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INMATE REINTEGRATION: Compilation of Theory and Practices

THE RE[ENTER] PROJECT

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Foreword

“When you go to visit someone in prison it’s like a small rehearsal of the real thing, a small taste of punishment. Doors close behind you. A system - a smell - swallows you, you’re searched and counted and marked. You wonder vaguely if they’ll let you out. Then, when your time’s up, a small miracle occurs. You go back - it’s OK – the way you came. You take that simple step which for those who stay inside isn’t simple or even thinkable at all. Everyone ought to be made to do it perhaps. A kind of education, a privilege. To know what it’s like to leave the world and then be put back in it again”.

Swift, G. (2002). *The light of day*. London: Hamish Hamilton

As the English author Graham Swift describes in the above excerpt of his novel, the prison experience is a shocking experience for both inmates and staff, volunteers and visitors. But beyond the emotions created by such an experience, prison time is a time which, according to the penitentiary regulations of most countries, needs to be used creatively in order to best support the future integration of detained citizens into society after release from prison.

In such a context, prison time must be both a reflective time and a creative time. Reflective in the sense that it gives inmates the opportunity to think deeply about the causes and conditions that led them to prison, as well as to transform possible perceptions and attitudes that led them to the development of socially unacceptable behaviors. Creative time, as it is important for the incarceration period to enable the detainees to develop the formal and substantial resources that will help them in their normal social and professional integration after their release from prison.

Transforming incarceration time from 'lost' to creative and reflective time is not only the responsibility of the inmates themselves, but especially of the services and professionals working in prisons. The practices applied should be properly designed and organized to meet the needs and expectations of detainees and to mobilize the

process of acquiring new knowledge, skills and attitudes that will lead to a smooth transition to a free society.

In such a context, most European Union countries have from time to time planned, carried out and evaluated various actions and interventions in prisons. The purpose of the RE[ENTER] program is to get to know and exchange information on effective actions in places of confinement. This information will help to acquire the appropriate know-how and experience so that similar actions can be extended to other countries' penitentiary systems, thus supporting the successful return of prisoners to normal social life.

Dissemination of these effective interventions from one to the other European countries will not only support the most functional penitentiary procedure, as defined by the legal framework of each country, but will also work positively for the whole European Union as it can ensure a positive re-socialization of a group of European citizens who had to be taken to detention facilities.

The purpose of this manual is to present and get acquainted with successful interventions made in prisons in most of the countries participating in the RE[ENTER] program (Greece, Italy, Cyprus, Romania, Finland) which can serve as indicative examples of good practice. The manual is addressed both to permanent employees of all professional categories and to volunteers who offer services in confinement spaces. Without being a typical textbook, it highlights on a theoretical and practical level many of the characteristics that can contribute to the achievement of a functional return of prisoners to social life.

We hope that this manual will serve as a 'food for thought' for prison administration, staff and volunteers to assess the effectiveness of the penitentiary interventions involved and as an incentive to open new modern horizons in traditional penitentiaries of European countries.

Kostas Magos

University of Thessaly

INTRODUCTION OF THE RE[ENTER] PROJECT

Tina Törrönen- Freedom Gate Greece

Description of the RE[ENTER] PROJECT

A prison sentence aims at a) improving the personality of the offender and reintegrating the offender back to society through correction and b) preventing recidivism by exemplary (United Nations Office on Drugs and Crime, 2012), i.e., through deprivation of liberty. However, it is not clearly defined in the current legislation which methods and means should be used for the corrective actions that aim to improve the personality of the offender or what measures should be used for rehabilitation. Therefore, the sentence only maintains its punitive character through deprivation of liberty.

Consequently, an individual's imprisonment leads to social skills loss through prisonization and institutionalization. Prisonization is a process by which inmates accept the culture (criminal lifestyle and its values) and community of prison society. This, in turn, leads to institutionalization, which means that individuals deprived of their independence and responsibility are unable to meet the demands that "life beyond" (freedom) presupposes. In other words, institutionalization refers to a deficit or disability in social life and which has evolved when a person has spent a long period of imprisonment or other so-called "total institutions" (Goffman, 1961). Within this process of prisonization and institutionalization, the individual lacks the ability to socialize with others, work with peers and in groups, and communicate at all.

Efforts to assist the offenders' successful return to the community must "consider both the needs of the offenders as well as the risk they present in terms of

community safety” (United Nations Office on Drugs and Crime, 2012, pp. 17). According to the United Nations Office on Drugs and Crime (2012), it is unthinkable for societies not to invest in programs for offenders, with a great focus on social integration and reintegration programs. Also, these programs contribute to understand and apply any crime prevention strategy. “Investments in prisons, without a complementary investment in rehabilitation and reintegration programs, do not produce a significant reduction in recidivism” (United Nations Office on Drugs and Crime, 2012, pp. 18).

The reintegration process is a long process requiring specialized personnel to cope with the prisoners' needs successfully. One of the main existing problems in the rehabilitation field is the lack of specialized trained personnel, both inside the penal institutions and outside (in organizations focusing on prisoners' reintegration). Knowing that prisoners belong to a group with distinct behaviour, wherein social skills are absent (Travis, Solomon & Waul, 2001), specific skills are required to ensure the right approach to achieve the programs' maximum efficiency.

The project's overall objective was to fill in gaps by mapping, disseminating, and learning to implement programs and exploit new psycho-educational tools to obtain social skills and generally prepare the inmates to reintegrate. The project also aimed at training the trainers (both professionals and volunteers) who work or wish to work with inmates. For any intervention applied in the correctional system to be regarded as effective, trainers must obtain knowledge of the framework in which programs and activities are implemented and have the required competence and skills to implement them. Furthermore, it is crucial to provide professionals who already work in the correctional system with appropriate tools to maximize the inmates' training process's benefits.

By acquiring the necessary knowledge in the following matters, like knowing someone's limits and ethics, training in the use of psycho-educational and vocational tools, to be familiarized in the term of institutionalization and the consequences of incarceration, the usefulness of supervision, the management of inmates' violent behavioral patterns, legal issues concerning the inmates' rights and their labor

rights, the services provided by the specialized personnel will be significantly enhanced (Lawrence *et al.*, 2002).

TARGET GROUP

This project's target group was composed of professionals and volunteers (direct beneficiaries) who worked or wished to work in prisons with adult offenders, young offenders, juveniles aged 15 – 23, ex-offenders, and the families (indirect beneficiaries) of those above. Training concerned the integration of adult offenders, young offenders, and juveniles aged 15 – 23 into the society and labour market and issues related to ex-offenders support continuum and families' support structures. It is crucial to retain that the target group's broadband implicates a close contact with the prison systems in some countries, as to others, it requires the probation's systems.

The sampling strategy was randomly chosen from all the partner countries who made part of RE[ENTER] – regardless of their rehabilitation systems and implementation state - as delinquency is considered a global phenomenon. Delinquency requires to be addressed as such to experience a shift that could lead to an institutional change.

THE PARTNERSHIP

The selection of appropriate partners plays a vital role in the project's sustainability. Hence, we set a number of criteria according to which we launched our research for our partners' choice. The requirements set included the following:

- organizations that share our priorities, values, and view-point;
- partners whose contribution extends beyond borders, geographically spreading this project's benefits;

- partners with previous experience in European projects;
- transparent, confidential, and credible organizations.

We tried to cover the entirety of Europe throughout the selection of partners. Countries were chosen from the north and north-west Europe, southern Europe-Mediterranean and Eastern Europe.

The composition of the partnership is, according to Åberg (2019) and IPS_Innovative Prison Systems (2020):

Asociația Județeană Sportul Pentru Toți Suceava (Romania),

Citizens in Power (Cyprus),

European Strategies Consulting (Romania),

Freedom Gate Greece (coordinator),

Fundación Diagrama Intervención Psicosocial (Spain),

Innovative Prison Systems (Portugal),

Silta-Valmennusyhdistys ry (Finland),

UISP Comitato Territoriale Cirié Settimo Chivasso (Italy),

University of Thessaly (Greece).

Purpose and description of the training activities within the RE[ENTER] PROJECT

The training activities were the core of the program that focused on the professionals' and volunteers' capacity building. This activity constituted the most vital part of the exchange of good practices among partners and the public. Only

through the training activities can the investigation of the training's credibility and validity be measured.

After completing the programs, the training then continued. All material was made available on the e-learning platform or on the internationalized curricula, ensuring the program's long-term implementation.

Adding training activities into a project was in line with the ET2020/European Agenda for Adult Learning priorities and the Council recommendation on Up-skilling Pathways. The project provided two separate training sessions for participants to acquire scientific knowledge of the criminal justice framework and the skills needed to apply the methodology used for new psycho-educational tools presented during the training sessions.

The methodology used within the RE[ENTER] PROJECT

The project was based on the Logical Framework Method (herein LFM), a systematic and participatory approach for project design and planning. LFM assists in understanding both project success components: 1) project management success, and 2) product success.

More precisely, by using LFM, four levels of project objectives were identified: a) goal, b) purpose, c) output and d) input. Thus, product success deals with goal and purpose, and project management success deals with outputs and inputs.

The benefits of using the LFM framework for articulating the project's success were, therefore: provide a common, clear understanding of the project objectives and project success criteria; structure thought and judgment of the appropriateness of the stated project objectives; provide a clear target so that all project partners face the in the same direction; act as a communication tool for project stakeholders, and facilitate the appropriate allocation of responsibilities for the achievement of project success. Project management success has three key components: 1) meeting time, cost, and quality objectives (project outputs and inputs); 2) quality of the project

management process; and 3) satisfying project stakeholders' needs where they relate to the project management process.

Three components to achieve product success were identified:

- 1) meeting the project owner's strategic organizational objectives (project goal),
- 2) the satisfaction of users' needs (project purpose), and
- 3) the satisfaction of stakeholders' needs where they relate to the product.

Therefore, the key role of LFM is to provide a "step-by-step conceptualization of the important elements of a project".

Results and impact of the RE[ENTER] PROJECT

This project's results were categorized into two different outcomes: short term and long term results.

SHORT TERM RESULTS

- Enhancement of skills concerning professionals and volunteers who work with inmates and ex-inmates
- Learn to implement programs and to exploit new psycho-educational tools for obtaining social skills and generally preparing the inmates to reintegrate
- Raise social awareness of the staff in prisons
- Raise students' social awareness at the University of Thessaly via lectures
- Exploit new psycho-educational tools to obtain social skills and generally prepare the inmates to reintegrate smoothly
- Development of programs - tools related to the integration in the labour market

LONG TERM RESULTS

- Improve support services in prisons concerning reintegration and rehabilitation services
- Improve support services at organizations and NGO's with the main objective of the rehabilitation of former inmates and their reintegration into the labour market
- Upgrade support structures and services to ex-offenders upon their release
- Create audiovisual material for e-learning
- Create a curriculum with psycho-educational tools as a guide for other professionals
- A conference where the project's results, new psycho-educational tools, and job search techniques were presented, and all associated institutions and parties were invited
- Resorting to publications of the results in scientific journals as a dissemination strategy
- Participation in nationwide and worldwide conferences

IMPACT

Concerning the participants (professionals & volunteers), the impact focuses on upgrading their skills and the services they provide to (ex)offenders that lead to effective practices and programs that prevent reoffending and relapse (Bayliss & Hughes, 2008).

Another positive impact of the project focuses on the indirect beneficiaries, i.e. (ex)offenders and ex-inmates who seek help from the trained institutions and

organizations to provide this kind of help. The development and implementation of psycho-educational tools (Green *et al.*, 1980; Hawley, 1995) and techniques concerning employment counselling and social competency will reduce unemployment and eliminate stereotypes concerning ex-offenders and promote equal rights and opportunities (Hawley *et al.*, 2013).

Furthermore, another indirect beneficiary was the professionals working in correctional services. Even though they didn't attend the training seminars, they benefit from new tools that will be implemented during the project and made available to them via Open Access of audiovisual material e-learning and internationalized curricula.

As for participating organizations, they enrich their practices and services by exchanging good practices among partners. In that way, the participant organizations were able to expand their activities and services, creating an opportunity to cooperate with the Ministry of Justice, influence decisions upon political agendas, and provide solid practices that have the credibility to be applied beyond each partner's borders and be effective.

It was expected that the project would contribute positively to the implementation on all levels, as the training provided covered the need for a larger target group within the correctional systems. The project was related to sustainable development principles and the fight against social exclusion. It was estimated that the participants' actions involved, using the results of the project, in the long term, had a positive impact on the changing attitudes of professionals and volunteers as well as of newcomers of local communities concerning their activation and involvement in volunteering within the correctional systems. At the European level, the project contributes to promoting EU values connected with the improvement of social inclusion and access to labour markets by vulnerable groups of people.

The results were designed to strengthen the cooperation between organizations from different EU countries and share experiences concerning the improvement of professional skills in education and training, especially in countries where prisons

lack both staff and programs. Therefore, the project approach aimed to provide an opportunity to all Europeans working or wishing to work within the correction system by increasing their knowledge of the framework, innovative programs, new technologies and tools, and their effective use in prison education and training.

SUMMARY

This project, as evidenced on RE[Enter]'s website (2021):

(...) focuses on the exchange of good practices concerning psycho-educational tools that have the potential to contribute to the capacity building of parole officers and professionals that work inside and outside prisons as well as professionals and volunteers who work at NGOs or other organizations occupied with ex-inmates as their target group of providing services. The project aims to fill the gaps that emerge from the lack of effective services provided to inmates and ex-inmates and to strengthen professionals and volunteers who work within inmates' fields and contexts. It is estimated that 450 professionals and volunteers were trained and gained the necessary knowledge and tools to boost their efficacy. The training sessions that participants attended to include the exploration of innovative psycho-educational tools, employment counselling, ethics, case management and supervision to professionals.

(Freedom Gate Greece, 2021)

The methodology used was based on the Logical Framework Method, a systematic and participatory approach for project design and planning. LFM assists with the understanding of two main for the project's success: 1) project management success and 2) product success. Also:

The expected results included the capacity building of professionals who were trained and other professionals who had the opportunity to learn through open access to material which was published after the project's

termination. In addition, due to the exchange of good practices among partners, the organizations involved were able to provide a more efficient, credible and valid service to inmates and ex-inmates. Lastly, the impact of the project was also evaluated by the partners' involvement on stakeholders' decision upon matters providing services at correction facilities that may contribute to a social change.

(Freedom Gate Greece, 2021)

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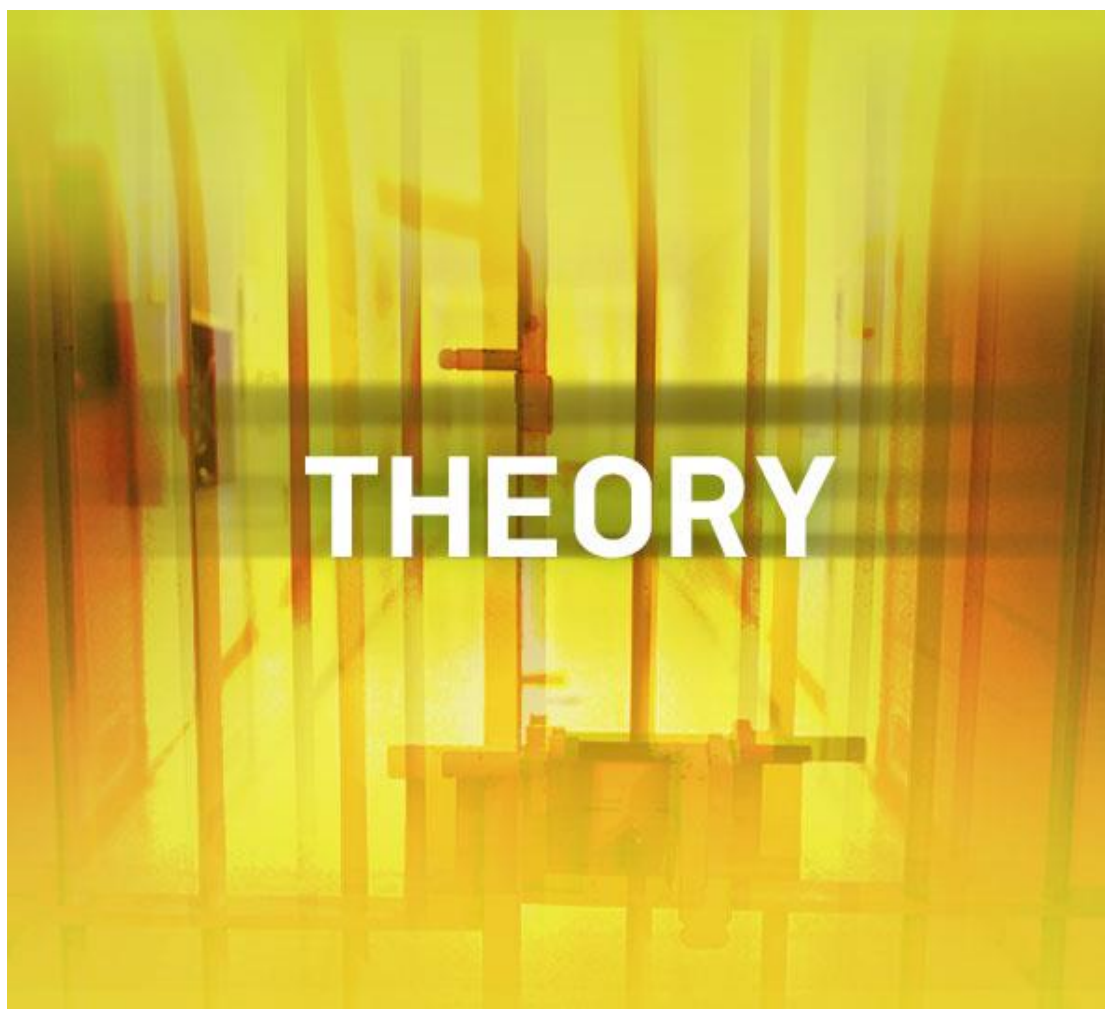
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THEORETIC TOPICS



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At the end of this chapter, you will be able to:

- Define “criminal phenomenon”
- Understand basic concepts of criminology
- Get acquainted with the meaning of crime and criminality

THE CRIMINAL PHENOMENON

The criminal phenomenon is a global phenomenon, stable in time and resilient to social change. The content of its definition is sought in every different cultural context, but the need for its definition is firm. It has been said that the criminality of each society and its characteristics are perhaps the most visible indicator of the pathology of the particular society (Farsedakis, 2005).

Criminology is the science that studies the criminal phenomenon and the elements that compose it and surround it (Newburn, 2017). Its activity reveals and analyzes the indiscriminate aspects of behaviour, whether of the perpetrator of the crime or the organs of official social control of crime. It also verifies the relationships between all the criminal phenomenon elements, namely criminal law, crime, criminal penalty, the state, the criminal, and clarifies the interaction between them (Lacey & Zedner, 2012).

ELEMENTS OR TIMES OF THE CRIMINAL PHENOMENON

The elements of the criminal phenomenon, or its times, are the rule, the violation, and the sanction (Sutherland, 1949).

A) The rule (criminal law)

The rule in the case of the criminal phenomenon is criminal law. Criminal law consists of the rules of conduct that society has established as mandatory and provides for the imposition of penalties. They report forbidden behaviour in crimes, changing according to political, social, economic, and cultural development. They are not stable, but there are always present. They flow from the social instinct of survival and human logic. Their content varies, but legal thinking is a common denominator in recent decades. Political power is a necessary variable for the adoption of criminal laws. Their adoption results from either a social compromise, the dominance of a particular social group, or the balancing of different interests.

The functions of the criminal law are divided into explicit and irreconcilable. Its regulatory function activates ethical checks and protects legitimate goods. The punitive function focuses on analyzing the behaviour and what leads individuals to commit crimes. Meanwhile, the educational function bases itself on the fact that criminal law indicates good behaviour and is a criterion for assessing human actions. On top of that, its symbolic function, according to Durkheim (1973), dictates that criminal laws collect and display symbols.

Criteria for the creation of criminal laws are divided into orientation and adaptation factors. Orientation factors concern values that support ideologies, such as morality and religion, and are translated as an ascension to ideal behaviour, such as respect and equality. The adjustment factors relate to the adaption required of a legislator to accommodate a given time, such as economic and political situations.

Methods for legal production are divided into three categories. The first is radical and relies on a particular social group's ideology. The second is empirical, where the

law is adapted to the circumstances. The third is scientific, which sets goals and produces criminal law after a thorough study of many variables, depending on the country's degree of democracy and scientific maturity.

B) Violation

i) Crime

World literature provides a wealth of definitions of crime, representing many different angles for someone to approach. Some of the most well-known are listed below. Durkheim (1933) argued that crime is a normal and anticipated behaviour in society and should be considered a source of concern only when it takes the form of an epidemic. Therefore, it is inevitable and perhaps useful as it prepares for the necessary social changes. The Italian Positive School considers crime unnatural and pathological. Erikson (as cited in Farsedakis, 2005) treats it as a regular product of stable institutions. Cohen (1971) found that crime positively contributes to "the success and vitality of social systems by struggling against bureaucracy ... and pointing to shortcomings."

Garofalo (1905) divided the offences into physical/real and conventional. The first category includes those acts that offend the emotion of compassion and cause physical harm, such as crimes against life, and those acts that offend the feeling of honesty, such as crimes against property and civil rights. Ferri (1905), regarding the conceptual approach of crime, highlighted the antisocial nature of the determinative motivation and the violation of the individual and social existence associated with the average ethical level of a particular collective group. Sutherland (1949) has broadened the definition of crime by including so-called "white-collar crimes", economic crimes, as they are today. Lagache (as cited in Farsedakis, 2005) set a crime as an attack against a group's values, triggering an emotional reaction of disapproval among its members, which is the penalty source.

From a clinical point of view, an act can be defined as a crime only when it has been perceived as such by its perpetrator (Williams, 1961). Criminal law defines crime as any human act unfair, imputing the perpetrator, and punishable by law.

The abundance of the above approaches for the definition of crime makes it clear that there is a need for a global tactic, according to which the alternative use of the definitions appears to be more effective. Nevertheless, crime appears to exhibit some stable characteristics: the lack of social tolerance in this respect, the social disorder created after it, and the social reaction it activates.

ii) Criminality

Criminality, the second element of the criminal phenomenon, is the most difficult to identify. At a general level, when we talk about criminality, we mean the total number of crimes committed in a specific society at a given time (Farsedakis, 2005).

Modern criminality is characterized by a high degree of violence; it involves a large proportion of young people and has a strong connection with the use of psychotropic substances. It differs from its former forms mainly because it is now largely organized and related to the political and economic arena. A typical example of modern crime is terrorism.

Criminality, as a concept, raises some very important issues. One of these is the accurate measurement of its actual image. The image of most citizens of the crime of their society stems from the fact that criminal acts are recorded by the police and the prosecutor's office, namely the obvious criminality. A different picture arises if one considers the after-court criminality, the qualitative and quantitative description of which arises after the criminal proceedings have been handed down by the courts and the perpetrators' conviction. Apart from the aforementioned, however, there is also the hidden criminality, which refers to crimes that are never known to the authorities, crimes that are difficult to view or non-existent. These crimes constitute the dark number of crimes. Throughout time, repeated attempts have been made to

identify crime. One of the most well-known is the law of relative stability of crime, as expressed by Quetelet (as cited in Farsedakis, 2005), which limited the number of criminality between a maximum and a minimum. But the real number and content of crimes seemed impossible to determine. The prognosis of crime is another issue. S. and E. Glueck & Glueck (1934) constructed crime prognosis tables, but their great methodological limitations made their attempts too incapable of putting criminality under human control.

Finally, a comparison of crime among states, a practice of the past decades, also concerns a very important issue of approaching the phenomenon of crime. This practice is carried out through the publication of comparative statistical surveys. Experience has, of course, demonstrated the difficulty of approaching the phenomenon, as the different statistical methods used by research into research and the fact that both the content and the application of criminal laws differ from place to place are significant obstacles.

iii) Criminal

The offender or perpetrator is the third sub-category of the offence. One might ask what exactly it means to be a “criminal”, and in what way does Criminology relate to this entity/person? In Criminology's scientific reality, the criminal who ends up understudy represents a much smaller fraction of the real percentage of people who violate the law. There is an indeterminate number of people who are criminals. A percentage of these people is denounced or indicated to the authorities; an even smaller percentage is prosecuted, even fewer are brought to trial, and ultimately a very small percentage, compared with the original, is condemned. From this last rate, Criminology deals only with those who are condemned to a custodial sentence, without suspension or conversion to money, and finally incarcerated in prison.

The previous type of crime has a different profile than most of us have in mind through the media's social representation. Various definitions have also been proposed for the concept of a criminal. Some theorists have captured him as the

person who offends the main feelings of altruism (Garofalo, 1905) or that he/she was born a criminal (Lombroso, 1876). The French Psychiatric School suggests the role of heredity, while Ferri (1929) underlines the moral anaesthesia, lack of foresight, and self-control of a criminal. Other theorists focus on the environment and incriminate the law of adaptation (Garofalo, 1905), or the differential association (Sutherland, 1949), or the cultural conflict. Luk Hulsman (1986) described criminals as people who cancel and disregard any rule, while Clinical Criminology has given them the characteristic of the antisocial personality. The next generation of criminologists prevailed the view that the criminal is a product of social stigmatization (Becker *et al.*, 1963). Criminal law considers that a criminal is every offender of its rules.

Classifications of the different types of criminals are too many. Depending on whether they focus on elements of the person's mentality and personality, environmental conditions and stimuli, or both, or simply used for judicial and forensic practice, they are divided into psychological, sociological, complex, and utilitarian, respectively.

C) Sanction (penalty)

The social reaction to the violation of the rule is the imposition of sanctions, being the penalty the most serious of them all. Durkheim (1973) described it as "a passionate reaction, of classed tension, which society imposes, through a structured body (court), on those members who have violated certain rules of conduct."

The penalty is the sanction imposed by the criminal judge on the perpetrator of an illegal act. Its rationale makes it a necessary consequence of the crime, under judicial retaliation, and a social defence weapon. Its purpose is to repair the consequences of the illegal act on the victim, society, faith in institutions, and the prestige of law and the state. For these reasons, it is proportionate to the illegal act's nature and gravity. According to General Prevention's idea, the purpose of the sentence is to intimidate the rest of the citizens to exemplify and not to act and indirectly educate

them. According to Specific Prevention, the punishment's purpose is also to restraint people who have been wronged, making them improve and/or be afraid.

Some theorists also talked about the symbolic functioning of the penalty, which, according to Durkheim (1973), is the keeping intact of social cohesion by preserving the livelihood of social attraction. The symbolic functioning of the penalty consists of "exempting society from the burden of crime and re-establishing the validity of the social checks that have been violated." Finally, reference has also been made to the stigmatizing function of the penalty, which concerns the negative social identity attributed to the convicted person.

A great deal of dialogue has also been made about what the sentences should be. Beccaria (as cited in Phillipson, 1923), one of the representatives of the Classical School, argued that the penalty should not be harsh, but the impression it leaves on the community must be resonant and lasting. Bentham (1829) agreed that the "bad" resulting from the penalty should be as small as possible, but its social impact as large as conceivable. Representatives of the Italian Positive School suggested that instead of penalties, substitute measures should be attributed to publicly beneficial content.

On our days, penalties are imposed on average due to balancing criteria such as liability and risk. The most frequently imposed penalty in Greek law continues to be the deprivation of liberty by imprisonment in detention facilities. In recent years, of course, efforts have been made to implement alternatives to imprisonment measures, such as community service or suspension, but remain at a very early stage.

CHARACTERISTICS OF THE CRIMINAL PHENOMENON

The criminal phenomenon seems to have certain permanent characteristics. These are its universal character, its independence concerning a certain time frame, the interdependence of the elements mentioned above, and the fact that every effort to define its elements is questionable and very difficult.

CHARACTERISTICS OF CRIMINOLOGY

Criminology is the science that has as an objective the criminal phenomenon. Criminology science studies the criminal phenomenon, both as an individual act and as a social phenomenon. It searches for the criminogenic factors, the facts of criminality, the criminal, the social reaction to the crime, and the best ways to confront it. Criminology is an autonomous science. It has close relations with the science of criminal law but differs from it as it only studies the criminal reality in a non-regulatory way. Criminology is also different from the Human Sciences because its object is general, positive, and receptive to scientific study. Criminology is also characterized by its interdisciplinary character, which means that it composes many sciences' results and reinforces their cooperation.

Last but not least, Criminology has a unified character because it constantly tries to unify many scientific results, with the aim to present an overall approach to its objective. These results come from the different scientific disciplines that belong to Criminology, and these are the following: Criminological Phenomenology, Criminological Biology, Criminological Sociology, Forensic Psychology, Interrogation, Penology/Criminal Justice Policy, Victimology, Criminal Policy, Theoretical Criminology, Empirical Criminology, Comparative Criminology, and Clinical Criminology.

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2.2. Penology and Prison as a total institution

Tina Törrönen- Freedom Gate Greece

At the end of this chapter, you will be able to:

- Define “penology”
- Have a general view about the development of the criminal justice system in the Western world
- Understand basic principles of the criminal procedure

INTRODUCTION

Criminal law, Criminology, and Penology

These are the main branches of Criminal Science, and they cannot function without the other, therefore (Deflem, 2006):

Criminal law: Consists of the body of law that relates to crime. Most criminal law is established by statute, stating that a legislature enacts the laws. It also comprises the punishment of people who violate these laws. Criminal law seeks to implement policies pictured by criminology and penology.

Criminology: Criminology consists of the scientific study of the criminal phenomenon, including the rule, the violation, and the sanction.

Penology: Involves the scientific study of the punishment of crime. This includes custody, punishment, treatment, prevention and control of crime and the offender, and prison management.

As the topic of penology is long, we kept a focus on the subject that contemplates punishment. This means defining what punishment is, how it is defined, how it is justified, and what it does. I present a small-scale historical review about the development of the criminal justice system in the Western world, followed by a presentation of how and why the system changed during the 18th century. It is essential to look at what has happened in the past (in history) to understand modern society. A short presentation about the fundamental rights and basic or principles of legality or cardinal (basic) criminal procedure principles is also presented.

DEFINITION OF CRIME

According to different approaches and paradigms of what crime is, there are myriads of definitions according to the different approaches and paradigms. In science and philosophy, a paradigm (/ˈpærədaim/) is a distinct set of concepts or thought patterns, including theories, research methods, postulates, and standards for what constitutes legitimate contributions to a field (Merriam-Webster, 2021; Cambridge Dictionary, 2021).

According to criminal law, crime is (Farsedakis, 2005):

- every human act which is deemed unjust,
- understandable to the offender, and
- punishable by law.

More details on this topic are found in “Basic of the criminal phenomenon (principles of criminology)”- chapter 2.1.

Criminology consists of the science that studies the criminal phenomenon, the elements that compose it and surround it (i.e., studies what causes individuals to

commit crimes, criminogenic studies), and why criminals act in certain situations (as discussed in chapter 2.1: “Basic of the criminal phenomenon (principles of criminology”). Therefore, it's important to understand a perpetrator as:

By understanding why a person commits a crime, one can develop ways to control crime or rehabilitate the criminal. There are many theories in criminology. Some attribute crime to the individual; they believe that an individual weighs the pros and cons and makes a conscious choice whether or not to commit a crime. Others believe it is the community's responsibility to ensure that their citizens do not commit crimes by offering them a safe and secure place to live. Some ascertain that some individuals have latent traits that will determine how they will react when put in certain negative conditions.

(Udemy, 2020)

SOME OF THE MOST COMMON THEORIES, ACCORDING TO BRIGGS (2011), are:

Rational Choice Theory: States that an individual chooses to commit a crime. They analyze the opportunities before them, weighing the benefit versus the punishment, and decide whether to proceed or not (Clarke & Cornish, 1985; Clarke & Cornish, 2001; Siegel & McCormick, 2006).

Classical Theory: This theory, similar to the choice theory, ascertains that people ponder before they proceed with criminal actions. It defends that when one commits a crime, it is because the individual decided that it was advantageous to perpetrate (Beccaria, 1963; Beccaria, 1995; Bentham, 1996).

Conflict Theory: The conflict theory evidence crime as a product of social conflicts that originated between the different social classes. This theory states that laws emerge as a necessity to fight crime (Sellin, 1937; Sellin, 1938; Vold, 1958; Turk, 1969).

Critical Theory: This theory promotes the belief that a small elite creates laws and defines the crime. Criminals disagree with the laws as they were created to keep their hold (Quinney, 1975; Chambliss, 1975).

Labelling Theory: The labelling theory states that an individual will become what he/she is labelled or what others expect him/her to become. The most worrying feature comes from calling a crime a *crime* and a criminal a *criminal* (Mead, 1934; Goffman, 1963; Matza, 1969; Becker, 1973).

Life Course Theory: This theory states that a person's "course" in life is set on by short (transitory) and long (trajectory) events in one's life. Therefore, crime happens when a transitory event causes stress in a person's life, making the individual commit a crime against society (Sampson & Laub, 1993; Sampson & Laub, 2005; Lahey, Moffitt, & Caspi, 2012).

Positivist Theory: The followers of this theory reject the possibility of a conscious, rational choice being made when a person commits a crime. This theory states that the most intelligent, social acceptable individuals are the one who commits crimes (Goring, 1913; Ferri and Garofalo, 1917; Lombroso *et al.*, 2006).

Rational Choice Theory: Rational Choice theory evidence that crime is a choice made by an individual, who thinks through each action, deciding the worth of the risk of committing a crime, regardless of the goal (van Andel, 1989; Clarke & McGrath, 1990; Ramsay, 1991; Ekblom, 2005; Sutton, 2005).

Routine activity theory: The routine theory states that crime is inevitable. If the crime target is regarded as attractive, crime will happen sooner or later. Therefore, adequate measures must prevent crime from occurring (Cohen & Felson, 1979).

Social Control Theory: The Social Control Theory states that it is the society's responsibility to guarantee and maintain stability and certainty in an individual's life: They do so by making the rules and responsibilities clear and by finding ways to restrain the criminal activity (Becker, 1963).

Social disorganization theory: Implies that crime occurs in communities that experience a breakdown in social morals and opportunities, such as in highly populated, lower-income, urban communities (Shaw & McKay, 1942; Sutherland *et al.*, 1992).

Social Learning Theory: This theory shows crime as being learned from one's surroundings. Morals and activities play a significant role in whether one following a criminal path or not (Akers, 1998; Akers & Sellers, 2004).

Strain Theory: Individuals will turn to a criminal life when feeling strained. This happens as some might be unable to achieve the goals imposed by society, and whenever power, money, or some other desirable goal is wanted but failed to be achieved (Merton, 1938; Agnew, 1992).

Trait Theory: This theory supports the existence of a trait that will contribute to whether one can commit a crime when pressured (Siegel, 2000).

DEFINITION OF CRIMINAL PUNISHMENT

Penology sees criminal punishment as a social institution. Social institutions' notion refers to repeatable, well – established behaviours, patterns, rules, and rituals. Another component frames social institutions as a distinctive activity, fulfilling individuals' and communities' needs (Scott, 2008).

The role of criminal punishment is to fulfil, to a large extent, the needs of individuals and communities as for the sense of order, security, and justice. Such role may be fulfilled within limits set by the ultimate institutional principle of the State, which provides for philosophical foundations of rights and freedoms of the human being, i.e., within the limits of respect of human dignity. This requires taking into account, in devising organizational punishment forms and establishing the sentence and execution methods, the humanistic knowledge of the human being, including any findings on possible humanitarian methods of modifying human behavior.

HOW PUNISHMENT IS JUSTIFIED

Punishment related theories are dividable into two general philosophies: **utilitarian rationale** and **retributive rationale**. The utilitarian approach of punishment seeks to punish offenders by discouraging or “deter” future wrongdoing. The retributive theory seeks to punish offenders, considering that they deserve to be punished for their actions (Michael, 1992).

A **utilitarian rationale** justifies punishment’s infliction of pain as the means to the “greater good” of reduced crime through deterrence, incapacitation, or rehabilitation. Accordingly to Garrido (2015), supported by Beccaria (1995) and Materni (2013):

Under the utilitarian philosophy, laws should be used to maximise society’s happiness. Because crime and punishment are inconsistent with happiness, they should be kept to a minimum. Utilitarians understand that a crime-free society does not exist, but they endeavour to inflict only as much punishment as is required to prevent future crimes. The utilitarian theory is “consequentialist” in nature. It recognises that punishment has consequences for both the offender and society and holds that the punishment’s good should exceed the evil. In other words, punishment should not be unlimited.

(Garrido, 2015)

Under a **retributive rationale**, the infliction of pain is justified as long as the punishment is deserved. The term “retribution” means to balance a wrong through punishment. Whereas revenge is personal and not necessarily proportional to the victim’s injury, retribution is impersonal and balanced (Pollock, 2005). A lawfully authorized party must do it, and it must be done only after taking all appropriate procedural steps. Note that the definition of punishment strictly limits what can be done, to whom, and by whom; otherwise, inflicting pain or discomfort would not be justified under the retributive rationale (Tonry, 2011; Materni, 2013; Pollock, 2005).

HISTORICAL REVIEW OF PUNISHMENT

It is important to know history to understand today's society. Since the beginning of recorded civilization, violators of social order have been dealt with in myriad ways, but we can generally group them into seven strategies (Matthews, 1999):

1. Execution
2. Physical injury (corporal punishment)
3. Deprivation of liberty (imprisonment, detention)
4. Disgrace
5. Forced labour
6. Financial penalties (fines)
7. Banishment (exile)

In Europe up until the eighteenth century, penal policy structuring explicitly depended on the prevailing religious and political status hierarchies (Matthews, 1999).

There were two major influences on the punishment at all-time, manifested in Europe until the end of the eighteenth century. These influences were the social distance between the punisher and the punished and the punisher's economic interests (Matthews, 1999). As Glaser (2020) puts it:

When the punisher could perceive the offender as both alien and inferior, there was little reluctance to impose death, torture, physical mutilation, severe corporal punishment, or some combination of these. When punisher and punished were peers, the most frequent penalties were forfeiture of property, forced labour, and banishment.

(Glase, 2020)

These procedures were universally accepted and were in existence in most European Christian countries (Foucault, 1977; Matthews, 1999). Therefore:

(...) the nobility was subject to a criminal law different, in its specification of penalties. It prescribed punishments for commoners who were dealt with most harshly, mainly when the victims of their offences were of nobility. This was justified by an explanation of crime as the consequence of a base nature, a condition presumed to be most frequent in the “low-born.” An alternative theory, that crimes result from the possession of one’s spirit by the devil, through witchcraft and wizardry, justified both the imposition of some punishment by clerical courts and a strong church influence on the penal policies of secular courts.

(Glaser, 2020)

Therefore, it is regarded as the offender committing a wrongful act, not by his own free will, but due to external power. However, this person could be cured using torture and pain as mechanisms to purify the soul. Criminal law’s evolution was yet at a primary stage, and no attempts were made to probe into the real causes of crime (Foucault, 1977).

THE INFLUENCE OF THE ENLIGHTENMENT ON CRIMINAL PROCESSES

The Enlightenment Age is characterized by its intellectual and philosophical developments, filling Europe with new and controversial ideas during the 18th century (Hoggard, 2013). For the duration of the 18th and 19th centuries, the monarchy’s and the Church’s authority undermined and opened the way for the political revolutions.

The Enlightenment period centred its ideas on the control of reason and evidence as sources of knowledge and progressive ideals such as, for example, freedom, toleration, and separation between the church and the state (Beccaria, 1995; Hoggard, 2013).

THE TURNING POINT AND A NEW ERA OF CRIMINAL LAW

Cesare Beccaria (1738 – 1794) was an Italian criminologist, jurist, philosopher, and politician, considered as one of the most talented jurists in history and a revolutionary thinker of the Age of Enlightenment (Newburn, 2017). In the middle of the 18th century, modern criminology pioneered his naturalistic criminality theory by rejecting evil spirits' omnipotence (great power). Beccaria emphasized the mental phenomenon and attributed crime to "free will" (Beccaria, 1963; Beccaria; 1995).

In 1764, these notions were used by Beccaria as postulates for a new penal policy. His Essay "On Crimes and Punishments" (*Dei delitti e delle pene*),

(...) had an immediate and tremendous influence throughout Europe and America and is often considered the beginning of modern penology. This resulted in so-called "classical" criminal law, which still provides the framework for our penal codes. This legal perspective calls for punishments based on the offence, rather than on the offender, and calculated to inflict no more pain than suffices to offset the satisfaction that a crime might yield to its perpetrator.

(Glaser, 2021)

His Essay "On Crimes and Punishments" received wide acclamation around Europe, attributing new criminological thinking to the contemporary West. He sought to humanize criminal law by insisting on human beings' natural rights. Beccaria warned society for the existence and inefficiency of the application of severe punishments, such as torture and the death penalty (Nirmala, 2012).

Voltaire also supported Beccaria's views on crime and punishment, resulting in several European countries redrafting their penal codes. Here, they mitigated the rigorous barbaric punishments, and some even went to the extent of abolishing capital punishment from their Penal Codes (Nirmala, 2012). It erred in prescribing equal punishment for the same offence, making no distinction between first

offenders and frequent criminals, and presented varying degrees of gravity of the offence (Nirmala, 2012).

However, this school of criminology's greatest achievement "lies in the fact that it suggested a substantial criminal policy" that it " was easy to administer without resort to the imposition of arbitrary punishment. It goes to the credit of Beccaria, who denounced the earlier concepts of crime and criminals based on religious fallacies and myths and shifted emphasis on the need for concentrating on the personality of an offender in order to determine his guilt and punishment. Beccaria's views provided a background for subsequent criminologists to develop rationalized crime theories, leading to the foundation of modern criminology and penology" (Nirmala, 2012).

PRINCIPLES OF LEGALITY OR CARDINAL (BASIC) PRINCIPLES OF CRIMINAL PROCEDURE

Nullum crimen sine lege ("no crime without law "): It consists of the moral "principle in criminal law and international criminal law that a person cannot or should not face criminal punishment except for an act" criminalized by law before he/she acted (Cornell Law School, 2021). This principle requires crimes to be declared in Understandable legal text.

Nulla poena sine lege ("no penalty without a law "): This legal principle requires that one can not be punished for doing something not prohibited by law. This principle is recognised and classified in modern democratic states as a basic requirement of law rule. The rule of law states that every citizen must be subject to the law.

PRISON AS A TOTAL INSTITUTION

A **total institution** consists of a closed social system in which life is organized by strict norms, rules, and schedules. What happens within is determined by a single authority whose will is carried out by staff that enforces the rules (Goffman, 1961).

“Total institutions are separated from wider society by distance, laws, and/or protections around their property, and those who live within them are generally similar to each other in some way. (...) The most typical examples of total institutions include prisons, military compounds, monasteries, private boarding schools, and locked mental health facilities. (...) In general, total institutions are designed to provide care to a population who is unable to care for themselves, and/or protect society from the potential harm that this population could do to its members. Participation within a total institution can be either voluntary or involuntary.” Still, “once a person has joined one, they must follow the rules and go through a process of leaving behind their identity to adopt a new one given to them by the institution” (Cole, 2020).

ADAPTATION TO PRISON AND INMATE SELF-CONCEPT

PRISONIZATION

Prisonization is the process of being socialized into prison society’s culture and social life to the point where adjusting to the outside society becomes difficult. Prisonization, or prison socialization, has been identified as a method with aims that are diametrically opposed to ex-offenders' reintegration (Shlosberg *et al.*, 2018’ (“Prisonization”, n.d.).

Prisonization constructs an informal inmate code and extends from both the individual characteristics of inmates and institutional characteristics of the prison. Incarceration can promote prisonization in both novice and/or experienced inmates. Prisonization also forms a unique prison subculture (“Prisonization”, n.d.).

According to USLegal (2021), Prisonization consists of:

(...) of accepting the culture and social life of prison society. It can be described as a process whereby newly institutionalised offenders accept prison lifestyles and criminal values. Prisonization forms an informal inmate code. Prison inmates slowly acknowledge these institutional

features and prisons' codes in their struggle for survival. Although many inmates begin their prison experience with only a few values that support criminal behaviour, the socialisation experience they undergo while incarcerated leads to a much greater acceptance of such values. Prisonization includes all changes the prisoner undergoes in prison, whether due to adoption of subcultural values, opposition to the subculture, or changes unrelated to the subculture.

(USLegal, 2021)

INSTITUTIONALISATION

When an individual is institutionalized, it means they have been locked up long enough to become used to it, which may cause complications when they are released. Prison has a very different atmosphere and way of life than the outside world, and if you spend enough time there, you get used to it ("Prisonization", n.d.)

Institutionalization is a deliberate method through which an individual entering a facility is reprogrammed to embrace and comply with strict controls that enable the facility to manage a large number of patients with the bare minimum of staff. Individuals embrace their current positions as inmates and relinquish all previous roles in the free world ("Institutionalization", n.d.)

Depersonalized from the beginning

The process of denying the person of their previous identity begins when the inmate comes through the door. This process happens when measurements are taken (weight, height), followed by the photograph being taken and fingerprints being collected, finalized by the removal of all personal possessions and undifferentiated dressing (Changing Minds, 2021).

Force a break with the outer world

To isolate an individual from the outside world. Visitors, you must refuse them. Instead of hankering for external contact, force them to face the organization. Allow visitors only as a reward for adhering to the rules of the institution. analyzing their

behavior after a visit and only authorizing future visits if they show no signs of rejecting the institution (“Institutionalization”, n.d.).

Force obedience

Harsh punishment, both psychological and physical, is used to compel unquestioning obedience. It's possible that the individual would be forced to participate in humiliating actions voluntarily. There may be intentional 'will breaking' practices, usually as part of the initiation ceremonies of 'welcoming' (“Institutionalization”, n.d.)

Destroy the self

By forcing obedience, the institution is destroying self-determination. This may “continue to the point where the inmate does not even know who they are. Attacking them with verbal violence just serves to erode their sense of self-awareness. Giving them menial duties portrays them as second-class citizens (“Institutionalization”, n.d.)

“A simple and powerful method is to deny them even their name, reducing them to a number. Everything that they possess, even bedding, maybe regularly changed, so they cannot even form attachments to inanimate objects.” (Changing Minds, 2021)

Physically assault them

By physical handling, defacing them inmates with tattoos, resorting to shock therapy, among other methods, teaches them that even their bodies are regarded as prison property, being therefore subject to its control (“Institutionalization”, n.d.).

Control every aspect of their lives

By controlling every element of their lives and taking away their ability to decide, the institution is showing inmates their roles: “When they speak, how they eat, how and when they use the toilet, may all be controlled. What they do, including the repetition of futile and useless work, is dictated to them” (Changing Minds, 2021).

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2.3. Familial environment of inmates and the consequences of incarceration on family members

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At the end of this chapter, you will be able to:

- Learn how many people across Europe are affected by a family member's prison sentence
- Understand the reasons why keeping inmates in touch with their families is important
- Know that imprisonment can have consequences for inmates' families

INTRODUCTION

We have no knowledge of the exact numbers of families affected by another family member's prison sentence. According to

“the main findings of the **2018** Council of Europe Annual Penal Statistics on Prison Populations (better known under the acronym SPACE I) (...) on 31st January 2018, there were **1,229,385 inmates** in the penal institutions of the 44 Council of Europe member states whose answers are effectively included in the 2018 SPACE I report. This corresponds to a European prison population rate of 102.5 inmates per 100,000 inhabitants” (Aebi & Tiago, pp. 1, 2019).

On the other hand, based on Children of Inmates Europe's estimates that of

“800,000 children have a parent in prison on any given day in the European Union, a figure that rises to 2.1 million when all Council of Europe countries

are included. The total number of children affected throughout a year is likely even higher again, given that the total number of people committed to prison throughout a year is usually higher than the average daily population” (Children of Prisoners Europe, 2016).

Therefore, one can only imagine how many people across Europe are affected by a family member’s prison sentence when adding to those spouses, parents, siblings, and other core family members.

INMATES' FAMILIES HAVE A SIGNIFICANT INFLUENCE ON MANY ASPECTS OF THEIR LIVES.

As evidenced by Murray:

Family and parenting variables are key predictors of criminal behaviour through the life-course (Farrington, 2002; Loeber & Stouthamer-Loeber, 1986). Loss of outside relationships is considered the most painful confinement aspect for inmates (Flanagan, 1980; Richards, 1978). Family contact is associated with lower self-harm rates while inside the prison (Liebling, 1992). Families are one of the most important factors affecting prisoners’ rehabilitation after release (Social Exclusion Unit, 2002).

(Murray, 2005)

TEN REASONS WHY KEEPING INMATES IN TOUCH WITH THEIR FAMILIES IS SO IMPORTANT

As evidenced by Woodall (2016):

The importance of the family cannot be overstated; for most people, family provides a sense of identity as well as practical and emotional support. More often than not, they are there to provide guidance and provide a listening ear when needed. What happens, though, when those family ties are shattered and fragmented as a result of someone's incarceration? (...) So, why are family relations so important, and why should prison administrators do anything possible to maintain them?

1. Humanitarian reasons. A prison sentence means the loss of liberty, not family ties' desolation.
2. Inmate well-being. Visits are important markers for inmates, often providing a much needed 'boost'.
3. Visits from family and friends mitigate against inmates becoming institutionalized.
4. Visiting helps family (children, mostly) understand what prison is like for their loved one. Often it's not as bad as they have been imagining, and myths are often dispelled.
5. Prison visits make it more likely that the family remains intact; this means that when the inmate is released, he/she is better able to integrate into society.
6. See the previous point – better integration means a lower likelihood of re-offending.

7. Visits allow inmates, albeit temporarily, to maintain their role as husband/wife/father/mother/son/daughter. It is an important reminder that they are more than 'a prisoner'.
8. Maintaining family ties through visits is a cost-effective way to reduce recidivism.
9. Visits keep families together and potentially prevent family-breakdown.
10. Visits and the maintenance of family ties can help prevent intergenerational offending.

As a result, inmate visits are critical for a variety of reasons. Prisons, on the other hand, are often not designed with families and preserving family relations in mind. In the author's opinion, that's a real shame, but thankfully there is so much good practice out there and many prisons that do work hard to make prison visitors welcome. Unfortunately, at the moment, these prisons seem to be the exception rather than the norm. This has to change.

RESEARCH CONCERNING FAR-REACHING EFFECTS OF IMPRISONMENT BEYOND PRISON WALLS.

Unfortunately, inmates' families have been little studied in their own right. The effects of imprisonment on inmates' families and children are almost entirely neglected in academic research, prison statistics, public policy, and media coverage.

However, it can be inferred from inmates' backgrounds that their families are a highly vulnerable group. Limited research to date suggests, however, that imprisonment can have devastating consequences for partners and children (Liebling, 1992).

RESEARCH CONCERNING INMATES' FEMALE PARTNERS

According to Murray (2005), “the most comprehensive study of inmates’ wives was conducted by Pauline Morris, who interviewed 825 imprisoned men in England and 469 of their wives (Morris, 1965)”, where he “found that imprisonment of a husband was generally experienced: as a crisis of family dismemberment rather than a crisis of demoralization through stigma or shame” (Murray, 2005).

Stigma was experienced almost exclusively by wives whose husbands were imprisoned for the first time, and then only at the initial stages of the separation.

Among the most common problems reported, 63 per cent of wives said they experienced deterioration in their financial situation; 81 per cent some deterioration in their work; 46 per cent deterioration in present attitude to marriage and future plans; 63 per cent deterioration in social activity; 60 per cent deterioration in relationships with in-laws; and 57 per cent deterioration in relationships with friends and neighbours.

(Murray, 2005)

THE EFFECTS OF IMPRISONMENT ON THE PARTNERS OF INMATES

Imprisonment of one’s partner or lover can be emotionally devastating and debilitating. According to Ferraro *et al.* (1983):

- loss of income,
- social isolation,
- difficulties in maintaining contact,
- deterioration in relationships, and
- extra burdens of childcare

can combination on a sense of loss and hopelessness for the inmates' partners.

Ferraro *et al.* (1983) include that an inmates' partner can suffer from the lack of information about the imprisonment, the visiting process, as well as from the contact procedures (Ibid).

Hounslow *et al.* (1982) complement that the maintenance of the contact can be filled with difficulties, for instance:

- over-booked lines,
- inconvenient visiting hours,
- a lack of transport or means to get there,
- the cost and/or distance of travel.

Inadequate visitor facilities and hostile staff may deter families, especially those with children, from visiting (Peart & Asquith, 1992). Murray (2005) argues that imprisoning a partner will compel a partner to relocate (Noble, 1995), resulting in divorce and relationship problems (Anderson, 1966; Ferraro *et al.*, 1983; McEvoy *et al.*, 1999), and can lead to medical and health issues (Ferraro *et al.*, 1983; Noble, 1995; McEvoy *et al.*, 1999).

Peart & Asquith (1992) support that a parent with a child face single parenthood at a particularly vulnerable time, demanding the inmates' partner to deal with their problems simultaneously that they have to look after their children, who are also suffering from their parents' incarceration.

LOSS OF INCOME

Studies consistently report that loss of income is one of the most significant difficulties faced by male inmates' partners (Anderson 1966; Schneller, 1976; Ferraro *et al.*, 1983; Noble, 1995; McEvoy *et al.*, 1999). Accordingly to Sharp and Marcus-Mendoza (2001), imprisoning mothers can also cause a reduction in family income.

Therefore, the income loss is intensified by the additional expenses related to the imprisonment (e.g., prison visits, mail, telephone call, and sending money to imprisoned relatives).

Other factors that contribute to the loss of income are related to the lawyers' fees.

Partners face other difficulties that are more intrinsic to the facts of imprisonment, such as the fact that prisons are not family-friendly places to visit. Inadequate visiting facilities and staff's hostile attitudes can put families off visiting, especially those with children (Peart & Asquith, 1992).

In summary, qualitative accounts have detailed:

- the financial burdens,
- psychological traumas and
- practical difficulties associated with accompanying a relative's imprisonment.

Nevertheless, reliable measurements over time are almost nonexistent in studies of inmates' families, making it hard to disentangle putative causes and effects (Murray, 2005).

SUMMARY

We must identify how prison affects families over time and between individuals (Murray, 2005). Therefore, McDermott and King (1992) distinguish between the traumatic experience of arrest, the uncertainty surrounding the trial period, and families' different occasions during this process.

Knowing that prison does affect families over time, it is still unknown the effects of one's release on its partner. Noble (1995) states that one tends to worry about re-adjusting their homes once their partner gets released. Also, the family's reunion can by itself be cause for stress and difficulty.

RESEARCH CONCERNING INMATE'S CHILDREN

The COPING project

COPING (Children of Prisoners Europe) participated in the project as a Pan-European umbrella organization.

“From January 2010 – 2012, the EU-research study co-founded by the EU Commission was a child-centred project that investigated the resilience and vulnerability to children of imprisoned parents’ mental health problems. It was the first time that a study of its size focused on the resilience and vulnerability of children of imprisoned parents throughout Europe.

The study covered 4 countries: Sweden, Romania, Germany and the UK.”

(Children of Prisoners Europe, 2020)

COPING seeks to boost awareness and achieve new ways of thinking, acting, and interacting on inmates’ children’s issues.

COPING’s message:

The child and his or her best interests are at the heart of our action. Children have a right to know the facts about their parents' imprisonment. Children must maintain a link with both parents if separated from one or both.

THE EFFECTS OF IMPRISONMENT ON INMATES' CHILDREN

According to Murray (2005), inmates’ children are prone to suffer from several problems while their parents are incarcerated, such as:

- hyperactivity,
- depression,

- aggressive behaviour,
- sleep problems,
- eating problems,
- withdrawal,
- truancy and
- regression,
- clinging behaviour,
- running away,
- poor school grades.

Philbrick (1996) adds that up to 30 % of the inmates' children might suffer from mental health problems in the future. Even though there is a lack of documented evidence, the author estimates that only 10% of the general population might suffer from mental health problems. Morris (1965) adds that around 49 % of inmates' wives have reported adverse changes in children's behaviour since their husbands' imprisonment.

Therefore, it is crucial to determine if parental imprisonment can trigger antisocial behaviour and criminal actions on future generations (Murray, 2005). Johnston (1995), Sack (1977), and Sack and Sneider (1978) evidence that children are at risk of acquiring antisocial behaviours as a reaction to their parents' imprisonment. Johnston (1998) adds that an inmates' child is six times more prone to imprisoned than his peers.

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2.4. Consequences of incarceration (prisonization, stigma, amongst others)

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At the end of this chapter, you will be able to:

- Be informed about the stigmatization process due to prisonization
- Have a general view about the consequences of imprisonment

INTRODUCTION

For this manual's purpose, stigma is an attribute attached to an individual deviance that is socially devalued and discredited. In hiding stigma, ex-offenders isolate themselves from communities where they can find support. Goffman said 'within our society, we 'normals' hold notions of what it means to be 'normal.' By normal, in this context, we mean conforming to the present standard of behaviour or appearance within our society (Goffman, 1963).

When individuals deviate from those expectations of what it means to be normal in terms of physical attributes, personality traits, these individuals often are stigmatized.

THE STIGMATIZATION PROCESS

According to Goffman (1963), the stigmatization process is multi-layered:

1. An attribute deemed salient by society. Therefore, individuals with this characteristic are grouped and labelled.
2. Labelled characteristics are linked with negative stereotypes, making it easy to see individuals as fundamentally different from society.
3. Differentiation of “us” and “them” occurs; Stigmatized individuals are seen to “be” and are referred to by their label (e.g. “an offender” or “an ex-offender”).
4. Individuals suffer status loss and discrimination as a result of being labelled. Discrimination happens on a personal and structural stage.
5. The stigma process depends entirely on the social, economic, and political **power** necessary to impose discriminatory experiences on the labelled individual or group.

Goffman (1963) recognizes that along with the stigma of excluded persons, in this case, the prisoners, there is also self-stigma when people interiorize the stigma and think that their identity is like others see it.

CONSEQUENCES OF STIGMA

LeBel (2006) describes ‘stigmatized groups as devalued and discredited and often suffer from social exclusion as a result’ (LeBel 2006). For ex-offenders, access to some domains is limited, so the discrimination directly affects social status, psychological well-being, and physical health (Major and O’Brien 2005).

Donald Clemmer defines prisonization as how a new inmate absorbs prison society's customs and learns to adapt to the prison environment.

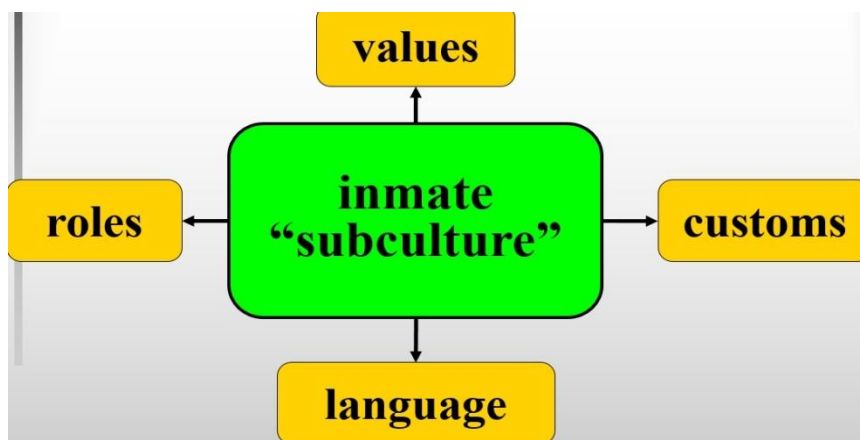


Figure 1. The process of prisonization

COLLATERAL CONSEQUENCES OF IMPRISONMENT

- Employment/economic opportunities
- De-stabilization of the family and impaired development of children
- Diminished mental and physical health
- Homelessness
- Education

EMPLOYMENT/ECONOMIC OPPORTUNITIES

Employment is one of the key factors reducing recidivism among ex-offenders. Incarceration reduces the types of jobs available. Because career jobs require trust, basic and soft skills, and high social and human capital, the labour market is challenging for individuals with criminal records to access (Western, 2006).

Ex-offenders frequently face barriers in finding permanent employment because of lack of skills, little experience being employed and employers who are uneasy about hiring offenders (Finn 1999).

Opportunities are limited, and as a result, ex-offenders find low-level jobs, which provide low payment and no hope for future advancement. Ex-offenders engaged in such dead-end jobs have a smaller stake in conformity and are more likely to engage in criminal activity. In order to reintegrate successfully after a period of incarceration, offenders need to secure legitimate employment. It is often extremely difficult as many employers do not wish to employ ex-offenders. Many jobs have conditions that prevent them from hiring individuals who possess a criminal record (Harris & Keller, 2005; Travis & Petersilia, 2001; Vennard & Hedderman, 2009).

Travis and Petersilia (2001) explain the hardships offenders face when seeking out meaningful and legitimate employment:

‘The 24 stigma of incarceration makes ex-inmates unattractive for union jobs, civil disabilities limit ex-felons access to skilled trades or the public sector, and incarceration undermines the social networks that are often necessary to obtain legitimate employment.’ (p. 304).

Thus offenders are likely to be turned down for jobs for various reasons, all related to their criminal background and incarceration history.

However, an offender’s criminal record or carceral history is the only detriment to his attempt to find work; many offenders are considered members of a disadvantaged group (Graffam *et al.*, 2008) because they lack many necessary skills required to obtain legitimate employment. However, a study completed by Graffam *et al.* (2008) found that offenders as a whole were less likely to be able to get and maintain employment than members from all of the following disadvantaged groups, including those with intellectual or psychiatric disabilities, physical disabilities, chronic illnesses or communication disorders.

Offenders typically face these types of difficulties because they cannot afford the same employment opportunities due to their criminal history. Also, many have difficulty keeping a job because their parole conditions make it difficult to do so

(Graffam *et al.*, 2008). We can conclude that stereotypes and stigmatization significantly affect offenders' opportunities.

FAMILY CHALLENGES

Reentry is not simple and straightforward. Issues can be abundant and overwhelming. In addition to a continuum of family crises from the moment that the arrest occurs and during the incarceration, the family member's return can precipitate a renewed crisis and put a substantial strain on those left behind and those returning home. Some offenders already used up their family members' goodwill and resources and some families are not used to being asked to be a part of the offender's transition. Maintaining contact with family members during incarceration can be difficult.

Some barriers that make it difficult for family members when the inmate returns home: new relationships, structural changes – altered family relationships, relocation of family, feelings of resentment, limited finances, limited contact during incarceration, social stigma, offender obtaining employment, trust issues, parenting style issues. Both the family and offender need to be prepared for successful reentry.

RISKS TO HEALTH

Prison diseases: tuberculosis, infections, HIV and STDs, mental illness. Drug abuse - drugs are easily available, people are bored and unhappy and there is a drug-taking culture. Drugs are used as a currency and shared; dirty needles spread HIV.

HOUSING

Finding employment is not the only domain in which offenders have difficulty, as obtaining housing is another area of concern for newly released offenders. Offenders

are typically mandated to return to the community from which they were living before their incarceration; however, those with long-term detentions may no longer have ties with their families and cannot return to the same home (Bales *et al.*, 2008; Travis *et al.*, 2001). Additionally, many offenders can find housing that they can afford. Still, they cannot live in these residences because they are unsuitable given their parole conditions (Turnbull *et al.*, 2009) or their recidivism risk.

Affordable housing units are often located in “undesirable neighbourhoods characterized by poverty and violence” (Maidment, 2006, p. 104). Like the problem associated with finding employment, many landlords are reluctant to rent to individuals with criminal records (Maidment, 2006; Petersilia, 2001).

Travis and Petersilia (2001) explain that the opportunity for an offender to live with their family upon release is declining: ‘The longer time in prison translates into a longer period of detachment from family and other social networks, posing new challenges to the process of reintegration’ (p. 299). Thus, offenders often struggle to find adequate housing, which results in more offenders residing in homeless shelters or living on the street.

Consequently, in ideal circumstances, family support could provide the offender with a method of identity and stigma management, easing social reintegration.

EDUCATION

In most European countries, education and prison training are legal requirements, yet participation in education amongst prisoners is relatively low. Common barriers to participation are lack of motivation and previous negative experiences of education. Prisoners tend to have limited access to the Internet, but most can access distance learning. Most countries require prison teachers and trainers to have a relevant teaching/training qualification.

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2.5. Exemption from stereotypes and prejudice concerning offenders

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At the end of this chapter, you will be able to:

- Define “stereotype”
- Understand the meaning of prejudice
- Have a general view about the labeling theory regarding inmates

INTRODUCTION

What is a stereotype?

The stereotype is the belief in a category of individuals’ psychological and behavioural characteristics, in other words, our tendency to judge a person by group or category to which it belongs, rather than by its individual personality traits. Stereotypes can be both positive (referring to that category’s qualities) and negative (referring to defects). There are stereotypes about any group or category of people that come to mind, and each of us operates with these stereotypes more often than we would like to believe.

Stereotypes are labels that we attach to a group or category of individuals are obviously a generalization. We use them so often because they represent an ‘economical’ way of thinking, which allows us to predict the behaviour of those around us using some preconceived schemes. A stereotype is a basis for

discrimination and prejudice that can be viewed as a negative attitude about being part of a group.

Several social barriers, including stigma and discrimination against former offenders, loss of social standing in the community, fear and hostility among the community, lead to rejection of housing applications, employment and education (Helfgott, 1997). Similarly, Fletcher (2001) identified that 54% of a sample of 26 former offenders reported being discriminated against by the employer, the main obstacle to employment. As Ward (2001) pointed out, in reality, discrimination rates can be considerably higher, given that many employers do not explain the reasons for their recruitment decisions. One of the most common barriers experienced by ex-offenders is the community's negative stereotyping, which results in labelling and stigmatization (Hirschfield and Piquero, 2010; Link and Phelan, 2001).

LABELING THEORY

In this paper's context, some aspects of the labelling theory evoke the slight possibilities of reintegration into society as a result of stigmatizing these individuals in the community. The label 'offender' makes individuals feel excluded from society because they have different behaviours. Labelling theory relies on the symbolic interactionist paradigm that suggests that 'an individual's identity and self-concept, cognitive processes, values, and attitudes are seen only as existing in the context of society acting, reacting, and changing in social interaction with others' (Akers and Sellers, 2009, p.152).

People in vulnerable groups believe in these labels assigned to them and behave like such. They feel excluded and accept the label as part of their new identity (Akers and Sellers, 2009; Goffman, 1963).

The existing literature indicates that offenders are a vulnerable group with many stereotypes (Frable, 1993; Harcel and Clement, 2007; Hirschfield and Piquero, 2010; MacLin and Herrera, 2006). The community tends to look down on offenders and

considers them dangerous, uneducated, and undesirable (Hirschfield and Piquero, 2010). Additionally, a new stereotypical aspect is that offenders are considered mentally ill and dangerous (MacLin, 2006).

Ex-offenders are welcomed back into the community despite their past criminal history. Some succeed at reintegration, but if they are stereotyped and rejected by the community, they will likely re-offend (Braithwaite, 2000; Hirschfield and Piquero, 2010; Link and Phelan, 2001).

In sum, the labelling theory supports the idea that offenders are subjected to several negative stereotypes, regardless of the crime committed or other factors (Hirschfield and Piquero, 2010, p. 30).

TYPES OF STEREOTYPES

Steele and Aronson's (1995) focuses on racial stereotypes concerning their intellectual capabilities. Three studies were conducted to determine whether or not African-Americans' performance on aptitude tests would be affected by stereotype threat compared to Caucasians. The African-American participants' performance was the same as Caucasian participants when the race was not salient. The African-American participants' performance decreased compared to that of the Caucasian participants when the race was salient.

Steele and Aronson (1995) conducted another study to determine whether racial stereotypes were influential even when the tests were not used for diagnostic. The fourth study shows that the presence of a racial stereotype threat caused the African-American participants to perform lower than Caucasians, regardless of the type or importance of the test.

The authors concluded that racially motivated stereotype threats occur because 'it is frustration that makes the stereotype, as an allegation of inability, relevant to their performance and thus raises the possibility that they have an inability linked to their race' (Steele and Aronson, 1995, p. 798).

Consequently, Steele and Aronson (1995) successfully demonstrated that their participants' experience decreased performance due to stereotype threat and that this threat decreased their performance in other situations.

Stereotypes can influence offenders' behaviour because they can use them to explain their reentry inability. Ex-offenders are aware of their negative stereotypes and sometimes lead to lower social situations skills because they try to manage the associated stereotypes (Steele *et al.*, 1995). A stereotype is problematic when the offender attempts to obtain housing or employment because they focus on making a good impression and lose focus in other areas. Their lack of success in these areas costs them a successful reentry. In sum, some offenders are unsuccessful at reintegrating not because they are systematically excluded from society by others but rather because stereotypes result in their failure.

In addition to these negative aspects mentioned, there are also positive aspects. An ex-offender can obtain a qualification on the labour market during incarceration, medical care, education, sports, artistic, and cultural activities are meant to keep the individual connected to activities outside the institution and provide an acceptable lifestyle. And the routine, often blamed, can give a sense of stability, along with the strict organization of time (Rydell *et al.*, 2009; Wout *et al.*, 2008).

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2.6. Issues on radicalization and ghettoization in prisons.

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At the end of this chapter, you will be able to:

- Define “radicalization” and “prison ghettoization”
- Understand the meaning of the radicalization process
- Be informed about why and how someone leaves the radical networks

INTRODUCTION

There is a need to direct efforts to understand the radicalization process in the current context, as its prevention is the first step in combating the terrorist phenomenon, so prisons and probation systems are increasingly involved in preventing radicalization. Through its specific features, the prison is a fertile environment to develop the radicalization process¹. Some of the risks associated with radicalization in prisons are ease of recruiting detainees, support from inside and outside the prison to extremist groups, preparation for future criminal acts based on extremist ideology, hostility towards all those that are not part of the extremist group, escalating frustration and anger associated with incarceration. Both prison and probation systems are vital partners in deradicalization, rehabilitation and resettlement.

¹ For more information visit <https://www.euopris.org/>
RE[ENTER] project 2018-1-EL01-KA204-047884. This publication reflects the views only of the author, and the Greek National Agency Erasmus + and European Commission cannot be held responsible for any use which may be made of the information contained therein.

However, what is radicalization? According to Allen (2007), ‘the process of adopting an extremist belief system, including the willingness to use, support, or facilitate violence, as a method to effect societal change’ (Allen, 2007, p. 4). Also, radicalization is viewed as a dynamic process where an individual supports and accepts violent extremism based on ideological, social, political, economic or personal reasons (CoE, 2016).

Through promoting, supporting or committing violent acts, violent extremism can lead to terrorism as an act to defend all the reasons mentioned above (CoE, 2016).

An important distinction is made by Horgan (2009) between deradicalization and disengagement. Deradicalization is viewed as a cognitive change, where the offenders try to change their ideological convictions, attitudes or ways of thinking. Disengagement ‘involves a complete break with the social norms, values, attitudes, relationships and social networks’ associated with terrorism, so is more of a behavioural change. (Horgan, 2009).

Radicalization in prisons is correlated with prison ghettoization, which relates to transforming the penitentiary from a correctional institution guided by a rehabilitative ideal to a prison “warehouse” characterized by cyclical oppression through racial divisiveness, miseducation and violence within the prison walls. Specifically, incarceration as means of punishment operates like a ghetto in that it separates certain groups from the larger society and keeps them confined but controlled.

The incarcerated develop their own argot, roles, exchange systems, and normative standards, whether as an adaptive response to the ‘pains of imprisonment’ or through selective importation of criminal and lower-class values from the outside, much like residents of the ghetto have elaborated or intensified a ‘separate sub-culture’ to counter their socio-symbolic immurement (Drake and Cayton, 1962 [1945], vol. 2: xiii). Both prison and ghetto are authority structures saddled with

inherently dubious or problematic legitimacy whose maintenance is ensured by intermittent recourse to an external force.

WHY DO SOME PEOPLE BECOME RADICALIZED?

Because a distinguishing profile is impossible to be made, some predispositions can be considered when explaining why some people become radicalized.

The first predisposition is authoritarianism, characterized by a rigid and dual cognitive style and intolerance to ambiguity (Altemeyer, 1996). According to Seipel *et al.* (2012), this predisposition is linked to militant and extremist ideologies.

Another predisposition is dogmatism, characterized by Rokeach (1954) as a closed cognitive system of beliefs about reality and intolerance towards others.

Apocalypticism thinking is best described as locating 'the problem of evil in time and looks forward to its imminent resolution' (O'Leary, 1994, p. 6). In other words, they think they know how and when the apocalyptic event will take place.

Paranoid ideas, charismatic leaders, and dualistic thinking characterize the fundamentalist mindset (Galen, 2011).

THEORETICAL BACKGROUND

The 3Ns theory, also known as the significance quest theory, was developed by Webber and Kruglanski (2017) and is one of the most important theories of becoming radicalized. As the name suggests, three categories of factors contribute to the radicalization process: needs, narratives, and networks.

In many cases, the loss of significance is why people become radicalized. This loss is perceived as a loss of their own relevance and importance to the other members of society and involves injustice, discrimination, humiliation and shame. In the 'void' created by the loss of significance, terrorism can offer a cognitive closure, so violent

extremism can be considered something gained that helps to define a new significance. In other words, violent extremism meets offenders' need to become someone and be respected by others.

The main goal of narratives is to justify violence. Some radical narratives make violence not only justifiable but necessary and, in most cases, the narratives are delegitimizing the targets: dehumanizing, out casting groups and defining them as enemies.

To validate the narratives, networks are an essential part of the process. The networks are often small groups that effectively produce so-called 'fused identities' (one with the group identity). Based on these 'fused identities,' the strong in-group bonds can be understood and justified.

Other studies and theories confirmed the 3Ns theory. For example, Precht (2007) suggests that the first step of becoming a radical are personal factors (issues with religion, identity), continues with some trigger factors (charismatic leaders or dramatic events) and concludes by accessing radical extremist networks.

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According to Borum (2011), predisposing life experiences are also identified as one of the most critical radicalization elements. In addition to life experiences, activating situation (state policy or action), predisposing vulnerabilities (needs), social group dynamics (access to a network), ideology/narrative (a collective narrative about the grievance and who is responsible) are elements that can predict radicalization.

In his biography book 'Radical: My Journey out of Islamist Extremism', Maajid Nawaz (2013) gives more depth on understanding the theoretical background presented. Nawaz (2013) describes his journey of becoming an Islamist, starting with the childhood where he first experienced racism being a Pakistan boy raised in the U.K.

(for example, he was called 'Paki' and asked to eat pork meat). Later on in his life, he describes the harassment from a local gang and even witnessing someone being killed in front of him because he tried to defend him from the gang members. He was a young man looking for allies, friends and identity and was recruited by an international Muslim organization fighting for Khilafah. He was recruited by a charismatic, great speaker and good role model by using friends and family networks. The life of Maajid was transformed into visits to the mosque, study about injustice which give him a new purpose in life, to recruit as many people as possible for the cause. Using half-truths, the organization's leader exposes small groups of people to the new ideology by destroying all the prejudice and building up another (Nawaz, 2013).

WHAT MAKES PEOPLE LEAVE THE RADICAL NETWORKS?

A study conducted by Barelle (2014) based on 22 former terrorists discovered the most critical factors contributing to leaving radical networks. These factors are disillusionment with the leadership, disillusionment with the group members, burnout, excessive violence and disillusionment with a radical idea (Barrelle, 2014). Based on these results, Barrelle (2014) developed a pro-integration model with ideology, identity, social relations, coping and action orientation as the main pillars of future interventions:

1. Social relations: the most critical existing factor is disillusionment; having relationships outside the group is a sign of pluralism and deradicalization.
2. Coping: many members suffered traumas, depression, paranoia or burnout; This mechanism is helpful, especially in groups where they used violence and coercion between its members; the psychological mindset is fundamental and also the social support.
3. Identity: readjusting personal and social identities as a member of the society; Sometimes an incident triggered the transformation; Contact with out-group

4. Ideology: A vital step – to accept pluralism – acceptance of difference;
Moderate views

5. Action Orientation: No longer using radical methods/prosocial engagement in society

These processes can also be applied to Maajid Nawaz situation in many ways. Soon after he engaged in recruitment, he became disappointed with the organization and its leaders. After he was arrested in Egypt, he understood that the others are also humans and there is no objective justification for violence and that social injustice can be challenged with socially acceptable means. Also, he set up his own organization – Quilliam – and a political party in Pakistan to fight extremism (Nawaz, 2013).

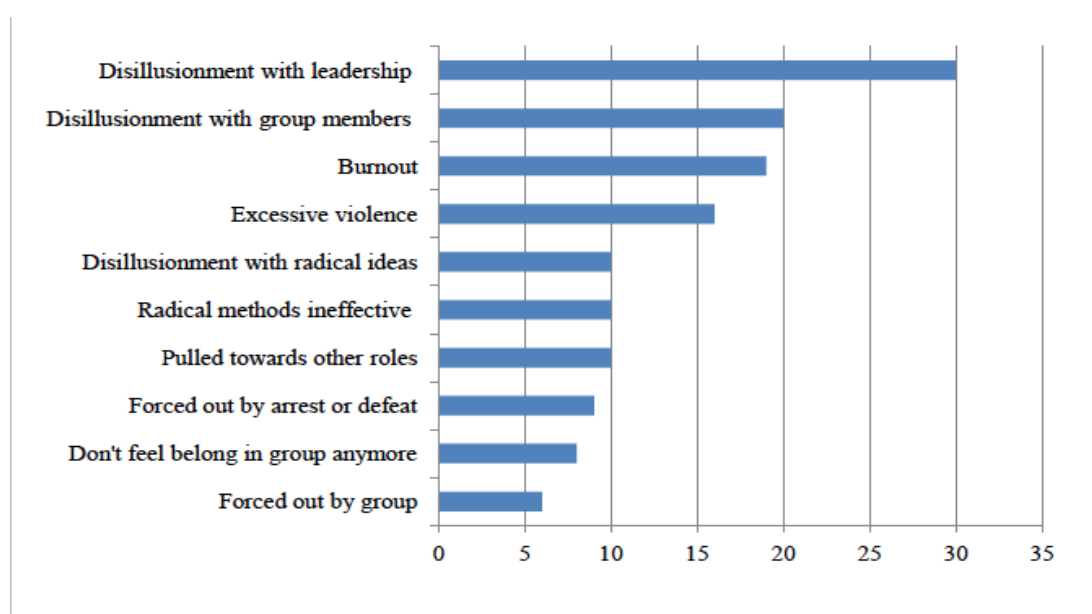


Figure 2. The most important factors contributing to the motivation of people to leave

PROGRAMS

In Europe, most of the programmes that deal with deradicalization and disengagement are focused on the individual and how they can be transformed from an enemy to a law-abiding citizen. For example, sometimes the focus of interventions is on cognitive, other times on ideological component or even on how the individual finds his place back into society.

Back on Track² programme was created by the Danish Prison and Probation service in 2012 to deal with gang members and with radicalized offenders. It was inspired by the gang exit program and its targeting inmates, probationers and vulnerable prisoners to radicalization. The aim is to help each inmate better handle everyday situations, problems and conflicts.

The main component of this programme is mentoring. The mentors are specially selected and trained to accompany former violent extremists to help them handle everyday situations, problems and conflicts. The mentors' role is to support inmates and motivate them to pursue a positive change.

The mentors are selected first by telephone and then by psychological tests and interviews. Ten mentors were selected from different backgrounds and trained for one year in communication and relationship skills, personal reflection and personal experience, motivational interviewing, and technical knowledge about radicalization and terrorism.

The security staff or self-selection refers the mentees based on their motivation for change. After matching with a mentor, they work together on preparing for release and work on the challenges, involving the families, social networks and cooperation with other institutions.

² For more information visit <https://www.cep-probation.org/back-on-track-preventing-radicalization-among-prison-inmates/>

The programme evaluation was made with small samples, but in general, mentees were satisfied, and most mentoring agreements were implemented.

Another example is **Entre**, a one-to-one programme developed by the Prison and Probation Service from Sweden. This programme is based on problem-solving and cognitive-behavioural theories to help violent extremists leave terrorist networks and change their violent behaviour³. In other words, this programme does not challenge the radicalized views but the use of violence as a problem-solving method. The target group is high-risk offenders, and the therapist's role is to show how specific thoughts, behaviours, and feelings resulted in problems and provide alternatives for a constructive life and new perspectives.

³ Based on the conference presentation Durnescu (2018). Violent Extremism. Deradicalization or Disengagement? Or reintegration? Paris, available at: <https://www.cep-probation.org/wp-content/uploads/2018/12/2.-Presentation-loan-Durnescu.pdf>

Table 1. General description of the three phases in Entre.

Table 2: General description of the three phases in Entré.

Phase	Aim	Goals	Central component
Phase 1 – assessment	<ul style="list-style-type: none"> Establish rapport Strengthen/maintaining client's engagement in treatment Set rules and restrictions for treatment Increase the client's personal and sanctional circumstances to complete the programme Assessment Hypotheses of learning history and maintenance of antisocial behaviours, and how these should be addressed in treatment Goal formulation Treatment planning 	<ul style="list-style-type: none"> The client is interested, hopeful and engaged in treatment A cooperative working alliance is established Goals, opportunities and barriers are identified A goal directed, guiding, theoretically sound, client specific & applicable case formulation and treatment plan have been written and discussed with the client The client's personal and social circumstances are judged to be stable enough for continued treatment Treatment can be administered under necessary safety conditions of the sanction 	<ul style="list-style-type: none"> Introduction and description of the programme Increase client's compliance and conditions for programme completion Detailed assessment – inventoring opportunities and barriers, investigation of involvement in organised crime and/or violent crime, functional analyses Case formulation and treatment planning
Phase 2 – interventions Work on themes	<ul style="list-style-type: none"> Support the client in solving real, actual and important problems that makes it difficult to disengage from organised crime Training in goal formulation Social problem solving training Self control and anger management training Cognitive restructuring 	<ul style="list-style-type: none"> Real, actual and important problems associated with disengagement have been solved Priority themes are judged as thoroughly addressed and goals for themes have been reached The client have positive and rewarding experiences of alternative behaviours 	<ul style="list-style-type: none"> Investigation of and addressing themes Application of suitable general and specific treatment strategies
Phase 3 – maintenance Relapse prevention & maintenance plan	<ul style="list-style-type: none"> Increase conditions necessary for maintenance of behavioural changes by structured relapse prevention Set up a maintenance plan for the future 	<ul style="list-style-type: none"> The goals of treatment have been achieved The client's awareness of his/her own recidivism process are increased Plans for relapse prevention and maintenance have been written 	<ul style="list-style-type: none"> Structured relapse prevention Maintenance plan for the future Evaluation and termination

The programme is delivered in three phases. The first phase- assessment- establishes rapport, sets rules and goals, and plans the treatment to engage the client in his own treatment. The second phase- intervention- aims to help the client solve real problems that make disengagement difficult and learn new problem-solving skills and self-control. The cognitive restructuring also helps the client to have positive and rewarding experiences of alternative behaviours. The final phase refers to the maintenance and the clients' awareness of their own recidivism risk. A final step is the plans made by the clients for relapse prevention.

Healthy Identity Intervention is another programme developed in England and Wales to work with former terrorists. The focus is the identity and motivations,

attitudes, and values that support violent behaviour by encouraging and empowering the disengagement from extremist groups or ideology. The aim is met by challenging the motivations, attitudes and values that support the current violent extremism. As stated before, identity is the programme's core concept – people identify strongly with relationships, groups, and values. It is delivered in a one-to-one setting or with two facilitators.

The programme is structured in 8 sessions that explore engagement and insight, foundation sessions, mindfulness sessions, personal identity, group involvement and conflict sessions, self-image sessions, seeking change and moving on sessions.

For a complete intervention, a social dimension should also focus on programmes. Particular attention should be on school and neighbourhood environments because the first experiences of discrimination, humiliation, and racism occur in these environments.

PRINCIPLES OF EFFECTIVE PRACTICE WITH VIOLENT EXTREMISTS (CoE Guidelines, 2016)

In conclusion, at the end of the article, we present some of the Council of Europe Guidelines (2006) regarding the practice with violent extremist: respect for human rights and fundamental freedoms; respect for data protection and privacy: any supervision should be proportionate, information exchange should be based on clear procedures, appropriate autonomy and independence of rehabilitation; imprisonment as a last resort – youth; good prison management; respect diversity, tolerance and human dignity; avoid violence, racism or islamophobia, discrimination; consult with prisoners; staff with intercultural and multi-faith awareness; develop education and rehabilitation activities; adequate resources; good assessment; multi-disciplinary teams; accurate tools used regularly; inter-agency cooperation; special programs; mentoring and involvement of religious representatives, volunteers, peers, family members.

Post-release work is linked with community organizations involving family and social networks and professional interventions.

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At the end of this chapter, you will be able to:

- Define “diversity”
- Understand the meaning of culture, multiculturalism and cultural competence
- Have a general view about diversity, inclusion and cultural competence in a detention context

INTRODUCTION

Sociological studies that focused on the prison systems’ conceptualization figured that the same is very similar to society itself, with its cultural traditions, rules, and beliefs. The prison has been described as a small-scale version of society. (Wacquant, 2014).

Of the approximately 10.35 million people incarcerated worldwide, most are adult men, who tend to be from disadvantaged backgrounds and have experienced social and economic exclusion (Social Exclusion Unit, 2002). Likewise, the gender characteristics or social background, prisons typically are composed of people from different national, ethnic, religious or linguistic minority groups, who continue to be discriminated against in many criminal justice systems. As a result, the likelihood of minorities to be detained, prosecuted and imprisoned for longer terms than

members of the majority, creating discrepancies and relatively unfairness among inmates, is enormous (Social Exclusion Unit, 2002)

Moreover, prison authorities have based their procedures on the view that inmates are a consistent and homogeneous group—part of the same ethnic, cultural and religious group in a given country—and that they can all be treated in the same way. This is idyllic, but on the other hand, it means that prison policy is not tailored to reality (Phillips, 2002).

WHAT IS DIVERSITY?

Diversity consists of the **spectrum of human differences**, including religion, race, culture, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability, physical appearance, political beliefs, ways of thinking and more. By other means, it is the condition of having or being composed of differing elements-variety- especially by the inclusion of different types of people (Back, 1996).

It has **two components: the primary**, which is visible, like age, gender, race, ethnicity and **the secondary**, usually invisible, like education, values, language, occupation, education, culture and learning styles. The secondary component is what people will bring to an organizational environment, the reason why this dimension may cause conflicts, but if managed well, it can result in harmony (Azadboni, 2011).

WHAT IS CULTURE?

Culture consists of the cumulative deposit of knowledge, beliefs, experience, values, religion and attitudes taken by a group of people, usually with no regard towards them. It is the integrated human behaviour pattern that includes thoughts, communication styles, actions, customs, beliefs and values (Rosado, 2012).

Culture is often associated with the term “diversity” – giving birth to *culturally diverse or multiculturalism*. Multiculturalism is defined as (Rosado, 2012, pp. 3):

“...a system of beliefs and behaviours that recognises and respects the presence of all diverse groups in an organization or society acknowledges and values their socio-cultural differences,

and encourages and enables their continued contribution within an inclusive cultural context which empowers all within the organization or society.”

Culture affects everyday situations, and it is present in many facets of life, such as (Narayan, 2012):

- Communication;
- Body language;
- Perception of time and other people;
- Help-seeking behaviours;
- Help-giving behaviours;
- Attitudes and beliefs related to the law, services, social support, kinship support, amongst others;
- Stigma;
- Use of services and social supports;
- Understanding of government systems;
- How we see the world;

In addition, sociologist Caleb Rosado (2012), a specialist in **diversity** and **multiculturalism**, explained crucial actions involved in the definition of multiculturalism:

1. **Recognition** of the diversity of cultures;
2. **Respect** all differences between people;
3. **Acknowledge** the legitimacy of unique cultural contributions and expressions;
4. **Value** everything different cultures have to offer;
5. **Encourage** the involvement and contribution from groups of distinct cultures;

6. **Empower** everyone into strengthening themselves and those surrounding them, and encourage them at aiming their full by being critical of their own biases and beliefs;
7. **Celebrate** the diversity brought by distinct cultures, instead of just tolerating them – this will allow for a more united and empathic society to emerge.

WHAT IS INCLUSION?

The definition of inclusion consists of the act of bringing together and beneficially exploiting these multiplicity resources. Inclusion puts into practice the idea of diversity by creating an environment of involvement, respect, and connection—where the fullness of concepts, experiences, and perspectives are exploited to create value. Organizations need diversity and inclusion to be successful (Roberson, 2006).

In the end, inclusion is “**involvement and empowerment**”. And it brings value, respect and appreciation to diversity (Vora *et al.*, 2008, 2018).

AWARENESS OF DIVERSITY WITHIN DETENTION CONTEXTS

When a person is deprived of liberty by the State, it assumes a duty of care for that person. On this occasion, the prison officials play a vital role in ensuring respect and endorsement of human rights and of those deprived of their freedom by imprisonment or other forms of detention. (UNOHCHR, 2005). The primary duty of care is to keep the safety of persons deprived of their liberty inside the prison. The duty of care also involves a duty to safeguard the individual's welfare, including the protection from suffering discrimination and prejudice while in prison (UNOHCHR, 2005). Researchers have also pointed out that prison life's limited nature increases the need to be open to individual belief topics (UNOHCHR, 2005). Equal and fair recognition of all religions in prisons' management is an important issue for inmates' well-being and the effective administration of prisons, and the protection of human rights. When inmates feel that access to freedoms is unjustly exercised for no

legitimate reason, resentment could grow and eventually lead to conflicts and security problems (UNOHCHR, 2005; Rattansi, 2011).

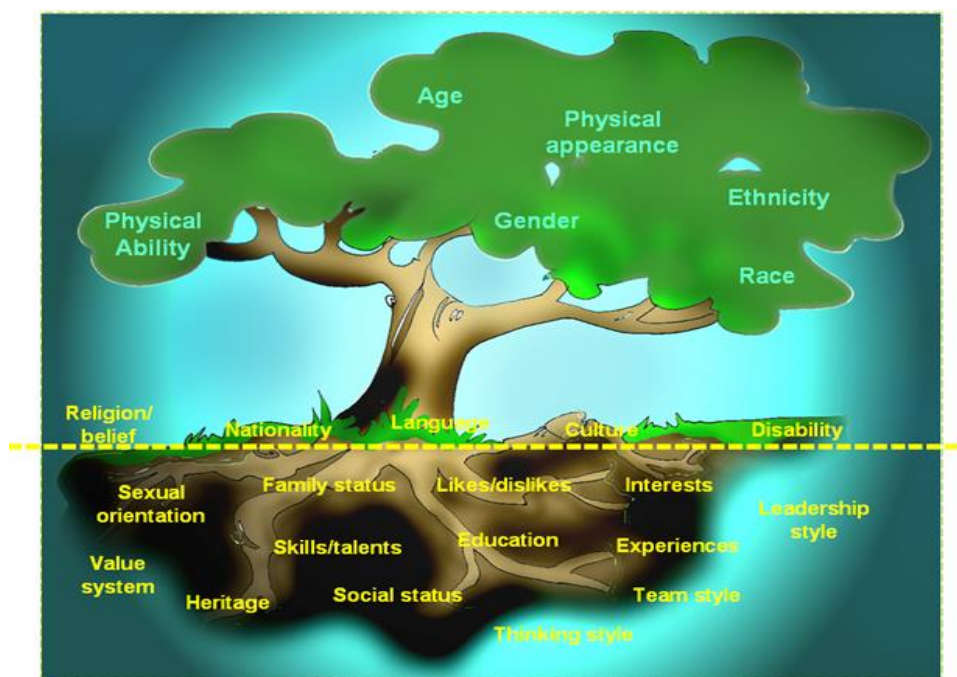


Figure 3: The tree of diversity. Adapted from Healy, 2017.

Some useful ideas to consider when thinking of “diversity” in a detention context to improve organisation management (World Health Organization, 2014):

- Prison is a **physical exclusion** from family, friends and society;
- Inmates are a marginalised, **vulnerable group** in our society;
- Within this already marginalised group, there are further **sub-groups**.
- Prisons are a hierarchical place. In such places, **stigmatisation and marginalisation** are more likely to thrive;
- Inmates are a heterogeneous group. Most would agree that detention contexts are **full of diversity**;
- Responding to diversity within prisons is a complex and **challenging process**.

- The risk of mainly focusing on race/ethnicity without recognising the breadth of inequalities experienced by other diverse minorities.

When we think about the inmates' background, we come to the understanding that a large part of them come from difficult circumstances before they are stripped of their liberty. Even if they are currently completing their terms, inmates may have to be transferred to other prisons for several reasons and therefore qualify as a possible diversity before entering a new facility (Phillips, 2002).

Inmates can come from:

- Maximum security prisons;
- Medium security prisons;
- Low-security prisons;
- Youth detention centres;
- Psychiatric facilities;
- Open/semi-open prisons;
- Remand.

Other relevant diversities:

- Those still awaiting sentence;
- Serving short-sentence;
- Serving long-sentence;
- Serving life sentence;
- The severity of the offence;
- Time left to serve.

After identifying the basic characteristics and needs of a certain inmate, one can try to make some arrangements and manage diversities. These are (Barrow, n.d.):

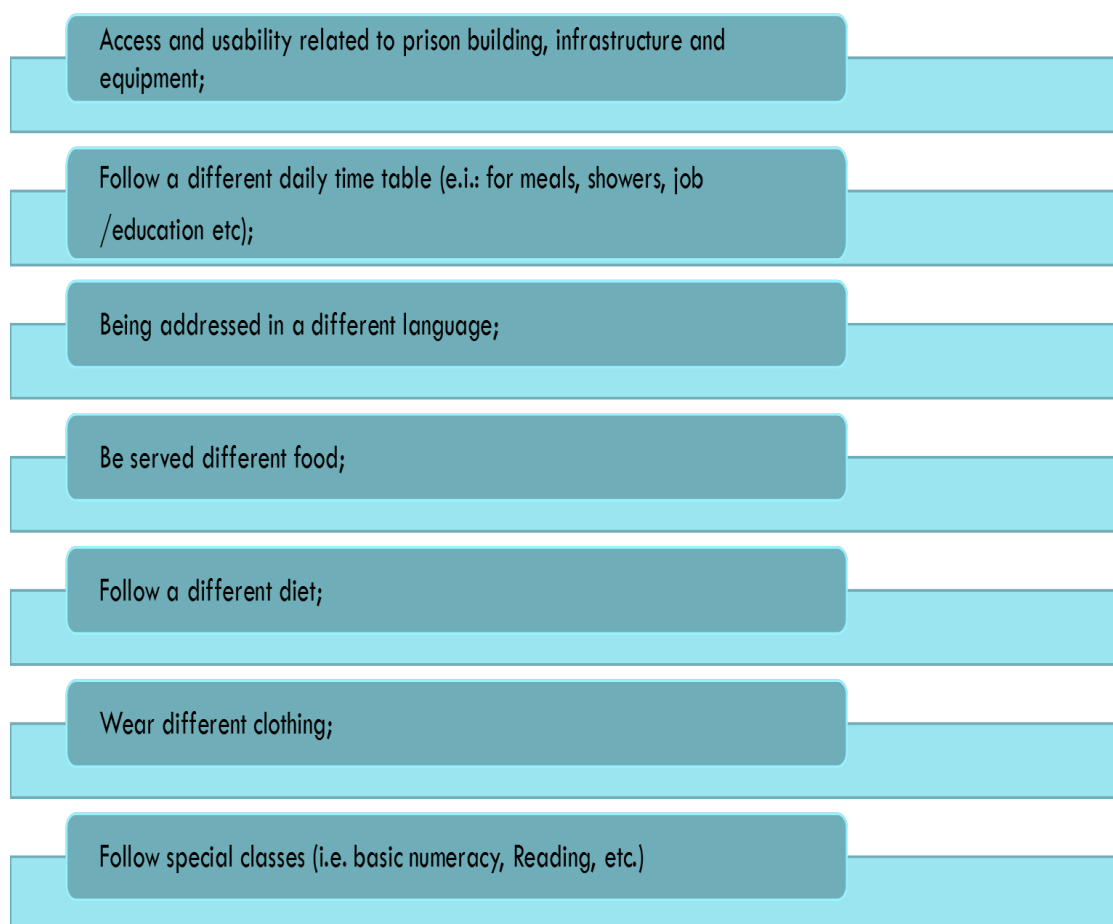


Figure 4: Ways to manage diversity. Adapted from Barrow, n.d.

WHY ARE DIVERSITY AND INCLUSION IMPORTANT IN DETENTION CONTEXTS?

“Diversity without inclusion is like a horse without a rider. It was the potential to go to a lot of different places and do a lot of amazing things, but nothing really happens unless it is managed.”

(Vora *et al.*, 2018)

Recognising diversity would benefit both inmates and prison staff because it improves support and enhances the confidence when responding appropriately and effectively to diversity issues (Vora *et al.*, 2018).

WHAT IS CULTURAL COMPETENCE?

Cultural competence — defined as the ability to understand, appreciate and interact with people of different backgrounds or cultures — has been a key aspect of psychological reasoning and practice for some 50 years (Leigh, 2002).

Cultural competence is a set of behaviours and attitudes that professionals use (Cross *et al.*, 1989):

- Understand their values and culture
- Value the diversity and cultural difference of the inmates
- Adapt to the culture of the inmates
- Work effectively in cross-cultural situations

WHY IS CULTURAL COMPETENCE IMPORTANT IN DETENTION CONTEXTS? (SUE & SUE, 1999):

Cultural competence is important since it allows professionals to:

- Be aware of own/other people culture and values.
- Respect differences.
- Be aware of how personal biases can affect interactions.
- Understand institutional barriers.
- Build strong cross-cultural team relationships.
- Advocate for individuals who are different from themselves.
- Use effective communication skills.
- Mediate cross-cultural conflicts.
- Be flexible.

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2.8. Personal limits and ethics concerning work with offenders

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At the end of this chapter, you will be able to:

- Define “ethics”
- Consider how to deal with an ethical dilemma
- Understand how an unethical behavior in a detention context could be avoided

WHAT ARE ETHICS?

Ethics consists of a scientific discipline that analyses right and wrong, good or bad, acceptable/unacceptable. Ethics allows us to make moral judgments about what is right or wrong, good or bad. Ethics provide us with a way to make choices and decisions when we are uncertain about what to do in a specific situation involving moral issues and can be defined as standards of conduct that distinguish between unacceptable from acceptable behaviour (Resnik, 2011).

Ethics, as a term, relates to people's sensitivities, especially when it involves professionals working in the criminal justice system. If we think about a profession in the criminal justice system, professionalism takes a very central role because it establishes guidelines for the actions of those concerned (Resnik, 2011). Without ethics, the law would have little value because its application would be unpredictable. Subject to your specific occupation within the criminal justice system,

ethics will tend to govern actions with lawbreakers, affect your decision-making processes and adjust your interpretation of the law. Then, ethics is influenced by (Dial *et al.*, 2016):

- our upbringing
- personal and work experiences
- religious beliefs and moral philosophy
- friends and co-workers
- the countries' law and legislation.

WHAT IS “RIGHT BEHAVIOR”?

Everybody respects the common ground in ethical norms; however, separate individuals identify, adapt and interpret these standards in various ways, taking into account their own beliefs and life events. Most societies also have legal rules governing behaviour (defined by law), but ethical norms tend to be broader and more informal than laws. While most societies use laws to enforce broadly accepted moral standards, and legal and ethical rules use similar concepts. Consequently, it is important to remember that ethics and law are not the same (Brunet-Thornton, 2020). Therefore, in an organizational sense, ethics is what is lawful, but also what is permissible and not allowed under the codes of ethics, policies and workplace procedures (Letendre, 2015).

HOW TO DEAL WITH AN ETHICAL DILEMMA?

Some everyday living situations require complex decision-making in contexts where individual, group, and organizational interests can conflict. When confronted with an ethical dilemma, one should take into consideration the following steps (Altomare *et al.*, 2014):

1. Examine all possible resolutions of the situation and examine all the possible costs and effects of each possibility;
2. Determine if any of the possible results could be viewed as unreasonable if other people were made aware of the situation;
3. A criminal justice professional must justify the decision based on his or her own set of values and beliefs.

UNETHICAL BEHAVIOR PREVENTION AND PROMOTION OF ETHICAL WORK PRACTICES WITHIN DETENTION CONTEXTS

Due to the natural character and role of correction, resocialization and reintegration of inmates, detention and correction facilities need effective and valuable management. It is necessary to understand the vital necessity to develop a proper organization that meets the expectations of their community members and those of their workers (Stohr & Collins, 2014). Hence, according to Stohr, there are ten possible ways to accomplish that effectiveness:

1. Hire staff who are **less** likely to be **motivated by personal gain**. To do this, a well-developed **selection process** must be put in place, as well as extensive background checks;
2. Pay people a **professional wage**, so they feel less tempted to engage in unethical behaviour for personal gain;
3. Encourage professional development of staff through further **education, training and engagement in professional organizations**;
4. Develop an **ethics code** with the staff contribution and **review** it regularly;
5. Require extensive **training in ethics** in the beginning and throughout the staff's career path. More training will reinforce the need to behave ethically;

6. Properly **supervise staff**. Check up on what they are doing and how they are doing;
7. Provide **support for positive changes** in the workplace, enhancing the staff's ability to perform their job correctly;
8. Handle **ethical infractions** properly and rightfully;
9. **Promote** those who behave ethically;
10. Encourage **whistleblowing** within prison contexts.

ETHICAL DILEMMA CASE STUDY (STOHR & WALSH, 2019)

You are a new manager (two weeks on the job) of a public prison with several ethical crises in the last year. Your jail has been sued twice successfully in the last year for overcrowding and neglect of inmates' mental health needs. You were hired to “clean up” the facility's ethical environment, though you already recognise that the staff subculture in the jail is intransigent and resistant to change. What steps would you take to transform this jail to accomplish the desired change? What resistance do you expect to encounter, and how do you think it can be overcome?

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At the end of this chapter, you will be able to:

- understand the meaning of dynamic security in a prison context as a working method
- consider how the dynamic security between correction officers and inmates could be achieved
- find useful ideas for prison staff safety

DYNAMIC SECURITY

Significant support which led to the definition of dynamic security is order, defined as *"the degree to which the prison environment is organized, secure, predictable and reasonable"* (Parker, 2007; Liebling 1992).

In fact, *"a prison can appear orderly in terms of its regime, organisation and practices, but orderliness can be achieved through overt control and without the (former) consent of inmates"* (Bennet, Crewe & Wahidin, 2012).

In prison, the order and regulation of the word can be easily mistaken. Orderliness can be accomplished through various methods and means by which order is restored, or disorder stopped. Still, prisons' order should be established with respect to the tacit social agreement between the population (inmates) and the authorities (prison officers) (Bennet *et al.*, 2012).

Dynamic security is a working method by which basic prison staff are trained and encouraged to develop good personal relationships with inmates. They are meant to know and understand them as individuals, provide support for personal problems, engage in meaningful dialogue with them, promote security, and mitigate any risks (Bennet *et al.*, 2008). The term "dynamic security" implies that the staff should mix with inmates, ask them and hear them, but remain aware of the atmosphere and aware of incidents. The general objective should be to scale back the prison environment's coerciveness (Bennet *et al.*, 2008).

According to Liebling (1992), one among the foremost substantial aspects of staff-inmate relationships is that they constituted the framework on which decisions were made (and discretion exercised) by prison officers and, therefore, the context during which those decisions were assessed and evaluated by inmates. Relationships were the trail through which everything else was achieved and through which inmates perceived the delivery of fairness, respect and justice.

Dynamic security is seen by staff and managers in prison as a crucial component of the contemporary character of order:

"I think the order bonus we got (from the increased security in prisons) is in terms of security intelligence. It has improved dramatically, beyond recognition of what it was like before. The sort of skills that we've enabled our staff of the value of security intelligence, the importance of submitting it, no matter how simple it appears, has paid huge dividends. And I think, therefore, we are able to predict and anticipate events much more accurately and therefore take pre-emptive action to prevent disturbances, prevent disorder, and certainly prevent serious violence."

(Quotation from a Senior Manager, Prison Service)

HENCE, THE CONCEPT OF DYNAMIC SECURITY IS BASED ON...

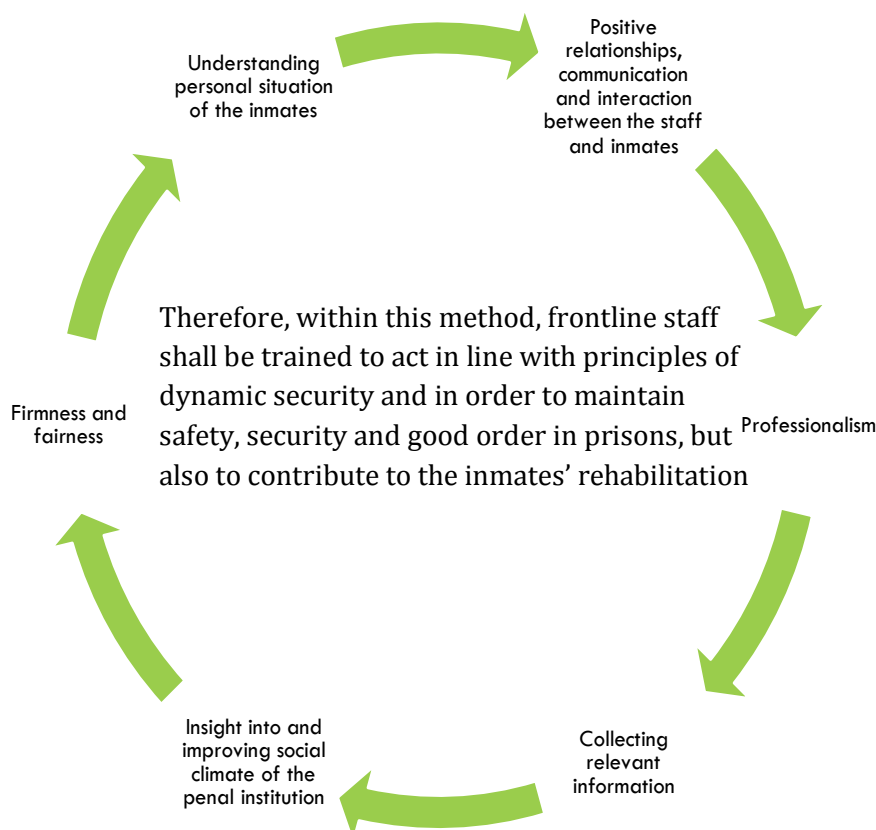


Figure 5. The cycle of dynamic security. Adapted from UNODC, 2015.

Additionally, the elements that contribute to “dynamic security” might be: developing professional and constructive relationships with inmates, constructive activities for inmates, gathering information, embedding dynamic security in operational policy, developing prison staff’s interpersonal skills, properly selecting and training prison staff, applying the unit management and direct supervision approach and preventing staff’s corruption and manipulation (UNODC, 2015).

INTELLIGENCE AND DYNAMIC SECURITY

The intelligence function is a basic segment of a prison framework, so all prison staff ought to have the duty to effectively assemble security data and pass this data to the security division (Ditchfield, 1990). A handbook developed by the UNODC (2015) states that Intelligence within the prison context can be defined as follows: The prison intelligence role aims, by a strategically analytical and operationally organised compilation, to recognise all inmates, guests, personnel and groups who are preparing to engage in activities or who are engaged in activities that may pose a threat to the well-being, safety and security of the facility prior to the event.

Furthermore, this handbook highlights that a core principle of solid prison management is that inmates should only be subject to the least intrusive measures designed to protect the public, the inmates and the staff. Restrictions on inmates' rights should comply with the principles of legality, necessity, proportionality, accountability, and non-discrimination. However, the imposed restrictions on an inmate should be in line with national law and have a clear goal. This is a critical aspect of complex protection and allows personnel to regularly establish professional relationships with inmates to obtain good quality details (UNODC, 2015):

Dynamic security happens when corrections officers interact and engage with inmates during their work (UNODC, 2015):

- Regularly walking through the area in which they are posted;
- Talking to inmates, gaining their trust, and building rapport;
- Checking inmates' physical welfare during musters and head checks;
- Maintaining a consistent approach to inappropriate behaviour;
- Encouraging positive behaviour and addressing negative behaviour;
- Engaging in the case management process;

- Following up on requests in a timely manner; and
- Remaining calm during incidents.”

Throughout fact, a correct balance should still be established between physical, administrative and complex protection for all inmates, even high-risk inmates. The right combination to avoid escape or retreat and preserve order will depend on a variety of indicators, such as the condition of the **prison facilities**, the **level of technologies available**, the **number of staff** and the **type of inmates**, and the **number of inmates** kept. For instance, where physical security is feeble (as in minimal-resource conditions), procedural and dynamic security becomes much more relevant (Hogan, 2008).

Some tips for **prison staff safety** that might be useful when managing the **prison’s security** (UNOCD, 2015):

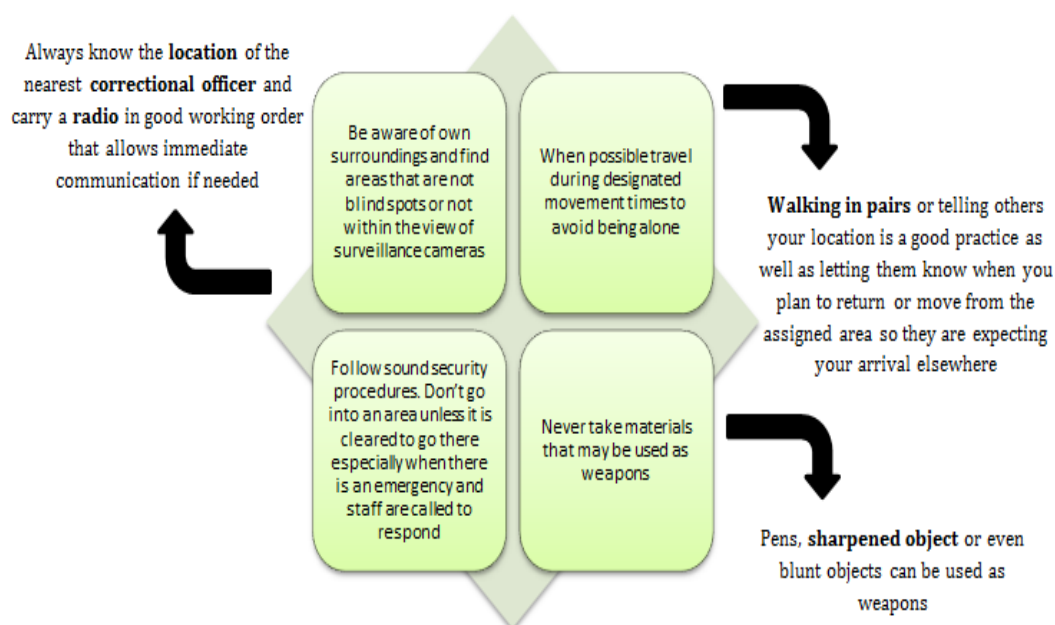


Figure 6. Tips for prison staff safety. Adapted from UNODC, 2015.

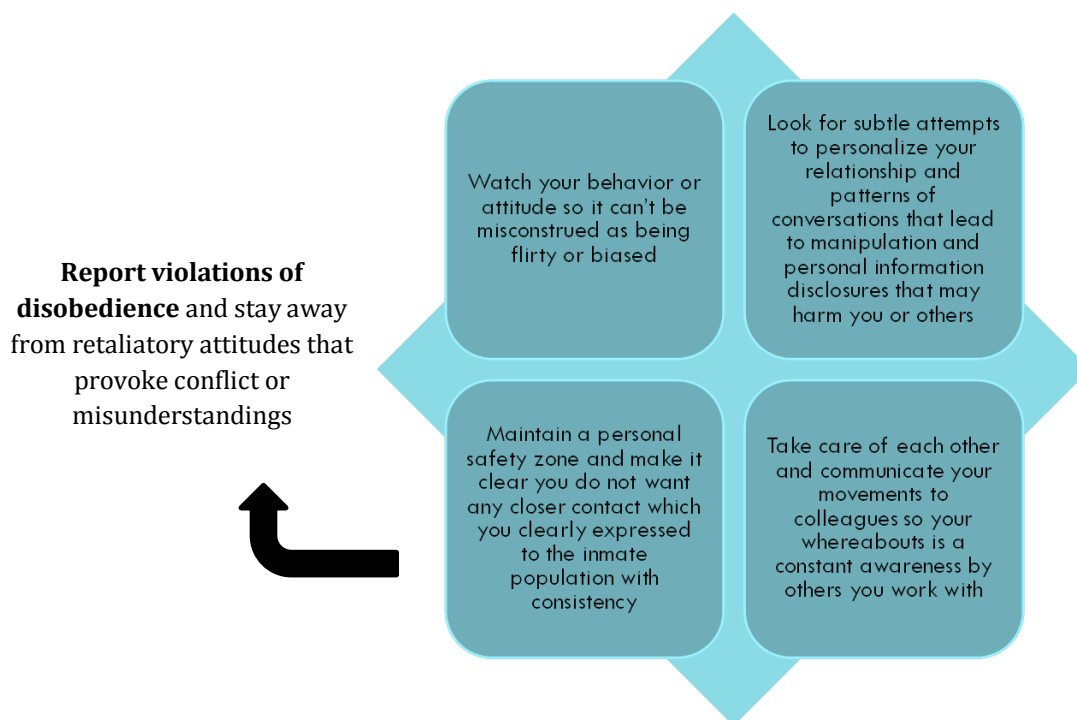


Figure 7. Tips for prison staff safety. Adapted from UNODC, 2015

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2.10. Tackling burnout of prison staff

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At the end of this chapter, you will be able to:

- Consider the relation system between correctional staff and inmates
- Know the causes that lead to burnout syndrome
- Be informed about the symptoms of a burnout and how to deal with them

DEFINITIONS

"Correctional staff" englobes all employees in the correctional facility regardless of category, sector or speciality, holding a permanent or temporary place or a place of private law, full-time or part-time (Article 1, Article 2).

Burnout syndrome is characterized by the *"loss of interest in people with whom one works, including physical exhaustion and characterized by emotional exhaustion where the professional no longer has any positive feelings of sympathy or respect for clients or patients"* (Maslach, 1982).

DESCRIPTION OF TARGET POPULATION

Based on the Correctional Code, the staff of the correctional facilities is distinguished in administrative, special and guarding. "Specialized scientific staff" means social workers, psychologists, criminologists, sociologists and educators. Personnel is required to be uniformly dressed. This obligation excludes the head of the management, the medical staff, the technical team, the specialized scientific staff, the priests and the trainers.

The correctional staffs are the largest professional group in the prison system and the group that, along with social workers, has the most frequent contact with the inmates. Their role and the way they practice their duties are criticised continuously, and sometimes, they are targeted by attacks from inmates inside or outside their working premises. A historical review of prisons shows that changes in the prison system and the transition from punishment to correction and social inclusion of inmates also led to changes in the definition of the prison staff's role. In Greece, expressions shifted from jailers to later guards, and finally to a more progressive characterization as correctional officers, depending on the policies and the orientation of each political leadership (Arfaras, 2015). Correspondingly, overseas, the guard was replaced by the prison officer, and later the definition of correctional staff was established.

Although the profession changed many names, it is only typical because, truthfully, there haven't been any educational programs for those employees nor any training programs in order for them to correspond in their new role. Naturally, the international texts and especially the Elementary Rules for the Treatment of Prisoners concerning the personnel (rule 47) states that: *«After receiving their duties and during their Career, members of the correctional staff will keep and promote their knowledge and their professional capacity by participating in in-service educational projects which will be organized in additional time periods»* (Coyle,

2002). For the past three years, seminars specialized for the correctional staff were organized by the Ministry of Justice in Greece.

Many American sociologists, Norman Hayner and Ellis Ash (1940), Caldwell (1956) and Clemmer (1958), have presented prison as a community in which the inmates and the correctional staff coexist. According to the previously mentioned sociologists, prison is a community where correctional staff and inmates interact either in obvious ways or in secret one over the other, by following formal and informal rules of behaviour. Nonetheless, this relation system leads to a dichotomy. From the one side, we have the formal structure and function of prison-based on state rules and the other side, the informal, which is formed by the inmates and the correctional staff to coexist.

Caldwell (1956) mentions that in the prison community, the correctional staff are considered as a superior social class, in contrast to the inmates which are the members of a lower social level, and for this reason, they demand obedience and humbleness from the inmates who most of the times react aggressively. Jacobs (1978) explains this behaviour of the correctional staff as they come from environments with the same social backgrounds. The practice of power and authority is their attempt to differentiate their inmates' position. We cannot overlook the fact that this profession is among those with a low status. A low-status work is, for Watson (2005, p. 225), «*the professional activity which performs a necessary role for society, but which is considered as doubtful by certain points of view, of moral value*». In these professions, we meet degraded working conditions and low expectations from the workers themselves (Porter & Washington, as cited in Ksipolitas, 2013). Through this kind of work, people don't develop skills and abilities (Watson, 2005).

However, we should not overlook the fact that the correctional employee experiences almost daily situations that, because of their lack in education, do not know how to handle (Finn, 2000; Reagan, 2009). The personnel's attempt to balance between the regulations and the inmates is impossible. According to Goffman (1961; 1994), the employees' obligation to keep humanitarian templates in the way they

treat inmates conflicts with the institution's effectiveness, in our case with keeping order and safety. Nonetheless, the correctional staff has been evaluated globally as one of the most stressful professions (Reagan, 2009).

RULES FOR INMATES' CARE

According to international studies (Arfaras, 2015), penal institutions' nature and goals cause various problems to prison officers, especially for their mental health. When it comes to prison officers, high-stress levels, and low self-esteem lead to work absence, burnout and high staff turnover. Mental burnout within this profession is a well-known fact from studies and common popular knowledge. Prison officers have to deal with the fear and stress of verbal and physical attacks from the inmates daily, which leads to burnout as they are often not trained or qualified enough to deal with these difficult situations (Finn, 2000; Reagan, 2009).

For the above reasons and in addition to most institutes being understaffed, prison officers having to work overtime and on a rota basis system, while underpaid and with a bad reputation of their job title, it is not only their mental health that is affected, but this can also strain their family and social life (Arfaras, 2015; Finn, 2000).

Overcrowded prisons, inmates fighting, a high rate of suicides, severe self-harming, inmates of different ethnic backgrounds, religion and culture and also, chronic diseases and illnesses are some of the problems that can be added to the above list and affect inmates' officers on a daily basis (Oikonomakis, 2014).

Prison officers are constantly trying to balance the rules and the inmates, which can be impossible. It is not easy to ignore the inmates' problems as they work with them constantly, but at the same time, they can't properly deal with any of these as they lack the necessary knowledge. In addition, and with relevance to the above, a significant percentage of prison officers suffer from mental health issues, leading to them being removed from the position and given other more manageable tasks. According to Maslach and Leiter (1997) (as cited in Douka, 2003), professional

burnout is extraordinarily high and one of the four most common problems within the profession across Europe (Delichas, 2012).

Burnout occurs when there is a wrong proportion between the job's nature and the person doing the job. Specifically, the busy schedule, underpayment, unfair treatment and the clash of values are the main reasons for burnout. Therefore, burnout is consequently followed by indifference for the job and, in this case, the inmates' wellbeing, following rules and procedures, and in extreme cases like cynicism and absolute disrespect for human nature and people's dignity.

Generally, the symptoms of burnout that are common to most people are, according to Schaufeli and Buunk (1992, as cited in Douka, 2003):

- a. Psychological, such as depression, anger and disappointment.
- b. Physiological, including headaches, insomnia, muscle pain, amongst others.
- c. Behavioral, like being hyperactive, heavy smoking, increased alcohol and drug consumption.
- d. Social, such as isolation from their social and professional circle.
- e. Problematic behaviours, like pessimism, indifference and bad mood.
- f. Organizational difficulties, such as lack of autonomy and initiative and a continually increasing number of incomplete professional tasks.

FORMER EXPERIENCES AND GOOD PRACTICES

In Greece, no project concerning the correctional employees has been implemented to cover their psycho-emotional needs, although they are being exposed to plenty of traumatic incidents and stressful conditions. Dealing with syndromes like burnout seems like a luxury, and state institutions haven't officially investigated it. However,

correctional employees' work has been evaluated globally as one of the most stressful professions (Reagan, 2009).

However, in the USA, projects against stress and burnout on correctional employees have been and are being implemented. Those projects are being submitted every time for the approval of the existing Prison Principal and the bureau of Justice programs and are implemented in a decent time period. Thus, they contribute effectively to the prevention and cure of burnout and stress. The following projects are indicative and form options that the Principal can match and suggest to the Special Institute of Justice:

1. Specialized visits to the house of the correctional employee or contracts with external operators the employee can address;
2. Individual or group professional counselling and support from specialized workers or from colleagues who have been trained or from both;
3. In-service training and support or attendance of courses and groups in a college;
4. Family counselling (the correctional employee and his family).

Those different project modules always adapt to the needs and existing funds. But since the reduction of burnout corresponds with the correctional employees' improved performance, the penal institutions' safety, and their cost in human material, they are implemented very often (Finn, 2000).

EPIDEMIOLOGICAL FACTS

The epidemiological studies for the burnout of correctional employees in Greece's Penal institutions are limited. Therefore, there are very few epidemiological facts for the condition of those employees' mental health. In total, we could mention the following:

1. In 2010, Xlomou and Mpethanis conducted their thesis titled «*The burnout syndrome of the correctional employees in the prisons of Neapoli*

and Alikarnassos». It was a prevalent quantitative study, and for the writing of the results, they used the questionnaire of burnout from Maslach. The target population was 59 correctional employees, in most men, with an average age of 34 years. The study results showed that 50.8 of the population presented symptoms of burnout.

2. In 2010, Koulterakis and Agrafiotis conducted a study aiming at imprinting the mental health, the stress, the burnout and the coping strategies in the personnel of Greek penal institutions. 867 correctional employees were called to participate from 13 penal institutions throughout the country, but only 244 corresponded. The questionnaires used were general health questionnaires (EFY-28), stress questionnaires (STAI), Maslach's burnout questionnaire and the scale of dealing with stressful situations (ΚΣΑΑΚ). The results showed that a psychological problem marginally exists within the personnel, as the stress levels were moderate. Still, more than half the study's population presented high depersonalization levels and low levels of personal achievements.
3. In 2015, Katsavou *et al.* conducted a thesis titled «*The burnout syndrome in correctional employees. The consequences in the mental health and in their professional and personal relations*». For the registry of the results, Maslach's burnout questionnaire was used. The population was 55 correctional employees' men and women, aged 39 years. In the study's result, 41.8 of the population showed emotional exhaustion, 38.2 personal achievements and 52.7 depersonalization.
4. In the study «*Correctional employees. The professional socialization and their role in practising correctional policies in Greece*», which was conducted by Arfaras (2015) in 17 Penal Institutions and 26.5 of the total the correctional employees. Although he didn't focus particularly on the burnout syndrome, he mentions in his conclusions that the employees presented neutrality and cynicism concerning their work. He also noticed

an indifference towards the training programs and their development at their work.

The studies present an indicative example of burnout that appears in correctional employees. Burnout is a characteristic point that overthrows what the workers feel about what they are called to perform. This disease takes place in the working environment that erodes the dignity and desire to work. Correctional employees work characterized by individual and psychological participation, repetitive actions of routine, low levels of satisfaction, and fear for their very lives.

A CASE STUDY

In the past two years, Penal Institution A (no real names will be used) received many correctional employees from the neighbour Penal Institution B. They both are located in the same prefecture. The mobility of staff was because they could not cope with their professional obligations due to the tragic events they had experienced.

Those people were essentially left alone to process and cope with their colleague's assassination from an inmate and a 48hour hostage situation by a discreet inmate. The only “solution” to their intense psychological pressure, collapse and traumatic experience was their transfer to another institution. Additionally, the employees of Institution A were affected by those incidents since the Correctional Employee who was assassinated and those who were held hostages are members of their same social network and live in the same area.

Today on Penal Institution A, you meet plenty of correctional employees who have negative feelings for their workplace, interpersonal problems with their colleagues, health problems and leaves of absence from their work. It is noteworthy that their withdrawal and distancing from work also happened because their Workers Union was disbanded the past year. Nobody was interested in claiming anything, and the lack of participation in the administrations' decisions left them uninterested.

Therefore, the need for immediate intervention and implementation of a health-promoting project for the correctional employees of Institution A to deal with their burnout syndrome is of the utmost importance. Their performance will be better since their morale will get a boost. The institution's safety will be secured by reducing their distraction caused by burnout. The financial cost due to the overpayment of the extra hour of work will be deduced for the employees who are called to replace those who apply for sick leaves. Also, possibly the connections with the Secondary Union of Workers will be reestablished for the Institution A employees to demand their rights and participate collectively in the administrative matters that concern them.

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2.11. Training on issues concerning people who work in a difficult environment such as the prison

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At the end of this chapter, you will be able to:

- consider the health consequences due to imprisonment
- know about the benefits of sport and rehabilitation health
- be informed about the relationship between the sports and rehabilitation

INTRODUCTION

In its constitutive act, the World Health Organization (WHO) declares that health is:

“(...) one state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity. The possession of the best state of health [...] It is one of the fundamental rights of each human being, whatever his race, his religion, his politics, his economic status and social”. That is no exception for inmates. European charter of sport (article 1) considers that “Governments, in order to promote sport as an important factor in human development, will adopt the necessary measures [...] to give every individual the possibility of practising sport...”.

(Gervasi, 2020).

HEALTH IN PRISONS

Is prison bad for health?

Several studies confirm this hypothesis and empirical evidence of this reality are apparent to all those who, for various reasons, come into contact with the prison environment. Each individual's health is closely linked to his/her psychological well-being, the environment in which he/she is located, the way he/she lives his/her body and that these factors are interdependent.

The World Health Organization indicates as determinant risks for psychological wellbeing:

- Social differences
- Stress
- Social exclusion
- Job (and by contrast, unemployment)
- Lack of social support
- Addiction
- Loss of control over one's life

Prison affects almost all factors intertwined with anxiety, fear, frustration and physical limitation. Stress affects the inmate's psychological well-being and reflects on the general state of health in prisons. Three factors strongly influence stress in prison:

- Restriction in a limited space which is mono-characterized, which itself determines the reduction of functions related to movement, outdoor life, the ability to adapt to different environments;
- The trend demand ratio - obtaining / rejection. Such a non-dialogue reflects heavily on the prisoner's emotional and relational level by isolating him/her and causing pain;

- Typology of the prison population: foreigners, people are coming from economic marginality, addicts. These factors determine a prison population further characterized by psychological problems and diseases.

With the term stress, we mean: *«Uncomfortable chronic emotional state that predisposes for various types of disease»*. Looking at what factors produce discomfort, then stress, in prison, we can distinguish between three elements: The time spent in prison, The environment, Regression.

The disease of the time

The main measuring meter of sentences is months and years of detention because time is an effective torture tool. *“The problem of time is critical. Here there is nothing to distinguish one hour apart. Once spent, the hours vanish into thin air; this minute can dilate to infinity. But time does not exist! Is it a crazy logic? Maybe.”* (Victor Serge, "Les hommes dans la prison", In AA. VV., Les révolutionnaires, Paris 1980)

- The distorted perception of time can create ghosts, obsessive thoughts
- Not being able to dispose of one's time does not determine one's life, present and future, which can undoubtedly be a strong pathogenic element.

The Prison Environment

“I speak even of the prison walls: they were an obsession for me, I preferred not to see them, otherwise I felt helpless and a coward for not having the courage to escape. I had to repress, not to think, not to see, to harm myself rather than let off steam with others. These forms of repression, in my opinion, induce psychic and physical illnesses.”

(Leonardo, cit. in Ermanno Gallo Vincenzo Ruggiero, the Intangible Prison, op. cit., pp. 57).

- Stress is a response targeted at the 'adaptation to the environment. But when the environment itself creates uncomfortable conditions, intense

negative emotions, and prolonged time, the abundance of stimuli and states of stress produces pathogenic effects.

Regression

- Stress linked to the 'loss of control' over one's life.
- Practically: every aspect of the existence of inmates is regulated: to do anything, inmates must go through the allowance of the Penitentiary Administrative, particularly to access activities that can fill empty time.
- There is also physical stillness with the forced immobility to do simple things.
- We define regression as a «return» to a dependency condition similar to childhood.

THE BENEFITS OF SPORT AND REHABILITATION HEALTH

"Sport has the power to change the world. It has the power to arouse emotions. It has the power to reunite people like few other things. It has the power to awaken the hope where before there was only despair."

(Nelson Mandela to Laureus World Sports Awards in 2000 in Monaco)

Taking care of the inmate body, trying to guarantee him a minimum of physical and social activity is a way to remember that we deal with a **person**, with their responsibility and faults, and with needs and rights. Redefining individuality in the inmate is essential to the rehabilitation program's effectiveness.

Treating and Rehabilitating

- Physical activity, regularly practised, promotes self-care, self-esteem and interaction.
- Recovering a healthy life means containing health emergency and creating the basis for implementing a re-education process.

Psychological Benefits

- Find more safety towards self themselves, confidence in their potential awareness of self;
- Experiment with the value of defeat and the meaning of the victory;
- Feel realized and satisfied to achieve goals;
- Of download the state of tension inner, the occasion of discharge voltages and aggression;
- Development of skills of how to change and to adapt;
- Learning to keep their firmness intentions;
- Re-educate legality, solidarity with classmates, respect for opponents;
- Improve the sense of responsibility, the spirited initiative;
- Acquire the habit styles of correct life.

Socio-relational benefits

- Inclusion in a social context;
- A healthy collaboration, one that goes beyond personal self-interest;
- Sports in prison become a gym of social interaction: Relationship with the coach/teacher, with classmates (in the case of team sports) and with opponents;
- Re-experiencing a wide range of feelings and emotions, to manage relational conflicts and learn to adapt to any person with which he/she interacts;

- Interpersonal relationships are recognized to the subject of the purposes and a specific role, thus enhancing the process of building and maintenance of personal identity;
- Acquisition of rules, accepting the judgement of others;
- To practise team sports (people with needs, motivations and values, which are in a relationship of positive interdependence) stimulates the Exit from a self-centred dimension;
- The competitive spirit: self-esteem, reality testing, prospects, goals to be achieved.

Sport and Physiotherapy

Sport activity should not be finalized only to improve the subject's condition. Still, it must respond to the fulfilment of rehabilitative purposes, also concerning values of aggregation and self-discipline that characterize the sport.

SPORTS AND REHABILITATION

Rehabilitation cannot prescind from a convict's self-analysis as the foundation for a better understanding of his own past mistakes. The acquisition by the awareness of the condemned situation is located, its motivations and greater accountability in the management of their time, of their tensions and their positive path reconnection with others also by the acceptance of shared rules. Sport and physical activity present the benefit to be one tool that is simple, cheap and viable concretely. Sport contributes to the development and self-realization, is a vector of important values such as team spirit, solidarity, tolerance and fair play.

Sport and Integration

- The observation study groups have developed countless arguments for social integration through sport.

- Sport is a vehicle of socialization and thus social reintegration.
- The rules are a powerful factor in restoring and maintaining the examination of reality.
- This Reality testing is produced, basically, through recognition of the Other's existence (friend or foe).
- This socialisation experience stems from specific factors such as those arising from establishing a dedicated working group that has the purpose of being achieved and using pre-established methods and tools.
- From an individual dimension, recovery of their integrity and well-being in a broader dimension allowing social (re-) integration.

The effects expected from the practice of sport as a rehabilitation path are:

- **increased employment** of subjects in criminal enforcement under the professional sports sector;
- **increased legality** in high social exclusion areas and improvement of the urban fabric in low-rate areas of law;
- abatement **relapse**;
- increasing social security and land development.

The role of sport operators

- A bridge between prison is a social context
- Working in prisons means that a sports operator deals with people who need support without judgment, no matter preexistent difficult emotional states and psychological damages.

- The operator must know that to educate a convict means that it is necessary to provide role models and a behaviour model that encourages radical change.
- As a result, pedagogical/re-educational action must also merge those activities that encourage socialization and responsibilities, share experiences, and foster a collaborative environment between the inmates.
- The inmate is not a “waste of society”: he is a legal action recipient. He needs to make amends for his crimes, but he also has the right to be rehabilitated and build his life path.
- The sessions should be explicitly designed, organizing courses that refer to training schemes designed appropriately for their physical needs and individual characteristics. The commitment to follow and help detainees is aimed both at those already accustomed to practising physical activity and those who have never practised any.
- Furthermore, the educator needs also to search to involve those that work in prison, organizing activities, tournaments and sports events.
- Sessions should always be tailored to group activities. In a group, the inmate learns to discover his individuality through relationships, and he can experience activities with peers without fear of judgement.

In conclusion, the role of recreational-motor and sports activities assumes particular importance in re-education treatment. This is not only from the point of view of health but also because these activities favour personal growth, socialization among prisoners, and their social relations with the outside world.

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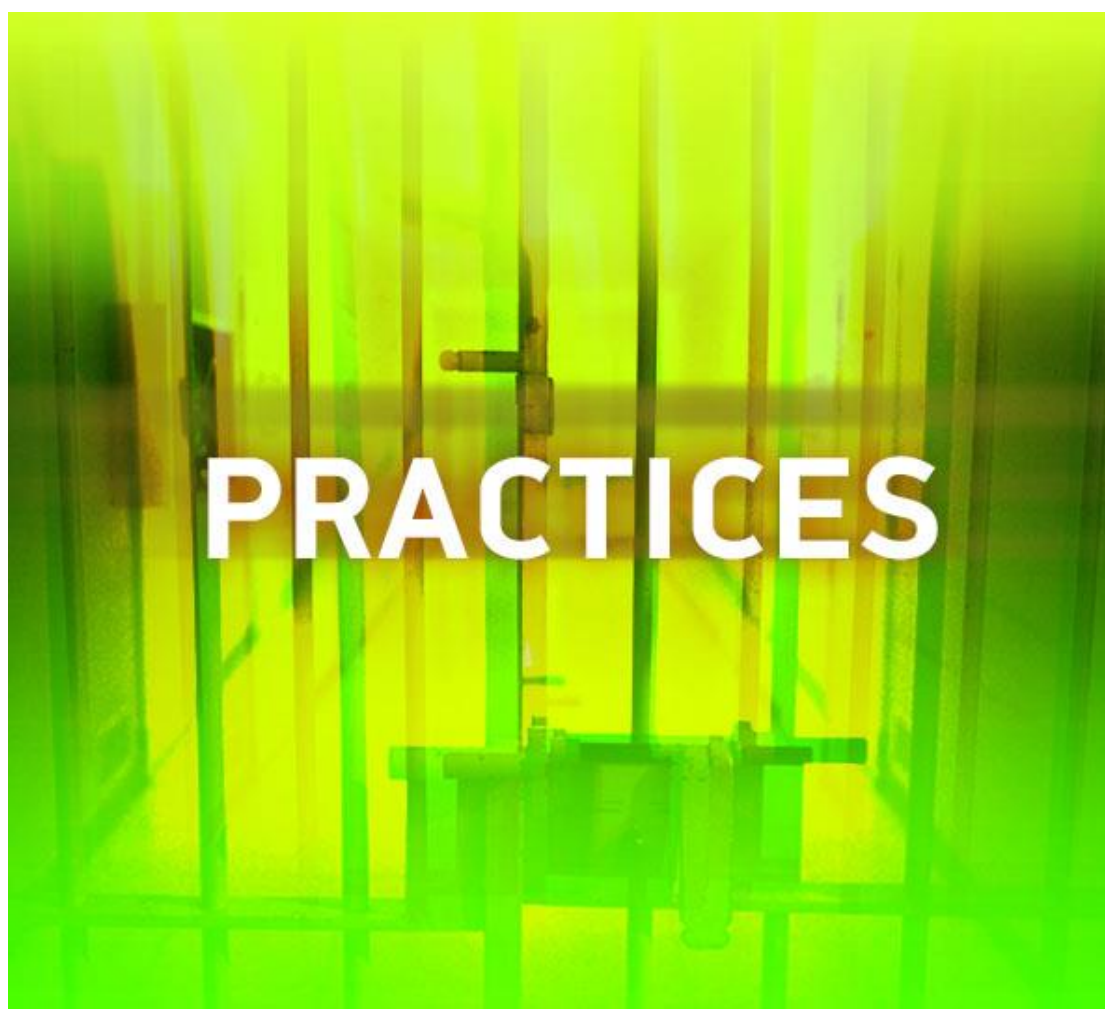
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**Promising practices and skills to apply the methodology to use psycho-educational tools
in inmates' rehabilitation**



3.1. Presentation of Moral Discussion Groups

(3.1.1. First Contact Activity, 3.1.2. Moral Dilemmas, 3.1.3. Experiential Exercises)

Konstatina Voutierou-Freedom Gate Greece

At the end of this chapter, you will be able to:

- Know about creating a safe and non-critical environment in prisons
- Learn techniques for managing inmates' emotions
- Be informed about Dilemma processing

INTRODUCTION

Freedom Gate Greece aim to provide psychological support to minors and young people at risk of juvenile offenders and their families. In this context, we have been practising “Moral Dilemmas Discussion Groups” inside Greek prisons for the last four years, with great success.

The two-year pilot implementation of the program and the consecutive, two-year evidence-based implementation of it, under Costas M. Lemos Foundation's funding, with more than 200 direct beneficiaries, convinced us that it is a program worth trying for. It has been warmly welcomed by the Ministry of Justice inside prisons and has received excellent feedback from their employees.

GENERAL CHARACTERISTICS OF THE PROGRAM

- Freedom Gate Greece implemented the intervention via the professional psychologists who work for the Organization.
- The program was implemented in four different Greek prisons, Avlona, Korinthos, Korydallos and Amfissa.
- Each group was composed of 10-12 members. Gender and age were not relevant, only depending on the type of prison (for underage, young or adult inmates). Incarceration time was also not an important factor to participate in, but it certainly played a role in the member's behaviour. The only thing that was extremely relevant was for the member not being released before the intervention's last session.
- The intervention lasted for 15 sessions, held once or twice per week, for 90 minutes each. That depended on the availability of time and space on behalf of the prison. A separate procedure, held before the group's assembly, were the interviews, which were critical for the whole intervention. We took as much time as we felt needed to organize a ten-minute interview with the candidates and choose the appropriate ones for the group, based on their oral and written capacity in the Greek language and their motivation.

DETAILED DESCRIPTION OF THE PROGRAM AND USED METHODOLOGY

Each intervention consisted of two modules:

1. Experiential Workshops

The members came into contact with the experience, aiming to develop collaborative behaviours and creating a safe and non-critical environment. The coordinators explored the team's dynamics and selected the experiential activities according to the specific emerging needs, recognizing one's dignity and focusing on developing one's potential, stranded or inhibited by the constraints and dominant culture in which he lived.

In particular, the first meeting aimed to get to know members through experiential activities (e.g. "Two truths and a lie", "My name", "If I were an animal"). In this meeting, a brief introduction of rules was done, followed by an introduction to 3S (Thinking-Feeling-Behavior) and the way the human psyche is framed.

At the same time, in the first meetings, there were experiential activities and psycho-education on communication (verbal and non-verbal) and values. Members learned to listen and repeat what other members said, discovered what value is, and how they have personal values that help resolve dilemmas. A typical activity was the experiential "Do you mean" exercise, where members learned to repeat in their own words what the previous one had said and then formulate their point of view. This was a technique we followed throughout the intervention, as it takes time to adapt.

Then, from the topic of communication, experiential activities regarding self-knowledge were carried out. This thematic was applied at the beginning and end of the intervention with different activities, and the ultimate goal was to look for differences in how they perceived themselves.

Then we went into the subject of Emotional Education. Recognizing that emotion is a non-negligible variable, an assessment of emotion recognition and emotional intelligence exploration through experiential exercises and interactive tests were conducted: 'Reading the Mind in the Eyes' Test, Adult, Revised. The aim was to identify the members' feelings and those of others, so they were invited to consider how emotion recognition could help problem-solving. Through this role-playing technique, they trained to identify more than one reaction to one emotion and learned that all emotions are permissible, but the same doesn't apply to reactions. They also learned that emotions have a physical impact, and when used constructively, they can be useful. Moreover, some feelings are harder to deal with, requiring more investigation and psycho-education, such as anxiety and anger. Therefore, depending on each group's request, we investigated this feeling through activities.

At a later stage, the "Thinking" variable was added. Members practised identifying dysfunctional thoughts as they arose from unpleasant situations. The individual

variables were explored and linked when moving towards the final phase of the intervention: Thinking-Feeling-Problem Solving-Conflict Management and Practical Ways of Claiming. In the last two meetings, the intervention was closed with activities regarding the positive image of the self, the future, stigma management, and the family.

2. Moral Dilemmas Workshops:

We used dilemma stories to develop social and cognitive skills such as problem-solving, targeting, reducing impulsivity, taking responsibility, and cultivating offenders' moral criterion. The themes of the stories concern Justice, Offenses, Solidarity, Breach of the Rules, Rights, Peer Pressure, Violence and Abuse, Friendship, and Family.

Dilemma processing was developed using the "Dilemma Stair", a decision-making tool that splits the process into concrete steps. At first, people were encouraged to think of as many solutions as possible to the problem at hand (even when seeming utopian, awkward, irrational). As such hypothetical problems do not have a clear or uniquely correct solution, members engaged in productive discussion, where they learned to exchange views, resolve cognitive discrepancies, and manage challenging issues (Moody & Lupton-Smith, 1999). At the same time, role-playing games enhanced the experience and discharged the team.

An extensive analysis of each solution's advantages and disadvantages was performed separately. As members of the discussion, they considered the impact of such actions on other characters and felt that personal views might have changed during the debate.

In the next step, we examined individual factors contributing to the decision-making process, such as the hero's feelings, values, experiences and personality.

Participants practised a structured decision-making approach based on ethical principles. Our goal was for members to become familiar with the decision-making process, which consists of individual steps and catalyzes impulsivity. At the same

time, throughout the meetings, it was pointed out that our goal was not the decision itself, but to understand the problem-solving stages separately and methodically, that is, to learn how to think and not what. At a later point in time, members were asked to create personal or imaginary dilemmas and resolve them as a group.

This intervention was based on an evidence-based model of R&R (Reasoning & Rehabilitation Program) (Ross *et al.*, 1985; 1988). It has been implemented in many foreign prisons (Tong & Farrington, 2006), and the results have proven its great effectiveness. It is a model of Cognitive Behavioral Therapy, considered one of the most effective reintegration programs (McGuire, 2002; Lipsey *et al.*, 2007) and is based on the assumption that cognitive deficits and distortions that characterize offenders are learned, instead of native.

RESULTS/IMPACT

The expected results of the “Moral Discussions Groups” intervention were the following:

- ✓ Adoption of logical information processing methods;
- ✓ Adoption of “healthy” problem-solving strategies;
- ✓ Enhancement of the decision-making process;
- ✓ Minimizing acting on impulse;
- ✓ Enhanced negotiation skills;
- ✓ Dealing with their emotions and interpersonal relationships by training feelings of anger and conflict management;
- ✓ Gradually replacing self-centred thinking and behaviour with more cooperative and altruistic behaviours. Members gradually become aware of the notions of justice as well as responsibility towards oneself and others;
- ✓ Developing social skills (communication, collaboration), handling stressful situations in a constructive, balanced way;

- ✓ Developing a personal identity based on these new skills, against the stigma of transgression;
- ✓ Development of Emotional Intelligence;
- ✓ Reduction of impulsivity and aggressive reactions.

The beneficiaries of the intervention were approximate:

- Direct: 75 offenders
- Indirect:
 - ✓ 30 employees of the prisons' Social Services
 - ✓ professionals who work in the Greek Criminal Justice System (through the educational dissemination of our project in the Conference and the one-day seminar)
 - ✓ extended social environment

The results were exported by an external evaluation process conducted by a psychologist who used standardized questionnaires with closed and open questions.

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3.2. Vocational rehabilitation workshops for inmates

Dimitris Sannas- Freedom Gate Greece

At the end of this chapter, you will be able to:

- Define “professional counseling”
- Consider how the counselor deal with the inmates
- Discover the benefits of professional counseling in a detection context

INTRODUCTION

Professional counselling is a process that aims to improve one's decision-making skills, develop one's professional maturity, improve one's job search skills and increase one's job performance and satisfaction. It is a multidimensional effort to support people in dealing with the difficulties associated with all their professional choices. It is essentially a form of intervention that aims to enhance a person's professional development or enable them to make effective professional decisions (Hansen *et al.*, 2014).

Counselling is designated a process because it has a duration and is composed of a chain of events and stages. A key element of this process is the consultant's relationship with the counsellor. The counsellor's goal is to make it easier for people to find the best possible ways to manage their personality traits, potential, and opportunities to make their career choices.

During the procedure, the counsellor referred to the following with the inmates:

- Reference to professions in demand in the labour market and development of vocational training and education programs;
- Reference to a complete description of a profession ;
- What was the necessary Knowledge, Skills and Abilities;
- What were the suggested routes for obtaining the required professional qualifications;
- Examples of professional outlines, developed in the following activities:
 - Creation of an individual action plan;
 - Creation of a CV and cover letter;
 - Preparation for an interview;
 - Self-presentation;
 - Job Search Methods;
 - Personal network development;

Professional counselling took the form of workshops. There were five meetings, lasting 90 minutes, once a week, coordinated by a job counsellor and a legal-criminologist. The job counsellor coordinated the first five meetings, and the last one was attended by the legal advisor, who analyzed the labour rights and answered questions.

GENERAL CHARACTERISTICS OF THE PROGRAM

1. Action plan of the provided pedagogical project

Short description of the object of the program/activity

This program was made out of 6 training sessions. This program's main goal was to inform participants about the labour market and their labour rights, aiming at a smoother reintegration. Simultaneously, the program was enhanced with experiential exercises and psychometric tools so that participants could identify their professional skills. The intervention's primary purpose was to reduce the recurrence and reappearance of delinquent behaviours of minors, young and adult offenders, and their successful reintegration into society.

Who it was meant for:

It was aimed at minors, young people and adult offenders within the detention facilities.

Required space, equipment and consumables

To implement the program, space was needed for around 10 to 15 people, chairs (placed in a circle), and a school board. When made available, a laptop and headlight were used for PowerPoint viewing. At the first meeting, the moderator gave folders, pens, markers, and reference glues, provided by Freedom Gate Greece.

Expected result

- Strengthening of social skills (communication, collaboration)
- Adopt a "healthy" way of thinking about work
- Enhancement of self-presentation skills in an interview
- Creation and strengthening of a positive identity
- Knowledge of labour rights.

2. Objectives of the program/activities

Concerning knowledge

- To learn healthy ways of thinking about work
- To learn work skills
- Inform on educational programs they can attend
- To train and educate on how to find a job, create a resume, and present themselves in an interview
- To inform and educate on labour rights and occupations prohibited for them

Concerning skills

To learn, develop and improve the following skills:

- social
- cooperation
- communication
- negotiation
- self-presentation
- solving potential problems with employers
- decision making
- empathy

DETAILED DESCRIPTION OF THE PROGRAM

Brief description of educational modules- Development of topics

The two sections that substantiated the group's meetings were, firstly, professional orientation and reintegration into the labour market, and secondly, labour rights.

In the first section, through experiential exercises, members described their professional-personal history through the painting of "the professional path", as it is called. They were encouraged to report what was the profession they wanted to pursue. Then, with psychometric tools, they discovered their work skills and the profession that best suited their personality type. Then they learned the importance of a resume and how to use it to find a job. Similarly, those who were interested referred to the educational programs and business opportunities that some could have. Finally, through experiential exercises, they learned to present themselves in a hypothetical job interview.

Labour rights presentation aimed to inform them about the professions they could pursue, given their sentence and what they could legally do if an employer took advantage of them.

Methodology

The intervention method was based on Holland's (1985) typology theory, which argued that specific personality types are particularly relevant to specific occupations. Holland proposed six personality types: Realistic (e.g. worker, farmer), Research / Intellectual (occupations related to natural sciences), social (e.g. training), Contractual (e.g. secretary), Business (entrepreneur) and Artistic (professions related to the Arts)

Theory

Holland's well-known typological theory (1985) argues that specific personality types are particularly relevant to specific occupations. The person is then satisfied with the profession he/she practices when his/her personality corresponds to the

professional environment in which he/she is. Holland suggested six personality types: Realistic, Investigative / Intellectual, Social, Conventional, Entrepreneurial and Artistic. The typological theory has been the basis for relevant questionnaires and has had a significant impact on counselling. Many counsellors follow this faithfully, as the hexagon of professional personality can give a direct picture of professional interests.

Workshop

In practice, the group took place once a week for a total of ninety (90) minutes each meeting. Up to fifteen (15) members gathered in one room in a circular formation. Activation experiential exercises took place with members' attendance and usually involved their skills and reflexes. The sections' presentations were given either written on paper or on a board. Members were actively involved based on their education and/or work experiences.

FREQUENCY AND DURATION OF MEETINGS

Total hours: 9

Total weekly meetings: 6 meetings, once a week.

Total hours per weekly meeting: 90'

Method of evaluating the educational course of the participants

Evaluation of the team members' course was carried out by the instructor himself/herself. It concerned verbal interviews with team members, using weighted questionnaires, at the end of the intervention. The evaluation aimed to record the effectiveness of the program.

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3.3. Juvenile offenders and activities at Corinth Juvenile Facility as part of their smooth reintegration into society.

Antonios G. Tsourekis- Juvenile prison of Corinth (Greece)

At the end of this chapter, you will be able to:

- Be informed about the innovative initiatives and activities of the Corinthian Penal Institution

INTRODUCTION

Juvenile Delinquency is undoubtedly a social pathogenesis phenomenon, which must concern us all, mainly because of its effects on society as a whole, both individually and collectively. The young age of juveniles, coupled with the fact that their overall personality is fully evolving at a given time, essentially allows us to perceive this particular population category's specificity. All young people, including juvenile offenders, are the future of every society. Therefore, it is important to analyse the criticality of any measures towards normality and socialization, as well as hope. In the context of this topic on **"Social Reintegration of Juvenile and Young Offenders"**, I would like to emphasize those initiatives and activities outside the Corinthian Penal Institution that are innovative and could be integrated into a wider spectrum action on the major issue of the smooth reintegration of inmates in society.

HISTORY

The Corinth Prison is located at the SE end of Corinth's town. It is a small structure originally built in 1956-1958 with two booths for detainees on a plot of approximately five (5) acres of public property. It was extended in the years 1998-2000, by two wings of 5 cells each, holding juvenile offenders from 22-09-2014 according to no: 90467 decision of the Minister of Justice Transparency and Human Rights (Government Gazette 2767 / 30-10-2013 second issue) entitled "Partial conversion of Corinth Prison". The Prison is partially converted into a Special Correctional Facility for Juveniles up to 18-year-olds. In one of the two cells, there are adult inmates transferred from other prisons to the Juvenile Prison of Corinth's. This transfer is due to provide work while the inmates of the different ward are held in a military capacity, according to the number: Φ.900 / 1332 / Σ.104 / 17-06-1997 joint decision of the Ministers of Justice and National Defense.

The living conditions of inmates in Correctional Facilities are the most reliable indicator of our culture. To enable our prison system to respond to its mission and to operate detention facilities as places to improve inmates and prepare for their smooth reintegration into society, it is necessary to gradually change the ideological orientation of the institution, from a means of exercising power to a means of penitentiary and re-socialization of prisoners.

ACTIONS INSIDE THE FACILITIES

Starting from the facilities' activities, this mainly includes the operation of primary and secondary schools, single-seated Primary School and branches of the Evening High School and 1st Upper High School of Corinth. Upon their entrance to the facility, all juveniles are part of the educational process. From their participation in the courses, the sentence is recalculated through which the process of their release is achieved. Other activities within the Correctional Facility are:

- corporate social responsibility program, “one team, euro league basketball is everywhere.”
- remedial teaching
- theatrical expression workshop
- music artistic expression workshop
- handicraft workshop
- painting expression workshop
- summer schools
- anger management programs
- cardiovascular recuperation seminar
- music seminar

ACTIONS OUTSIDE THE FACILITIES

What is noteworthy in our report are the activities outside of the Institution. More specifically, several educational visits that last few hours of the juvenile inmates while they are still imprisoned. These initiatives started first as theories and were implemented with careful preparation. Measurements concerning the organization for their (inmates) transportation, their visit and their smooth return with a safe escort back to the Correctional Facility were taken thoroughly.

These activities were characterized by their high risk since there was always the danger of something not going according to plan and could result in the inmates' escape. For this reason, we tried to implement all the available measures to eliminate such a possibility. This requires a very long and thorough preparation before the visiting day. Indicatively we mentioned the multiple conversations for communication and planning with the institution to visit through confidential mail,

telephone contact with employees of the Correctional Facility and more. For an educational visit of 3-4 hours, one-month preparation was required.

It is important to remind that in these activities, we were accompanied by the Supreme Court Prosecutor, the Public Prosecutor of Corinth (who was the one to issue the right permits for a visit), multiple educators, colleagues and volunteers.

If we can call them as such, these so-called social measures targeted at juveniles who are marginalized and break the law are very important and of great value. An opportunity should be granted to them for a new beginning - they deserve it, after all. Society has the responsibility and obligation to provide them with reintegration opportunities and chances to improve their lives and education. We consider all the above as very important and necessary.

Our visits up until today were the following:

- 1) To attend a basketball game on the Athens Olympic sports complex (Panathinaikos-Korivos)
- 2) Three visits to the Municipal Theater of Corinth and rehearsals for the theatrical play “Piano”, the central show and the gala
- 3) To visit a ceramic workshop in Mycenae
- 4) To visit the Archeological Museum and site of Ancient Corinth
- 5) To visit the municipal swimming hall of Corinth for swimming
- 6) To visit the Greek Parliament institution
- 7) To attend a basketball game in Athens Olympic sports complex (Panathinaikos-Apollon Patras)
- 8) To visit the Planetarium
- 9) To meet with the President

- 10) To visit the Archeological Museum and the site of Ancient Nemea
- 11) To visit the winery of Palyvou
- 12) To visit Nemea's ancient stadium
- 13) To visit the Monastery of Saint Patapiou
- 14) To visit the Municipal Theater of Corinth and rehearses for the theatrical play "Educated"
- 15) New visit to the Planetarium
- 16) To visit the Archeological Museum of Acropolis
- 17) To visit the National Archeological Museum

CONCLUSION

It is important to be consistent regarding the severity of juvenile offenders' incident. We are all aware that unfounded wishes are not beneficial; for this reason, we must coordinate our efforts to develop a coordinated action in every field. The effort, though, of the authorities focused on combating the phenomenon in every country is not usually enough to bring a meaningful solution to the problem. A global assistance is required. It is a matter of responsibility, not only to us and the values that everyone represents but also towards our fellow citizens, with whom we are called to coexist harmoniously. It is also a matter of responsibility to future generations and concerns the quality of life they will inherit. Responsibility, sensitization and action are threefold towards the direction of successful effort for combating juvenile offence as a social phenomenon, which requires a meaningful and immediate action within the border of every lawful society, which respects itself and protects the human rights of each citizen. The success of this attempt is undoubtedly a concern for all of us.

3.4. Education in prisons: “Teaching adult inmates by using art”

Mary Kagiavi- Freedom Gate Greece

At the end of this chapter, you will be able to:

- Be informed about the Transforming Learning through Art
- Know the technique of "Making thinking visible"

INTRODUCTION

The Correctional Code (Law 2776/1999) enshrines the right to educate inmates in Greek prisons. However, since 1985, training programs for vocational training in prisons have been implemented. The training of inmates aims to acquire or supplement education at all levels and monitor vocational training programs. The qualifications awarded are equivalent to those of the same education level outside the prison. The participation of inmates in these programs gives them the right to reduce the sentence in case of a successful completion of a course which has a duration of at least three months.

PRISONS IN GREECE OPERATE

- Elementary school and high school (in juvenile facilities)
- Second Chance Schools
- Lyceum classes

The Greek educational system

Primary education is divided into kindergarten lasting one or two years, and primary school spanning six years (ages 6 to 12). Secondary education comprises of two stages: Gymnasio (variously translated as Middle or Junior High School), a three-year school, after which students can attend Lykeion or Vocational lykeion. School certificates received do not indicate that they have been acquired within the prison nor that the students are prisoners.

Why educate inmates?

- Prisoners meet difficulties (prison subculture, disconnection from the family and the wider environment, institutionalization, withdrawal).
- They usually have a low level of education (caused by dropout during their schooling due to their early involvement in the criminal mechanism).
- They usually have learning difficulties that were not diagnosed during their prior studies.
- They have low self-esteem.
- There is a high percentage of substance users.
- There is a great heterogeneity.

Second Chance Schools

- Are Innovative Public Adult Education Schools.
- Accept people aged 18 and over who have not completed the nine-year compulsory education (High School).
- They have a total duration of study (attendance) of 2 educational years.
- Provide a degree equivalent to High School.
- Program of 25 hours a week.
- Lessons are done in the afternoon (16.30-20.30) from Monday to Friday.
- Lessons in Second Chance Schools of prisons are done in the morning shift.

- There are totally 68 SCS in the country, 12 operate in prisons.

Lessons

- Greek language
- Mathematics
- English language
- Information Technology
- Social Education
- Environmental education
- Natural Sciences
- Cultural education - Aesthetics

- Counselor psychologist
- Career Advisor

The goal for participants is to acquire:

- basic skills (reading, writing, mathematical calculus)
- social skills (teamwork, communication)
- professional life
- social and cultural education

Korydallos Prison School

Students

- Inmates
- Albanian, Greeks, Roma
- Low educational level
- Basic motivation reduction of sentence

- Difficult circumstances
- Ages from 18 to 60+

Goals

- Completion of compulsory education
- Acquiring modern knowledge and skills
- Strengthening self-esteem - self-confidence - personality
- Reintegration into society and the labor market

GENERAL CHARACTERISTICS OF THE INTERVENTION

- Practitioner: Mary Kagiavi - Teacher and certified adult educator. Mrs Kagiabi is a holder of a Master's Degree and PhD and a teacher at the Greek Open University in Adult Education, focusing on aesthetic experience and transformational education.
- Number of students: 12 (men)
- Duration: 8 Didactic hours
- Year: 2013

DETAILED DESCRIPTION OF THE INTERVENTION

Methods used:

- The Method of "Transforming Learning through Art" by A. Kokkos (2013) and
- The technique of "Making thinking visible" D. Perkins (2003).

Triggering Question:

- "What do you think is the biggest problem someone faces when living in an incarcerated environment?"

Subsequent:

- The image of 'known - others' concerning those living in an incarcerated environment.
- The marginalization in prison.
- We are maintaining individual characteristics in the prison environment.

Critical Questions:

- What are the stereotyped social assumptions about prison and imprisoned people?
- Why are some groups of people marginalized even in incarceration?
- How can we keep our personality and optimism when the prison system creates specific conduct rules?

According to the above, three works of art were selected:

- 1st Song "Giannis the Murderer", Manolis Mitsias, 1976
- 2nd "Sunday School in the Orphanage" by Jens Birkholm, 1906 and
- 3rd The cinematographic work "La Vita è Bella (Beautiful life)" by Roberto Bennini, 1997

More specifically, firstly, the song was investigated by the method of Visible Thinking and specifically with the routine "I Listen, I Think, I Wonder". The team shared two small cards. As they listened to the song and read the lyrics, instructions were given to record three words or a small sentence from the song on a piece of paper, which impressed them. When listening to the song for the second time, they were asked to choose one of the words they had recorded and justify their choice. Both papers were put up on the wall and read. A discussion followed.

Secondly, they were presented with the painting. The participants' opinions were written on a sheet of paper that was put up on the wall. When the processing was completed, the painting was presented with its title and the painter who created it, while some information was given about its time and style. A discussion followed.

Finally, the visual thinking method investigated the film and specifically with the routine "Connect, Extend, Argue". Questions were asked, such as:

- What do you think is happening in the movie?
- Where are these people?
- What is their relationship?
- What is the time of the film?
- Why does the leading actor do so?
- Is something similar happening in the world today?
- Why does it happen?
- How is the protagonist facing imprisonment?

The participants' opinions were written on a sheet of paper that was put up on the wall. When the processing was completed, some information was provided about the film, director, and script. A discussion followed.

RESULTS/ IMPACT

Although initially spared, the group stated they liked working with the didactic method, using artworks initially limited to the group. They found it interesting and original, while they said it helped them reflect and think "deeper". The trainer found that the participants were able to evaluate their assumptions and gradually lead to critical thinking about the issue of their incarceration. The team has increased the

rates of co-operation among its members and, above all, has left more room to express the views of all.

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3.5. Enhancing emotional awareness through movement: “Mirror, mirror on the wall”

3.6. Contact Improvisation and performance activities to develop trust, responsibility and confidence: “Trusting me, trusting you”

Elisavet Panagiotou - Citizens in Power (Cyprus)

At the end of this chapter, you will be able to:

- Consider how movement and dance influence humans
- Get acquainted with movement-based techniques
- Discover the benefits of movement-based activities

INTRODUCTION

Movement and dance have been found to influence emotion and cognition in humans (i.e. Heider & Simmel, 1994; Slepian *et al.*, 2013) and increase trust, sense of unity, and charity behaviours (Fischer *et al.*, 2013). This happens through the development of empathy and perspective-taking that come with dance (Broekman *et al.*, 2015; Lakens & Stel, 2011; Ip *et al.*, 2006). Both empathy and perspective-taking are being developed or enhanced by dance because of the synchrony and mimicry mechanisms that dancing uses and the development of common values across the technique's practitioners (Fischer *et al.*, 2013; Hess & Bourgeois 2010; Sato & Yoshikawa 2007). Moreover, movement and dance rituals are an integral part of human culture and development. Experiencing dance, movement, performing arts activities, or even being a spectator in a dance performance can influence solidarity and cooperation levels (Broekman *et al.*, 2015). We are physical beings, and we

perceive our world through our body and senses. Being a physical activity, dance helps develop proprioception and physical awareness, linked to better self-awareness and sense of agency. Through dance, we can empower people and help them develop better social relations and social bonding (Bernieri & Rosenthal, 1991; Bernieri *et al.*, 1994; Brown *et al.*, 2006). Dance can be fun, participatory, inclusive, and physical. Moving regularly is found to improve moods, energy levels, motivation and capacity to focus (Ratey, 2008).

Based on the above literature and the practices of creative dance, contact improvisation and dance and movement therapy, these indicative two workshops have been structured to be implemented with various groups of people and contexts and benefit them regarding their self-awareness and connection with others.

GENERAL CHARACTERISTICS

The two workshops were based on the use of movement, creativity, dance, and improvisation as tools for better understanding oneself and their relations and building healthier relations both within oneself and others. They include movement-based activities that could be beneficial for anyone.

The first workshop aimed to allow the participants to explore their emotional worlds. Through the workshop activities, participants were able to see their movement, actions and reactions mirrored in another person's body. They were positioned in imaginary scenarios that allowed them to express their emotions in terms of the motion. This expression through movement, repetition, and rhythm helped participants neutralize emotions and channel energy and thoughts that are bothering them. Ultimately, this greater emotional awareness contributes to personal growth and builds more resilient people with better self-awareness and self-esteem.

The second workshop aimed to help the participants develop trust towards others and themselves. Through interactional and cooperative exercises coming from Contact Improvisation technique, participants gradually allowed themselves to let go

in the hands of their partners and enjoy the feeling of being taken care of. They also experienced the responsibility that one has when another person trusts them in guiding them. This workshop became an opportunity for people from different backgrounds to contact others by sharing the same space or verbally communicating. This workshop achieved contact between people also through body communication.

The developed workshops have been structured and facilitated by Elisavet in various Erasmus projects. Still, they were not implemented in the specific field of interest for the Re[ENTER] project. However, there are already plenty of practitioners using dance and movement in their work in schools, hospitals, prisons, youth centres, therapeutic communities, amongst others.

It was suggested that each workshop lasted for approximately 1 hour, with 10-20 participants and that these or similar workshops were implemented as a long-term intervention (ex. 1 session per week for 3 months). Identities such as gender or age were reflected upon, and the decision of whether to limit them should depend on each case's peculiarities. Furthermore, in institutions such as prisons, the facilitator should reflect upon the participants' incarceration time, their overall behaviour, and relations with other inmates. For example, some activities may require some of the participants to close their eyes while others have them open. This action pre-requires a certain level of trust existing between the participants so that they trust that they will be indeed taken care of while they have their eyes closed and no one is going to hurt them or affect them negatively. For this, it is also very important that the activities in such programs are being proposed gradually through time. The facilitator needs to start preparing and building trust between the participants and the participants and the facilitator gradually by proposing initially very simple and safe activities that will slowly develop into activities that pre-require a certain level of trust existing.

DETAILED DESCRIPTION OF THE PRACTICE:

Here, I provide a practical description of the specific activities used during the workshops presented in Athens. These are just indicative activities. There is an infinite number of movement-based activities that can be used for such workshops:

Activities of workshop 1:

Circle of Names: Participants come in a circle. Each participant is asked to pronounce their name, accompanied by a movement or movement they want. Then the whole group repeats the name and the movement. Then move to the next participant. The activity can be repeated 2-3 times. The second time, the group, instead of repeating together, can create a wave where one person after another does the movement, the person who said their name did.

Notice 3 changes: Participants go in partners; they have 10 seconds to observe each other. Then partner A turns in the opposite direction/closes their eyes for 30 seconds. Partner B makes three changes in their appearance (ex. changes their hair, takes off a sock/shoe, amongst others). Partner A turns and has 10 seconds to name the changes that happened. (Repeat switching roles).

Walk in the room: Participants are asked to spread out and start walking across the room. They walk at normal speed across different directions. Be careful not to use repetitive partners or to move in circles. Use the whole room, all directions. After a while, introduce the idea of walking between two other participants, walking backwards, sideward, amongst others. Gradually start speeding up and running across the room, keeping the same principles as before. During this exercise, ask the participants to be careful of their surroundings and the other participants, thus introducing trust and responsibility towards others in the workshop.

Mirroring activities (static and in pairs, travelling in pairs, travelling and contradicting):

Participants go in pairs: Partner A starts moving on spot, and Partner B acts like their mirror, repeating their movement as similar and simultaneously as possible. Explore the idea for a couple of minutes and then switch roles. The participants can see themselves in another person's body. The purpose is that an observer of the couple cannot tell who the leader is and who the follower is. The game is then developed into mirroring the dance. Partner A starts moving to the music being played, and Partner B follows Partner A, mirroring their movement. (Switch roles again). A similar activity is, in couples, the participants to travel across the diagonal of the room (1 couple per time) while dancing and the follower can in the first round be mirroring and in the second round contradicting the leader. For this, the facilitator can use upbeat music.

Make sense out of it: In this activity, participants are split into groups of 4-5 people. One person makes a step forward and starts doing a repetitive movement. The movement can be anything. The next person in the group has to make a sense out of this activity, make a step towards the other person, say something, and move in a certain way that will give meaning to what the other person is doing. When they are done, the first person makes a step back, the second person finds another movement, and the game is repeated with the other group members. Repeat a couple of times. Each group can then also perform in front of the other groups.

Performance Sit/Stand/Lie on the floor: The facilitator designates space in the room where the stage will be and a space for the audience. Initially, all participants are in the audience space. Participants are asked to enter the stage space whenever they want and to position themselves somewhere on the stage, either as sitting, standing or lying on the floor. The rules are that only one person can enter or change position at a time and that there should be a maximum of 8 people on the stage and not more. Once entering the stage, participants can alternate their positions, and they can also decide to leave the stage and go back to be an audience. Music can be

added. Using only three simple movements (sitting/standing/lying), narratives and interesting relations can emerge through this exercise.

At the end of the workshop, a discussion is encouraged to happen for participants to discuss how they felt during the activities. Light stretching and cooling down should also be provided at the end of the workshop.

Activities of workshop 2:

Catch the ball: Participants form a circle of 8-10 people. They have one ball. They start throwing the ball to the person on their right. They should try to throw the ball in a straight line and clearly aim for the person they address. They should be asked to keep in mind that they exhale when they throw the ball and have eye contact with the person to who they throw the ball. They first throw the ball to the person on their right, and after a couple of turns, they start throwing the ball to the person on their left. After a couple of rounds, they are instructed to start throwing the ball using the same technique, but not to people next to them. They can choose one person that is not next to them and throw them the ball. After a couple of rounds, they now continue throwing the ball to someone who is not next to them and has to immediately change place with the person on their right side. After a couple of rounds, the game develops further. The person who throws the ball has to change place with the person at their right. At the same time, the people who are on the right and left of the person who is receiving the ball try to catch the ball from that person. Throughout the game, keep an active and quick rhythm for the game. When the ball goes out of the circle, participants should be encouraged to get it back as soon as possible to keep a lively spirit.

The sculptors and the sculptures: In this exercise, the participants are grouped in pairs. Partner A is the sculptor, and partner B is the sculpture. The Sculptors then begin to work on their sculptures, trying different poses and creating their art pieces. Sculptures must not move on their own but listen to where the Sculptors push them to go with their body parts. This process can be done with some upbeat background music. The Sculptors have 2-3 minutes to create their sculpture. When they are

done, all sculptors can walk through the room and observe the sculpture exhibition they created. They can also start asking questions about the Sculptures. They can ask any questions they want: what their name is, where they come from, what they do there, what is their favourite country, amongst others. and try to build upon the answers that the Sculptures are giving. The Sculptures have to answer the questions, not as their real selves but as the Sculpture that they embody during the exercise. After the exercise is done, the partners switch roles and repeat.

Basic contact improvisation activities (leading and following with the arm, the follower has closed eyes. Gradually try changing levels and speed):

a. Participants are paired in twos, and they go to one side of the room. The purpose is to walk across the room in a line together with their partner. Partner A is the leader, and partner B is the follower. Partner A closes their eyes, and Partner B places their hand on the back of Partner A. Partner B remains with open eyes. Partner B starts to gently but decisively push Partner A to walk. They walk together across the room. Partner B is responsible for stopping pushing Partner A when they have reached the end of the room so that Partner A can understand that they are now done, and then Partner A can open their eyes. It's important that Partner A does not move on their own, but they listen to the push by Partner B. Each pair goes one after the other. When they have all done it once, they repeat, but they change roles this time.

b. They now repeat the same exercise with a different point of contact. Partner B offers their forearm to partner A, and partner A places their forearm on top. Partner A let their forearm's weight on Partners B's forearm. Partner B then starts leading the walking through their forearms. Remember that Partner A – the follower, have their eyes closed. Switch roles and repeat.

c. Now, they repeat exercise b, but instead of doing it pair by pair and in one straight line, all pairs are moving simultaneously across the room, taking various directions. Then, switch roles and repeat the exercise.

d. Adding an extra layer to the exercise: Now, the leader can initiate a change in speed, move faster or slower, they can pause, or they can even start moving backwards. Then, switch roles and repeat the exercise.

Note: For these exercises, it is important to point out the leader's responsibility and the feeling of letting go of the follower. Moreover, participants should be explicitly reminded that they should avoid sudden movements since their partners will have closed eyes. Hence, they are not as alert as the leaders are. Moreover, while moving across the room, leaders are responsible not only for their partners but also for other pairs. All participants together cooperate and coordinate to avoid crashes. The followers trust the leaders and enjoy the feeling of being taken care of.

Note 2: If the participants do not feel safe closing their eyes, alternative solutions can be found. For example, they can choose a person they trust to be an observer during the exercise and make sure that the leader will not try something that can negatively affect the follower. Moreover, this exercise can be proposed later in the intervention when trust has already been built between participants.

At the end of the workshop, a discussion is encouraged to happen to discuss how participants felt during the activities. Light stretching and cooling down should also be provided at the end of the session.

RESULTS/IMPACT

These workshops contribute to personal growth, and they work on the relations between the participants (working on issues of isolation, marginalization, amongst others). They enable the participants to share experiences and find common points between them. They can be used both with inmates and within the family settings of the inmates to work on the relations the inmates have with their families and provide some quality time for them. The use of verbal communication is limited, and thus there are little to no language barriers that we need to address. Moreover, the approach used while facilitating these workshops is not didactic. The participants are

given suggestions and tools, and they get what they can/want/need to get from them. Through these workshops, participants exploring emotions, empathy and perspective-taking. They learn to give others attention and be active listeners and observers. We focus on eye contact, physical contact, and synchrony-tuning with others through the workshops. Creativity, performance skills and consequently, confidence are being enhanced. The workshops further work on body awareness and reflection within the self, social bonding, better interpersonal relations, self-expression, self-awareness and better community relations.

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3.7. Training and sharing good practices concerning prisoners' rehabilitation through sports and socio-educational activities

Irina Biciusca - Asociația Județeană Sportul Pentru Toți Suceava (Romania)

At the end of this chapter, you will be able to:

- Consider how socio-educational activities lead to inmates' rehabilitation and social reintegration in Botosani penitentiary, Romania
- Explore the benefits of sports in a detention context

INTRODUCTION

We believe that people need to understand that inmates are just like us all, people with rights and obligations, who have committed criminal acts for one reason or another and who now, after the punishment is over, need our help to rehabilitate themselves. Our support is needed to reintegrate into society after liberation, stop committing crimes, and stop harming others in any way.

And suppose people do not want to accept this point of view. In that case, they need to understand that the rehabilitation and reintegration of former detainees into society are for the good of all of us and that it is wiser to help and have them on our side than labelling them, marginalizing, discriminating and thus pushing them to relapse.

Our society is facing this problem: the relapse after releasing. The lack of efficient programs affects the rehabilitation of the former detainees and their reintegration into society.

Through this paper, we want to highlight the usefulness and necessity of such rehabilitation programs for former detainees through the multiple advantages offered for both criminals and especially for society. Do the inmates want to participate in reintegration programs that help them when released? And if so, what would be the most useful reintegration programs? What concrete purpose do they achieve? What are the obstacles that detainees must overcome when they are released? What are others doing to help former inmates in the rehabilitation process or preparation for release?

GENERAL CHARACTERISTICS OF THE INTERVENTION / PRACTICE / PROGRAM

Practitioner (who is / has implemented the intervention / practice / program)

The practitioners who implemented our program were selected from three specialized directions. These are:

- The specialized personnel of the Botosani Penitentiary within the Social and Educational Reintegration Service;
- The specialized personnel of the Suceava Probation Service;
- Trainers authorized within the County Association of Sport for All Suceava. They were selected based on their previous training as Trainers with a qualification recognized by the Ministry of Labor and Sports Instructors recognized by the Ministry of Education.

The facility in which the intervention / practise / program was implemented (country, city, e.g. type of prison, institution, therapeutic community or other facilities)

The facilities where we carried out the specific activities were:

1. Botosani penitentiary, North-East region of Romania. The penitentiary has a semi-open and open regime being one of the institutions in charge of creating programs to reintegrate detainees into society in various ways.
2. The sports base of the Radauti School Sports Club. This is a public institution that deals with young people's sports education. The institution's management has provided the sports base free of charge during our activities.

Group (number of participants, gender, age, incarceration time)

1. 150 detainees, all men between the ages of 20 and 50, participated in the Botosani Prison. They were convicted of offences between 3 and 15 years with the possibility of conditional release after conducting social reintegration programs and good behaviour.
2. For the Probation Service of Suceava we had as participants in the program, only young people between the ages of 18 and 25. They were condemned by justice, under the supervision of the Probation Service of Suceava, provided that the school, social reintegration and community work programs are respected. 20 young people participated in this program.

Practice interval (duration, frequency, amongst others)

For both programs, both in the Penitentiary and in the Probation Service, the working time was 6 months with a frequency of 2 times a week.

DETAILED DESCRIPTION OF THE INTERVENTION / PRACTICE / PROGRAM AND USED METHODOLOGY

The specialists involved used standard methods accepted by the two institutions for both working groups.

For the penitentiary, the standard methodologies approved at a national level by the National Prison Administration were used. These include activities in the penitentiary for the convicts' social reintegration. In the penitentiaries, various activities were carried out, aiming at the social reintegration of persons sentenced to sentences deprived of liberty.

The aim of the socio-educational activity is to reduce the negative effects of liberty deprivation on inmates' personalities, as well as to recognize and improve skills and abilities that will enable them to reintegrate into society after they leave the prison. The goals of this activity include acclimating to institutionalized life, school and career preparation, moral reinforcement, behavioral recovery and self-respect cultivation, the creation of means of communication and the ability to interact with others, as well as assisting and monitoring for socio-professional reintegration after release (Popa, 2019).

In order to achieve the proposed objectives, the following categories of individual and collective activities were carried out in prisons:

- a) getting to know the detainees' personality and assessing their socio-educational needs;
- b) school training;
- c) vocational training;
- d) acquiring the rules of behaviour in society;
- e) cultural-educational, physical education and sports actions;
- f) encouraging and supporting the links with the family and the community;
- g) moral-Christian education and religious assistance;
- h) permanent or temporary actions for recreation and occupation of leisure time.

To carry out these activities, the penitentiary administration provides, to the extent of the financial possibilities, adequate means, equipment and specialized personnel.

EDUCATIONAL ACTIVITIES, PSYCHOLOGICAL ASSISTANCE AND SOCIAL ASSISTANCE

The educational, psychological assistance and social assistance activities are organized in each penitentiary and have as a purpose the social reintegration of the convicted persons. The mentioned activities were carried out with an appropriate number of specialists: educators, priests, technical agents, sports instructors, psychologists, and social workers.

The Minister of Justice established the conditions regarding the organization and conduct of educational activities, psychological assistance and social assistance, school training, university education, and vocational training of convicted persons.

For each convicted person, upon submission to the penitentiary, a multidisciplinary evaluation is carried out during the quarantine and observation period from an educational, psychological, and social perspective. According to the evaluation's conclusions, the Individualized Plan of Evaluation and educational and therapeutic intervention were drawn up for the convicted people, respecting the priority needs of intervention and consulting the convicted person. The individualized plan of evaluation and educational and therapeutic intervention was completed and modified.

The inclusion of the convicted persons in the activities recommended in the Individualized Plan of evaluation and educational and therapeutic intervention was made considering the identified needs, the regime of execution of the sentence depriving of freedom and the moment of the execution route.

SEVERAL EDUCATIONAL PROGRAMS HAVE BEEN IMPLEMENTED IN THE ROMANIAN PENITENTIARY SYSTEM

a) compulsory programs:

- institutionalized adaptation of persons in prison custody (INSTAD);
- prisoner literacy (ALFAZ);
- the education of the good citizen (CEB);
- initiating, encouraging, maintaining, developing relationships with family and community (DIFFICULT);
- health education (EDUCUSAN);
- legal education (EDUCOLEX);
- preparation for release (PROLIB);
- special assistance, therapeutic assistance and recovery for vulnerable prisoners (STRADAV);
- diminishing the aggression of violent prisoners (VAAD);
- reducing depression in prisoners at high risk for suicide (DERIS);

b) optional programs:

- professional training and development (PROFORD);
- education for family life (EDUCOFAM);
- ***maintaining the physical and mental tone through physical education and sports activities (EDUCUSPORT);***
- completing the education level (CONIS);
- education in support of work (EMS);

- religious and moral-Christian education (EDUCOREL);
- moral support (SUM);
- combating irrational ideas in prisoners (CIID);

c) optional programs:

- ***club activities (ACTIV CLUB):***
- the hobby program.

SPORTS ACTIVITY

The administration of the place of detention ensures the individual or collective practice of some games and sports activities, concerning the inmates' health, aptitudes, age, and preferences, in specially arranged places.

All sports activities are organized and carried out under the guidance and supervision of specially trained and authorized personnel (sports instructors). The National Penitentiary Administration may authorize the organization of sports competitions between different places of detention or the participation in events in local or national competitions.

We were taking into account these legislative conditions when we designed this 6-month working program that included sporting activities for several motoric possibilities: table tennis, football and arm-wrestling. They were held twice a week under monitors and sports instructors' supervision. In the process of carrying out the activities, we had selected the detainees who showed the capacity for understanding, learning and the possibility of disseminating information and motor activities.

With the help of the Peer-learning method, they were able, after a certain time, to disseminate the information correctly among the detainees who opted for sports activities but also to make minor corrections regarding the working technique in

practising the chosen sports disciplines. These detainees were called support inmates.

By the end of these six months of training, table tennis tournaments, football, and arm-wrestling were held according to participants' age or weight. The stake of winning these tournaments was the Penitentiary's reward to places 1, 2 and 3, both at team games and individual sports. They were given the right to have an extra family visit and food packages in addition to relatives. Their involvement was also recorded in the personal file that is on the record of the Social and Educational Service as a way to behave and participate in reintegration programs.

For the Probation Service, we used the specialists of this department and the Sports Instructors and Trainers of our organization.

The sports activities were held in the form of a tournament, and they extended over a long period of time. This situation involved a good organization of the program because the people were at work during the day and in the afternoon they came to our activities, twice a week.

The practised sport was football. The convicts chose it from a list presented by our instructors, and rugby, volleyball, handball or basketball. They voted for football because they found it easier to practice it later in their free time with other groups or individually.

At the end of the 6 months, the football tournament ended, and the finals were held. All participants received positive ratings in the personal files of the Probation Service. It was considered a good practice and involvement in social reintegration programs.

The Peer-learning method was also used in these actions, where the young people learned to transmit correctly to others the information about the rules of the game, working methods or arbitrations.

RESULTS, IMPACT

The results obtained from the development of these programs were, according to Popa (2019):

- keeping prisoners occupied for as long as possible;
- enhancing the quality of life in detention;
- gaining valuable skills, information, comprehension, attitudes, and social behaviors.
- acquiring insights with behavior in the official system of sports fields which entails the application of such laws that are officially directed by referees.

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Team of Silta-valmennus (Saku Lemola, Eeva-Kaisa Hohenthal, Reijo Kypärä, Katri Niemi)-
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At the end of this chapter, you will be able to:

- Learn about Silta-Valmennus Association in Finland, as a multi-service center of education, employment, training and rehabilitation
- Know about the services of rehabilitative coaching offered by the Silta

SILTA-VALMENNUS ASSOCIATION, BASIC FACTS

Silta-Valmennus Association is a multi-service centre of education, employment, training and rehabilitation. It is a non-profit association established by non-governmental organizations in Tampere, Finland, in 2001. Silta doesn't have any political or religious ties or background. Many of Silta's services were based on partnerships with public or other 3rd sector organizations.

The mission was to enhance equality in society by offering education, training and rehabilitation. The primary task was to increase social equality, participation and welfare by coaching, training and helping hard-to-employ people improve their ability to work and function to find their place in society. Silta operates in the Pirkanmaa and Uusimaa regions of Finland.

Silta's four principles are respect for humanity, duty, perseverance, and teamwork. These principles were developed as a result of the whole team working together, as

well as feedback and daily experience. As a result, our ideals are a part of who we are. Our clients have access to our ideals as well (Silta-Valmenus Association, n.d.).

We have multi-professional personnel comprised of coaches, instructors and teachers. Altogether about 80 people are working for Silta.

WORKSHOP ACTIVITIES

Silta offers various services to improve its clients' vocational and studying abilities. These services occur in workshop environments in the form of work and meaningful activity. The workshops are work communities where you learn by doing. Professional coaches guide the working and help with the tasks and work with the community. They also help with achieving personal goals and making follow-up plans (Silta-Valmenus Association, n.d.).

Silta offers workshops in many fields. At the workshops, people gain experience, perception and know-how in working in different lines of work. Goods and services are produced at the workshops for the people and companies that need them (Silta-Valmenus Association, n.d.).

During the workshop coaching, information about educational and employment opportunities and guidance for making and putting into action a personal follow-up plan is also available.

SERVICES OF REHABILITATIVE COACHING

Silta offers rehabilitation services for criminally sanctioned clients. Kuntoutus-Silta (psycho-social rehabilitation) functions on a communal and vocational level. This psycho-social rehabilitation's main target is to support and help clients who are recovering from substance abuse. Most of them come from prisons during (probationary freedom) or after imprisonment.

The main methods in psycho-social rehabilitation are:

Planned and structured schedule for every week action (due to Community Treatment)

- Psycho-social rehabilitation is a process where daily routines matter. During the rehabilitation, the clients build the foundations for their new drug-free life, and they are supported to achieve their goals.

Personal and group discussions under different topics

- Everything starts from trust - at Silta we trust and believe in our clients. After the clients recognize that they can trust, they will accept the help more easily.

Co-support from other clients (peer group support)

- In our perspective, one of the main things in rehabilitation is peer support - we always have experts with relevant experience in our team.
- The clients participate in self-help groups twice a week (AA / NA).

Time

- Silta prefers that the clients should be in a rehabilitative community at least for six months, but that is not always possible. In six months' time, the clients concentrate on rebuilding their daily routines and future possibilities.

REHABILITATION

- Substance abuse care - community treatment, non-institutional care
- Service for youth and adults who need more help and support their everyday life after rehabilitation in prison or otherwise.
- For offenders the participation is possible during imprisonment, supervised conditional freedom or after release
- The participants are supported to commit to a responsible, crime and substance free lifestyle, and teaches them everyday life skills and vocational and studying abilities.

The main methods:

- Planned schedule for every week action
- Discussions under different kind of themes
- Co-support from other client(peer group support)

SILTA
VALMENNUS

Figure 8: The main methods in psycho-social rehabilitation. Adapted from: Silta-Valmennus association, 2019

Silta has several coaching services towards being freed from imprisonment. Most of the clients arrive at Silta rehabilitation services directly from prison circumstances. Criminal sanction agencies and municipalities will fund these clients for rehabilitation and coaching for free imprisonment periods.

PATH TOWARDS EDUCATION AND EMPLOYMENT FOR CRIMINAL SANCTION CLIENTS

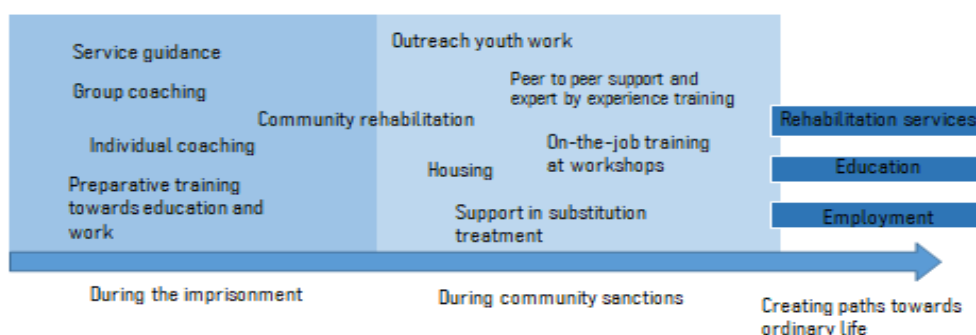


Figure 9: The path towards education and employment for criminal sanction clients. Adapted from: Silta-Valmennus association, 2019

Coaching for Freedom -service

Coaching for Freedom is an activity organised together with Silta and Criminal Sanction Agency to support inmates' end of their prison sentence. The goal is to help the soon to be released inmate survive the challenges of becoming a civilian and encourage and support them in independent living and taking care of everyday issues. Each customer is offered personal support based on their needs. This support can be related to finding accommodation, rehabilitation, life management and future planning.

Housing Services

Silta also provides housing services and rental flats. Some of the apartments are located near the rehabilitation area. After the imprisonment period is over, it is possible to relocate.

The route to Ordinary Life –service

From the perspective of the person released from prison, this service offers a real chance to change your life towards a normal life. The service strongly capitalises Silta's workshop environment to participate in work trials or study yourself a new vocation. The service supports the released in three ways: customers deal with the same persons and organisations in different parts of the path. The customers know what possibilities there are available and proceed according to their strengths and plans.

Inmate's Learning Path –project

Inmates learning path -the project is aimed to develop, execute and evaluate different systematic service chains for those who are about to be released and create paths towards studying and working life. The learning coach of the project is working in prisons and at Silta. The work includes individual coaching and group coaching for the inmates during and after imprisonment. The main goal of the group

meetings inside the prison is to find hope for a better future, get familiar with one's feelings, values and beliefs, support life management, do exercises to be in a better physical condition and search for interesting and realistic education and/or working possibilities. The project's applicability entails wide network co-operation, which is conducted together with the Criminal Sanctions Agency and some prisons.

Reverse Circle -project_(2017-2020, STEA Funding Centre for Social Welfare and Health Organisations)

This project aims to develop a one-stop -principle operating multilevel service guidance and service model and organisations and the public sector to pilot this in Tampere. The project offers service guidance where the customers are being built together with organizations, Criminal Sanctions Agency and communities, a planned and individually constructed platform that aims to improve short-term inmates (imprisonment less than 12 months) working skills and social and everyday life skills. The service is also for inmates in supervised conditional freedom and criminal sanctions clients who are serving a community sanction.

Vierto-project (2017-2020, European Social Fund)

Vierto-project developed individual and group coaching for long-term inmates (imprisonment that lasts over 12 months). The target was to improve ex-inmates' employment by improving inmates' professional skills and creating pathways to education and work.

Jeesi Service

Jeesi offers a communal living room' at the centre of Tampere, for stop and go, individual guidance and group activities. It organises community-based activities and guidance for drug users and clients in substitution treatment.

ETTI – Youth Work

ETTI offers youth work for offenders aged 15 to 29 years who are living in the city of Tampere. Principles of ETTI work is to find clients, take the first contacts and evaluate the need for assistance and guide pathways forward.

Services of rehabilitative coaching, some of the good practises presented in LTT2:

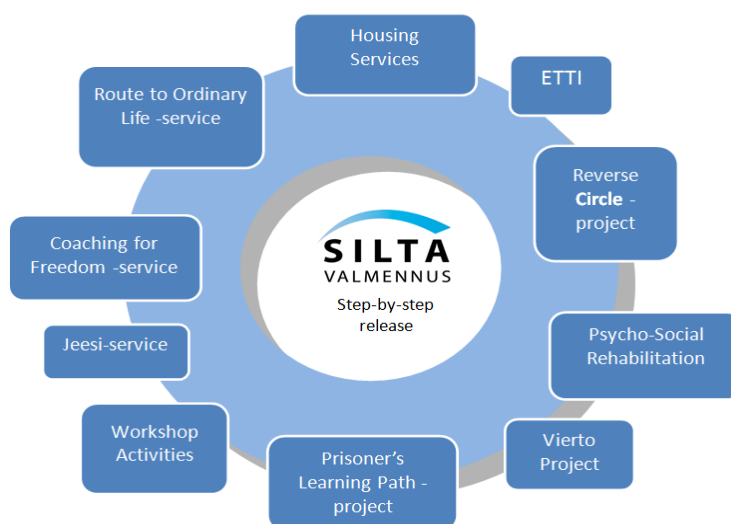


Figure 10. Services of rehabilitative coaching. Adapted from: Silta-Valmennus association, 2019

At Silta we have been engaged in this work for a very long time, seen many different situations and problems, and witnessed surviving, getting sober, and having a new life. We know that a client can move on; we can demonstrate that there are many other clients who have continued forward and are enjoying their new drug-free and non-criminal life.

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<https://epale.ec.europa.eu/en/organisations/silta-valmennus-association>

3.9. Animal Assisted Therapy in Jilava Prison Romania

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At the end of this chapter, you will be able to:

- Understand how animal assisted therapy builds an interactive relationship between humans and animals
- Discover that the contact with animals can strengthen the inmates' motivation
- Learn about the therapeutic process with animals in the Bucharest-Jilava Penitentiary and explore the benefits of this program

INTRODUCTION

From the psychosocial intervention models' perspective, the programs developed in prison should increase self-esteem, promote positive feelings towards oneself and others, stress management, and effective communication strategies.

Animal-assisted therapy promotes positive human-animal interaction by incorporating the psychological, behavioural, and physical traits of an animal into a therapeutic environment in order to facilitate the recovery process of a patient in need of physical and/or mental care (Chandler, 2005).

Individuals dependent on psychoactive substances develop a series of physical, emotional and cognitive dysfunctions. In this context, persons convicted with a

history of drug addiction have low self-esteem and inconsistent involvement in daily activities and at a group level and a low capacity for empathy.

The animal-assisted therapy program can provide an ethical and moral framework that emphasizes the positive examples that can change perception and attitude regarding drug use, strengthening the inmates' motivation in their own recovery process.

Animal-assisted therapy is based on the fact that the animals love unconditionally and accept others as they are, without judging them. In animal-assisted therapy, dogs are frequently used because of their docile nature, the ease with which they can be trained and because, in general, people show sympathy towards the dogs.

The biggest motivation for participants' response to these animal-assisted programs will be their love of animals - especially dogs, for the latter aiming at the chance for a better life, including being adopted.

GENERAL CHARACTERISTICS OF THE PROGRAM

From 2016 in Bucharest-Jilava Prison, a series of actions were initiated for the organization of activities assisted by animals. Thus, an activity project was created, the prison concluded a collaboration protocol with an association specialized in canine training and veterinary care and the spaces within the unit's dog paddock were redesigned. With the collaborators' support, sterilization, vaccination, micro-breeding activities were carried out for the animals (dogs, cats and birds) and canine training sessions. The participating inmates also took care of the animals.

The program runs for 12 weeks, with a frequency of one psychological assistance meeting per week.

During the week, the program sessions can be supplemented with two other work/training sessions with the therapeutic animals. Until completing the general psychological assistance request, 24 canine training sessions/interaction with the

therapeutic animal would be provided. The time allocated for a work/training session is approximately 90 minutes.

From the beginning of the program to the present, they have benefited from animal-assisted therapy 159 inmates that met the selection criteria:

- definitively convicted, distributed for the execution of the punishment in open or semi-open regime;
- over 21 years old;
- without major mental disorders or major cognitive deficits;
- without phobias related to animals or allergic reactions - zoophobia, especially cynophobia;
- recommendation for participation in the program in the Individualized Plan of evaluation and educational and therapeutic intervention;

The total number of group members is between 8 and 12 participants.

Depending on the program's evolution and the specific nature of the prison in which it is carried out, the beneficiaries may also be detained with a different profile from the one mentioned, depending on the needs analysis carried out by the unit's psychologist. For example, in the Bucharest-Jilava Penitentiary, the initial target group was made of individuals with a history of psychoactive substance use.

DETAILED DESCRIPTION OF THE PROGRAM

This program aims to balance and optimize inmates' behaviour by restructuring their criminal behaviour and adopting specific values for a healthy lifestyle.

General principles of the program:

- A. Responsible care - adopting supportive behaviour for other inmates and animals demonstrates interest, concern and commitment in rejecting antisocial actions.

B. Active and continuous learning - participants' ability to maintain recovery is through discovering and constantly learning new things about the world around them.

C. Safety and trust - the therapist and participants, consider the safety and well-being of those involved in the therapeutic process.

The benefits of this program are:

1. Empathy - Numerous studies indicate that the presence of an animal in prisons significantly improves inmates' empathic and communication skills. The animal can be seen as a friend, and the empathic skills learned in childhood are assumed to be extrapolated later in human relationships.
2. Outward Centering - People who use psychoactive substances tend to focus on themselves. Interactions with animals are an appropriate method of diverting attention from the outside to oneself, that is, to the animal's actions and emotions and the human-animal connection.
3. Nurturing abilities - Most of the skills of caring for oneself and others are learned during a person's ontogenetic development. Caring for an animal is an appropriate way of developing these skills.
4. Relationship skills - In many cases, animals can lead to the formation of bridges to a person's emotional dimension, which may be more stable than those created by human interaction. Also, these emotional connections do not threaten the relationship between therapist and client but helps. For example, suppose a therapist has his picture with his pet on the desk. In that case, the client can interpret this as a positive aspect of the therapist's personality, increasing the confidence of forming the relationship with him.
5. Acceptance - It is well known that animals accept human individuals if they interact properly with them unconditionally. For example, the physical appearance of a person, or the various motor disabilities, are not limiting factors in being accepted by an animal. This unconditional and

straightforward acceptance can significantly enrich some people's quality of life.

6. Fun, recreation - The presence of an animal, even without it being involved in any particular activity, is often entertaining and full of fun, even for people who are not very attracted to animals in general. The interaction atmosphere between the beneficiaries and the staff of the institutions involved in their treatment becomes much more relaxing during the AAT animals' visits (Delta, 2005).

7. Socialization - when AAT animals (dogs, cats) visit a prison, people communicate better. They tend toward prosocial behaviours. In a relatively tense institutional setting, an animal's presence can facilitate three socialization directions between beneficiary and animal, beneficiary and staff, as well between beneficiaries and other visitors.

8. Mental stimulation - One of the principles of mental stimulation offered by the AAT is that an animal's presence substantially improves the topic of conversation between beneficiaries and their families or friends. The therapy animal offers opportunities to evoke episodes and human-animal interactions from the client's past. The presence of therapy animals or companionship significantly diminishes the social isolation tendencies that inmates or human individuals in general have.

9. Spiritual benefits - In addition to the advantages mentioned above, the interactions with animals most often induce feelings of spiritual fulfilment in the direction of approaching nature. The spiritual benefits are explained by the sociobiological theory of biophilia, stated by E. O. Wilson (1984), that considers biophilia to be the fundamental need of the human being to become emotionally and spiritually affiliated with other living organisms in nature.

RESULTS/ IMPACT

In September 2016, the Bucharest-Jilava Penitentiary hosted the Conference on Positive Human-Animal Interaction. Professor Alina S. Rusu from the Faculty of Psychology and Educational Sciences Babeş-Bolyai University, and two psychologists, PhD students from the Doctoral School of Education, Reflection, Development.

The activities have shown that following the AAT, the detainees have improved the positive behaviours and reduced the disciplinary sanctions. Also, there were no more aggressive manifestations on the animals' part; they benefit from decent accommodation and care conditions.

Following the 2018 analysis of the needs, at the Bucharest-Jilava Penitentiary level, a significant percentage of the custodial convicts used drugs. This aspect and the research in the field justified the addressability of the general intervention program "Assisted Animal Therapy" (AAT) to detainees with a history of narcotic use.

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At the end of this chapter, you will be able to:

- Be informed about restorative interventions in prisons
- Know about the techniques used from PoP
- Consider the benefits for the inmates from restorative programs

INTRODUCTION

Conflict, violence, and fear are common in prisons (Kaufer *et al.*, 2014). Violence in prisons is a result of the accepted rules and behaviors that already exist in detention facilities (Wolff *et al.*, 2007). The lack of skills and techniques of both detainees and prison staff is a key reason for the incidence of violence in detention facilities. The Prison of Peace (PoP) program trains inmates and staff through a series of trainings to find ways to manage and resolve conflicts between them. This training helps in the reintegration of inmates as it prevents the recurrence of violent behavior and equips prison staff with tools to prevent violence. The Prison for Peace (PoP) website is located at <https://www.prisonofpeace.org>.

GENERAL CHARACTERISTICS OF THE PROGRAM

The Prison of Peace program was born in California, USA, in 2010, in Valley State Prison. The program started in Greece in November 2016 at the Eleonas Thiva Women's Detention Center and expanded to another 12 prisons in Greece (Ducks, 2019).

Prison of Peace is the only program in the world that trains and certifies inmates and prison staff in social mediation inside the prison. Through trainings with a total duration of 80 hours and follow-up meetings, the participants of Prison of Peace program gradually help others to resolve their conflicts. At the same time, they are given the opportunity to support new participants in the program, as mentors and / or instructors. Prison of Peace seeks its full viability in all the prisons where it is practiced, providing participants with the necessary information for its implementation by themselves, with our minimal participation. Through the Prison of Peace workshops, participants have held (Ducks, 2019):

- Over **900** value-based group discussions (Peace Circles), engaging over **5,600** participants (in prison and beyond)
- Over **300** results-based listening sessions for problem solving and conflict management, engaging hundreds of individuals (in prison and beyond).

DETAILED DESCRIPTION OF THE PROGRAM

Through Prison of Peace training, inmates and prison staff learn to understand the causes of conflict and to help others solve problems and conflicts. More specifically, there are the following three training cycles (Ducks, 2019).

➤ Part I - Circle Keeper: Peace Circles (16 hours)

Peace Circles lays the foundations for the entire Prison of Peace program. The participants learn about Restorative Justice, with special emphasis on the needs of the victims and the takeover personal responsibility and active listening. Listening

intently is one part of empathy (Rosenberg, 2003). Peaceful Circles ensure communication and interaction, ensuring respect, equality and acceptance of diversity. Peace cycles are an effective way to resolve social and emotional issues (Estes, 2017).

➤ Part II - Peacemaker: Resolution Conflict (24 hours)

This second part of the peacemaking training (Conflict Resolution) is based on the foundations laid from the first training (Peace Circles) and deepens in negotiation techniques, problem solving, development of emotional intelligence and intense emotion management. Education too introduces the concept of "moral distancing", where the participants learn to perceive the ways in which our ability to make decisions when we abdicate responsibility for our actions. In this part, the use of active listening and other effective communication strategies may be an important first step to developing the trust, mutual respect, and knowledge of shared purposes (McNaughton *et al.*, 2008).

➤ Mediation (40 hours)

It is an accepted truism that sending people to prison is neither always a sufficient nor an effective choice; in response, restorative programmes are being slowly delivered in prisons around the world (Stamatakis & Vandeviver, 2013). Mediation training is the synthesis of the skills that the participants learned in the previous 2 trainings, introducing, among other things, tools to de-escalate the conflict where the mediator acts as a neutral third party. Participants take part in mediation simulations during the training (with the support of instructors), while, to Receiving a Certificate of Mediation, they must coordinate five more Peace Circuits and conduct at least three mediations with persons not participating in the program. Both inmates and staff are usually aware of the clashes that occur inside the prison. Mediation training allows them to prevent these conflicts and de-escalate possible violence in prison, while at the same time contributing positively in this community, saving valuable resources and encouraging a more peaceful climate (Ducks, 2019).

RESULTS/ IMPACT

The Prison of Peace team has identified several transformations in terms of communication skills and ways of resolving conflict situations between participants, a testament to how the Prison of Peace curriculum can be used to complement re-entry and rehabilitation processes. At the end of each training and in the evaluation of the program, the participants fill in an evaluation form. Over 200 evaluations have been completed in prisons across Greece during the reporting period. Highlights from the evaluations are below (Ducks, 2019).

➤ Part I - Circle Keeper: Peace Circles

Through the acquaintance and familiarization of the participants in the Peace Circles, asking them to coordinate Circles outside the classroom, Pacific Training - Part I: Peace Circles is designed to enhance the sense of community and create more substantial relationships. As a result, education achieves its goal, in particular as 75% of respondents note that there are people who react more positively or have more positive behavior as a result of participants' participation in Prison of Peace. Of course, we accept that the program's influence on the relationship between detainees, staff and administration may be limited, however, 100% of respondents observed changes in these relationships as soon as the first training was completed, as shown in Table 2.

Table 2. Circle Keeper Workshop Evaluation

Circle Keeper Workshop Evaluation	Inmates	Prison Personnel	All Participants
After the training, I have a better understanding of <ul style="list-style-type: none"> Restorative Justice and Victim Needs Communication Skills in General Active Listening 	100%	100%	100%
The training has much usefulness in my personal life and community	100%	100%	100%
The training has high educational value	100%	100%	100%
The training helped me understand how communication skills impact my life	85%	100%	93%
I see some issues or ideas differently as a result of my participation in PoP	87%	78%	83%
I do things differently as a result of my participation in PoP	79%	83%	81%
More people are engaged in a positive course of action or behavior as a result of my participation in PoP	79%	70%	75%
Policies or practices are changing in my community, either among or between staff, administration and inmates, as a result of my participation in PoP	81%	54%	68%
I maintained or improved upon my personal and/or community growth throughout my participation in PoP	95%	96%	96%
Others see me differently as a result of my participation in PoP	68%	47%	58%
I see others differently as a result of my participation in PoP	84%	83%	84%

Note. Reprinted from “Teaching Communication & Conflict Resolution to Inmates & Prison Personnel”, by Ducks. Retrieved from <https://www.ducks.gr/new/wp-content/uploads/2019/05/PoP-Greece-Report-2016-2019.pdf>. Copyright 2019 by Ducks, Prison of Peace- Greece Project.

➤ Part II - Peacemaker: Resolution Conflict

Peacebuilder Training - Part II: Conflict Resolution requires Personal Reflection and introspection, as it helps participants learn to underestimate emotions (both their own and those around them). Through education, students learn how to use active

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listening skills (learned during Cycle Training Peace) to help others (inside and outside prison) feel that someone has listened to them and he/she really understood them, while at the same time helping them solve their problems without giving them advice or ready-made solutions. This training helps to maintain or improve the personal development of the participants or their community. Participants see themselves and their community differently; most of them notice changes in their behavior, attitude, and communication as shown in Table 3.

Table 3. Peacemaker Workshop Evaluation

Peacemaker Workshop Evaluation	Inmates	Prison Personnel	All Participants
After the training, I have a better understanding of <ul style="list-style-type: none"> • Communication Skills in General • Active Listening • Results-based Listening • Agreement • Managing Strong Emotions 	100%	100%	100%
The training has much usefulness in my personal life and community	100%	100%	100%
The training has high educational value	100%	100%	100%
After the training I believe I have the skills necessary to be an effective problem solver	100%	100%	100%
I see some issues or ideas differently as a result of my participation in PoP	93%	74%	84%
I do things differently as a result of my participation in PoP	81%	83%	82%
More people are engaged in a positive course of action or behavior as a result of my participation in PoP	84%	74%	79%
Policies or practices are changing in my community, either among or between staff, administration and inmates, as a result of my participation in PoP	69%	63%	66%
I maintained or improved upon my personal and/or community growth throughout my participation in PoP	100%	93%	97%
Others see me differently as a result of my participation in PoP	78%	45%	62%
I see others differently as a result of my participation in PoP	90%	90%	90%

Note. Reprinted from "Teaching Communication & Conflict Resolution to Inmates & Prison Personnel", by Ducks. Retrieved from <https://www.ducks.gr/new/wp-content/uploads/2019/05/PoP-Greece-Report-2016-2019.pdf>. Copyright 2019 by Ducks, Prison of Peace- Greece Project.

➤ Mediation

After learning, through active listening, to help others solve their problems, mediation training teaches participants how to use these skills to de-escalate and resolve conflicts. Through simulations and scripts written by inmates, participants learn tools for non-violent conflict resolution between many parties involved. Although the trainings mediation in prisons where the program is being implemented have not been completed, almost all participants in them emphasize how mediation education helps them understand deeper how communication skills affect their lives. As they state, this experiential training gives them tools for non-violent management of conflict within (and outside) prison (Ducks, 2019).

CONCLUSION

Inmates and prison staff comments (Ducks, 2019)

“Since the first training, I can feel the change in the way I deal with conflicts in the prison where I work and also in my wider circle. I am really looking forward to participating in the next training.”

“It is one of the most important trainings for our workplace. The way we communicate and manage strong emotions improves the prison climate among inmates and prison staff.”

“Now I think differently. I learned to listen, because before I did not listen. I learned to help others but also myself”

“After the prison of peace program I learned to manage my anger and be calm whenever needed. I am happy because I can now suggest solutions to the problems among other inmates”

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3.11. Escaping through stories: The contribution of narrative in prison education

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At the end of this chapter, you will be able to:

- Consider the narration of inmate's life stories as an empowering and emancipatory procedure

INTRODUCTION

Many researchers have repeatedly emphasized the important role played by proper prison education. According to Travis *et al.* (2001), the educational process makes creative use of prison time to create an opportunity for inmates to acquire both formal and substantial supplies that will support their social and professional reintegration. Also, education can help inmates reflect and possibly review views and behaviours that led to their imprisonment.

The involvement of detainees in formal and informal education processes helps them improve their self-confidence and create a positive self-image, elements that can change one's life orientation. To be effective, the educational approaches and techniques used in incarceration spaces were experiential, collaborative, based on the trainees' needs and interests and considered the special conditions of everyday life in prison. An educational technique that has the above characteristics is narration.

THE USE OF NARRATIVE IN PRISON

The general usage of narrative as an effective educational technique has been repeatedly emphasized by many researchers (Olson, 2000; Gomez *et al.*, 2000; Butcher, 2006). The emergence of the authentic voices of the subjects as they unfold through their narratives is a determining element for the development of the empowering and emancipatory effect of narratives (McEwan & Egan, 1995). Stephenson (2007) and Hopwood (1999) pointed out the power of narratives during educational activities in prisons, as narratives contributed to the development of inmates' communication skills, self-confidence, reflection and empathy.

There are many examples of successful educational programs that have been developed internationally and have in their core the use of narratives. Trounstein and Waxler (1999) refer to the program "Changing life through literature", while Stephenson (2007) describes the program "Stories that unite". The first took place in a US prison, while the second was organized in Britain. Both had as main dimensions of the educational process the narration, reading, writing and editing of various forms of stories.

It appeared that the inmates who participated in both of the above programs transformed perceptions and attitudes they had in their lives before incarceration while orienting their value system to socially acceptable values and behaviours. In this way, the narratives seem to have functioned as a source of transformative learning (Mezirow, 2000), capable of changing inmates' previous mental habits that seemed to be associated with the development of delinquent behaviour.

A NARRATIVE ACTION IN A GREEK PRISON

The action presented here took place in the Special Detention Center for Young Prisoners located in central Greece. The purpose of the action was multiple. It aimed at creatively exploiting inmates' leisure time, improving their relationships with each other, and developing a reflection on issues related to the reasons that led to their

imprisonment. An additional goal was to strengthen the Greek language skills of foreign inmates who were taught Greek as a foreign language in prison.

The detainees involved in the operation were eight, aged between 18 and 21, originally from Pakistan. Five of the above detainees were beginners in learning the Greek language, while three were average, speaking in Greek. Their time staying at the prison was from two years to a few weeks, and their penalties ranged from a few months to years. The place where the action took place was the room used as a school classroom, which was a cell properly converted into a classroom.

After some initial interaction development activities between the team members, the detainees were asked to tell a story about their past. The story could be about their childhood or adolescence, the journey of immigration from their country of origin to Greece or even an incident from their life in Greece both before and during the incarceration. After discussing in their language for a short time, the participants took the floor. One of them began to tell his immigration story, the story of the "long journey", as he called it, from the day he decided to leave Pakistan until the day he was closed in a Greek prison. The narration was done in Greek, while from time to time, the narrator himself summarized what he had said in his mother language to be understood by all the inmates. Throughout the room's narration, there was absolute silence which was interrupted only by whispers of the other members of the group who seemed to complete and confirm what the central narrator was saying.

After the inmate completed his narration, the emotion was evident in all the participants' faces. In the short time left in that first meeting, another inmate managed to tell his absurdity in the same immigration story. The next meeting continued in the same way, where other detainees, either speaking directly Greek or with their inmates' help, told the group details of their own immigration stories. The content of the narratives and the emotional charge it created mobilized a strong emotional exchange among all the group members, the animator included.

At subsequent meetings and after the inmates' stories were completed, the animator of the action, in collaboration with the participants, decided to create a

single story, like a puzzle from the individual stories' merging. The name of the protagonist of the story was decided, as well as the main episodes of the script, all of which came from similar events reported by the inmates' narratives.

Through such a process, the final story was formed from parts of the individual narratives step by step. The final story's title was co-decided to be "The Golden Bird". The title came from a dream of the protagonist of the story, Tariq, a young man who wanted to immigrate to Europe and who often dreamed of hunting a golden bird. According to the excerpt from the final story: *"Tariq fell asleep. He slept soundly and had many strange dreams. He first saw a golden bird chasing him, and when he was about to touch it, the bird spread its wings and escaped"*.

The golden bird appears regularly in the narrative for various reasons. However, along with the golden bird, the narration also mentions a golden cage. It highlighted, on the one hand, the fear of young immigrants about what they are going to encounter in the foreign place; and on the other hand, giving a stigma for the cage- a cell that will become its final destination, when their adventure leads them to prison, to a cage that is not gold at all.

Of particular interest is the fact that the imprisoned narrators and creators of the story decided to close their story before the iron door of the prison opened for the hero. Overall, the narrators decided to keep an open and optimistic ending for readers. So, after Tariq, the main character crosses the river that separates the East from the West, Turkey from Greece, or as he puts it in the story, *"poverty from wealth,"* he sits down to rest for a while. The morning sun gilds his face: *"The sun is a good sign"*, Tarik thinks and decides to move inside the country. This was the end of the story. What will happen inside the country remains unknown to readers, leaving them to make their assumptions.

"The Golden Bird", which is a synthesis of the participants' real-life stories, contains many of the archetypal elements of folk tales. Lying, betrayal, social injustice, and friendship, companionship, courage, and perseverance are dimensions that come and go in "The Golden Bird" in the same way that these elements appear in the

world of folk tales. But "The Golden Bird" is not a folk tale. It is the true story of millions of people who are forced to emigrate in search of a better life

After the story was completed, the creators were asked to illustrate it. Only one of the young inmates, Sayid, who regularly brought paintings in the classroom, showed a special initiative and consistency in the story's illustration. Sayid was 20 years old, and when he left Pakistan, he was a student in the last grade of high school. According to his narrative, one morning while holding the school bag, instead of going to school and without saying anything to his family. He then got on a bus, went to the border with Iran, and followed a group of immigrants, beginning his journey to Europe. After incredible difficulties and serious problems, he managed to reach Greece. Before he could understand where he was, quite unjustly as he strongly argued, he was arrested and sent to prison.

Sayid counted the days in prison with his paintings. Every day and a different painting. Paintings made with a pencil or a pen, crayons or markers. In one of the paintings he made for "The Golden Bird", he painted a robin bird in a small cage. The bird's wings are tapping on the cage's wires, and its open beak seems to be calling for help. When he showed the painting to the group, he asked, "How long can this bird live in the cage?" No one had an answer...

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