impoverished households or unstable familial environments. Social welfare services, scholarships, and community-based support networks help alleviate economic constraints that lead to criminality.
- [7] *Embrace a Comprehensive and Multidisciplinary Strategy* - Successful rehabilitation necessitates cooperation among the judicial system, educational entities, social agencies, and community organizations. Multi-sectoral programs must integrate education, skill development, mental health services, and reintegration techniques.
- [8] *Promote Additional Research* - Longitudinal studies are essential to assess the enduring efficacy of educational and rehabilitative programs. Comparative study across areas can yield insights into the influence of cultural and socio-economic factors.

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