



Co-funded by the
Erasmus+ Programme
of the European Union

INMATE REINTEGRATION: Compilation of Theory and Practices

THE RE[ENTER] PROJECT

October 2020

This manual is an intellectual output of the Erasmus+ project RE[ENTER], (Coordinator: Freedom Gate Greece). The manual was produced by the partner organization University of Thessaly (Scientific coordinator: Kostas Magos, Associate Professor. Editor: Sotiria Kalmpeni, Phd Candidate).

Contents

INTRODUCTION OF THE RE[ENTER] PROJECT	4
PART I	4
Description of the RE[ENTER] PROJECT	4
Purpose and description of the training activities within the RE[ENTER] PROJECT	7
Methodology used within the RE[ENTER] PROJECT	8
Results and impact of the RE[ENTER] PROJECT	8
THEORETIC TOPICS	12
PART II	12
2.1 Basic knowledge of the criminal phenomenon	13
(principles of criminology)	13
2.2. Penology and Prison as a total institution	22
2.3. Familial environment of inmates and the consequences	36
of incarceration on family members	36
2.4. Consequences of incarceration (prisonization, stigma etc.)	49
2.5. Exemption from stereotypes and prejudice concerning offenders.....	56
2.6. Issues on radicalization and ghettoization in prisons.	62
2.7. Issues on diversity (religious, gender, multicultural.....	75
2.8. Personal limits and ethics concerning work with offenders	85
2.9. Personal security and elimination of risks	91
2.10. Tackling burnout of prison staff	97
2.11. Training on issues concerning people who work	106
in a difficult environment such as the prison	106
Good practices and skills to apply the methodology to use psycho-educational tools	115
in inmates' rehabilitation	115
PART III	115
3.1. Presentation of Moral Discussion Groups	116
(3.1.1. First Contact Activity, 3.1.2. Moral Dilemmas, 3.1.3. Experiential Exercises).....	116
3.2. Vocational rehabilitation workshops for inmates	123
3.3. Juvenile offenders and activities at Corinth Juvenile Facility as part	129
of their smooth reintegration into society.	129
3.4. Education in prisons: "Teaching adult prisoners by using art"	134
3.5. Enhancing emotional awareness through movement: "Mirror, mirror on the wall"	138

3.6. Contact Improvisation and performance activities to develop trust, responsibility and confidence: "Trusting me, trusting you"	138
3.8. Training and sharing good practices concerning prisoners' rehabilitation.....	149
through sports and socio-educational activities	149
3.9. Case of Silta-valmennus ry. Meeting experts by experience Coaching	157
inside the Prison Meeting clients	157
3.10. Animal Assisted Therapy in Jilava Prison Romania.....	164
3.11. PRISON OF PEACE (PoP)	171
Teaching Communication & Conflict Resolution to Inmates & Prison Personnel	171
3.12. Escaping through stories: The contribution of narrative in prison education	179

Index

Figures

Figure 1. The process of prisonization.....	52
Figure 2. The most important factors contributing to the motivation of people to leave.....	68
Figure 3. The tree of diversity.....	81
Figure 4. Ways to manage diversity.....	83
Figure 5. The cycle of dynamic security.....	94
Figure 6. Tips for prison staff safety.....	96
Figure 7. Tips for prison staff safety.....	97
Figure 8. The main methods in psycho-social rehabilitation.....	163
Figure 9. Path towards education and employment for criminal sanction clients.....	163
Figure 10. Services of rehabilitative coaching.....	166

Tables

Table 1. General description of the three phases in Entre.....	171
Table 2. Circle Keeper Workshop Evaluation.....	178
Table 3. Peacemaker Workshop Evaluation.....	179

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, i.e. through deprivation of liberty. It is, however, not clearly defined in the current legislations which methods and means should be used for the corrective actions that aim at improving the personality of the offender or what measures should be used for rehabilitation. The sentence therefore only maintains its punitive character through deprivation of liberty.

Consequently, individual's imprisonment leads to the loss of social skills 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, being able to work with peers and in groups and to communicate at all.

Efforts to assist offenders' successful return to the community must therefore consider both the needs of the offenders as well as the risk they present in terms of community safety. Societies cannot afford not to invest in social integration and reintegration programs for offenders. Such programs are an essential part of any comprehensive crime prevention strategy. Investments in prisons, without a

complementary investment in rehabilitation and reintegration programs, do not produce a significant reduction in recidivism (United Nation's Office on Drugs and Crime, 2012)

The re-integrating process is a long process requiring specialized personnel in order to successfully cope with the needs of the prisoners. One of the main existing problems in the field of rehabilitation is the lack of specialized trained personnel both inside the penal institutions but also outside, in organizations focusing on the re-integration of prisoners. Knowing that prisoners belong to a group with distinct behavior, wherein social skills are absent (Travis, Solomon & Waul, 2001), certain special skills are required in order to ensure the right approach with the maximum efficiency of the programs.

The project's overall objective is therefore to fill gaps by mapping, disseminating and learning to implement programs and exploit new psycho-educational tools for obtaining social skills and generally prepare the inmates to reintegrate. In addition, the project aims to train trainers (both professionals and volunteers) who work or wish to work with inmates. In order for interventions within the correctional system to be effective, it is therefore necessary for trainers to obtain knowledge of the framework in which programs and activities are implemented as well as to have the required competence and skills in order to implement them. Furthermore, it is important to provide professionals who already work in the correctional system with appropriate tools in order to maximize the benefits of the training process for the inmates.

By acquiring knowledge necessary 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 greatly enhanced (Lawrence et al. 2002).

TARGET GROUP

The target group of this project is professionals and volunteers (direct beneficiaries) who work or wish to work in prisons with adult offenders, young offenders and juveniles aged 15 – 23 as well as with ex-offenders and the families (indirect beneficiaries) of the aforementioned. Training concerns integration of adult offenders, young offenders and juveniles aged 15 – 23 into the society and labor market and issues concerning ex-offenders support continuum and inmates' families' support structures.

The project includes all countries, those with a developed rehabilitation system and those with a less developed one. After all, the phenomenon of delinquency is a global one and it needs to be addressed as such in order to experience a change that could lead to an institutional change.

THE PARTNERSHIP

The selection of good partners plays a vital role for the sustainability of the project so we set a number of criteria according to which we launch our research for the choice of our partners. The criteria set include the following:

- Organizations that operate according to our priorities and values and like-minded partners.
- Partners that may contribute to going beyond our borders so that geographical spread is achieved due to their involvement.
- Partners with previous experience in European projects.
- Transparent, confidential and credible organizations.

Through the selected partners, we tried to geographically cover the entirety of Europe. Countries were chosen from the north and north-west Europe, southern Europe-Mediterranean and from Eastern Europe.

The composition of the partnership is:

Freedom Gate Greece (coordinator),

University of Thessaly (Greece),

Innovative Prison Systems (Portugal),

Fundación Diagrama Intervención Psicosocial (Spain),

UISP Comitato Territoriale Cirie Settimo Chivasso (Italy),

Citizens in Power (Cyprus),

Silta-Valmennusyhdistys ry (Finland),

Asociația Județeană Sportul Pentru Toți Suceava (Romania),

European Strategies Consulting (Romania).

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

The training activities are the very core of the main objective of the program that focuses on the capacity building of the professionals and volunteers and constitute the most vital part of the exchange of good practices among partners and the public since only through the training activities can the opportunity of the investigation of the credibility and validity of the trainings be measured.

Also, even after the completion of the programs the trainings may continue given the fact that all material will be available via the e-learning platform or via the internationalized curricula ensuring the long-term implementation of the program.

Adding training activities into a project is therefore in line with the ET2020/European Agenda for Adult Learning priorities and the Council recommendation on Up-skilling Pathways. The project provides two separate trainings, in order for participants to acquire scientific knowledge of the criminal justice framework and skills to apply the

methodology to use new psycho-educational tools which will be presented during the training sessions.

Methodology used within the RE[ENTER] PROJECT

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

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

The benefits of using the LFM framework for articulating project success are, therefore: it provides a common, clear understanding of the project objectives and project success criteria; it structures thought and judgment of the appropriateness of the stated project objectives; it provides a clear target so that all project partners are traveling in the same direction; it acts as a communication tool for project stakeholders; and it facilitates 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.

Product success has three components:

- 1) meeting the project owner's strategic organizational objectives (project goal),
- 2) satisfaction of users' needs (project purpose), and
- 3) satisfaction of stakeholders' needs where they relate to the product. The key role of LFM is therefore to provide a "step-by-step conceptualization of the important elements of a project".

Results and impact of the RE[ENTER] PROJECT

The results of this project are distinguished into short term and long term results.

SHORT TERM RESULTS

- Enhancing of skills concerning professionals and volunteers who work with inmates and ex-inmates
- Learning to implement programs and to exploit new psycho-educational tools for obtaining social skills and generally preparing the inmates to reintegrate
- Raising social awareness of the staff in prisons
- Raising students' social awareness at University of Thessaly via lectures
- Exploiting new psycho-educational tools for obtaining social skills and generally preparing the inmates to reintegrate smoothly
- Development of programs - tools related to the integration in the labor market

LONG TERM RESULTS

- Improved support services in prisons concerning reintegration and rehabilitation services
- Improved support services at organizations and NGO's with the main objective the rehabilitation of former inmates and their reintegration into the labor market
- Upgraded support structures and services to ex-offenders upon their release
- Creation of audiovisual material for e-learning
- Creation of 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 will be presented and all associated institutions and parties will be invited
- Dissemination of the results through publications in scientific journals
- Participation in nationwide and worldwide conferences

IMPACT

Concerning the participants (professionals & volunteers) the impact focuses on the upgrade of their professional skills and the services that they provide to offenders and ex-offenders that have the potential to lead to effective practices and programs that prevent from reoffending and relapse.

Another positive impact of the project focuses on the indirect beneficiaries, i.e. inmates and ex-inmates who seek help from institutions and organizations that will be trained and equipped to provide this kind of help. The development and implementation of psycho educational tools and techniques concerning employment counseling and social competency will contribute to the reduction of unemployment and the elimination of stereotypes concerning ex-offenders as well as promote equal rights and opportunities.

Furthermore, as indirect benefiterers should also be considered the professionals working in correctional services who will not attend the training seminars but will, however, benefit from new tools which will be implemented during the project and will be available to them via Open Access of audiovisual material for e-learning and via internationalized curricula.

As for participating organizations, they will enrich their practices and services provided through the exchange of good practices among partners. In that way the participating organizations will be able to expand their activities and services, create 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 is expected that the project will contribute positively to the implementation on all levels as the training provided covers needs of a large target group within correctional systems. The project is related to the principles of sustainable development as well as the fight against social exclusion. It is estimated that the actions taken by the participants involved, using the results of the project, in the long term will have a positive impact on the changing attitudes of professionals and volunteers both experienced and newcomers as well as of local communities concerning their activation and involvement in volunteering within the correctional systems. At European level, the project will contribute to the promotion of EU values connected with improvement of social inclusion and access to labor markets by vulnerable groups of people.

The results will be achieved through strengthening of cooperation between organizations from different EU countries and not only by sharing experiences concerning the improvement of professional skills in education and training and especially concerning in countries where prisons lack both staff and programs. The project approach, therefore, aims to provide the opportunity to all Europeans working or wishing to work within the corrections to benefit 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 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 prison 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 which emerge from the lack of effective services provided to inmates and

ex-inmates and to strengthen professionals and volunteers that work at relevant to the inmates' fields and contexts. It is estimated that 450 professionals and volunteers will be trained and gain the necessary knowledge and tools to boost their efficacy. The training sessions that participants will attend include the exploration of innovative psycho-educational tools, employment counseling, ethics, case management and supervision to professionals. The methodology that will be used is based on the Logical Framework Method which is a systematic and participatory approach for project design and planning. LFM assists in the understanding of two components of project success: 1) project management success and 2) product success. The expected results include the capacity building of professionals who will be trained but also other professionals that will have the opportunity to learn through open access to material which will be published after the completion of the project. In addition, due to the exchange of good practices among partners, the organizations involved will be able to provide more efficient, credible and valid services to inmates and ex-inmates. Last but not least, the impact of the project includes partners' involvement to stakeholders' decision upon matters providing services at correction facilities that may contribute to a social change.

REFERENCES

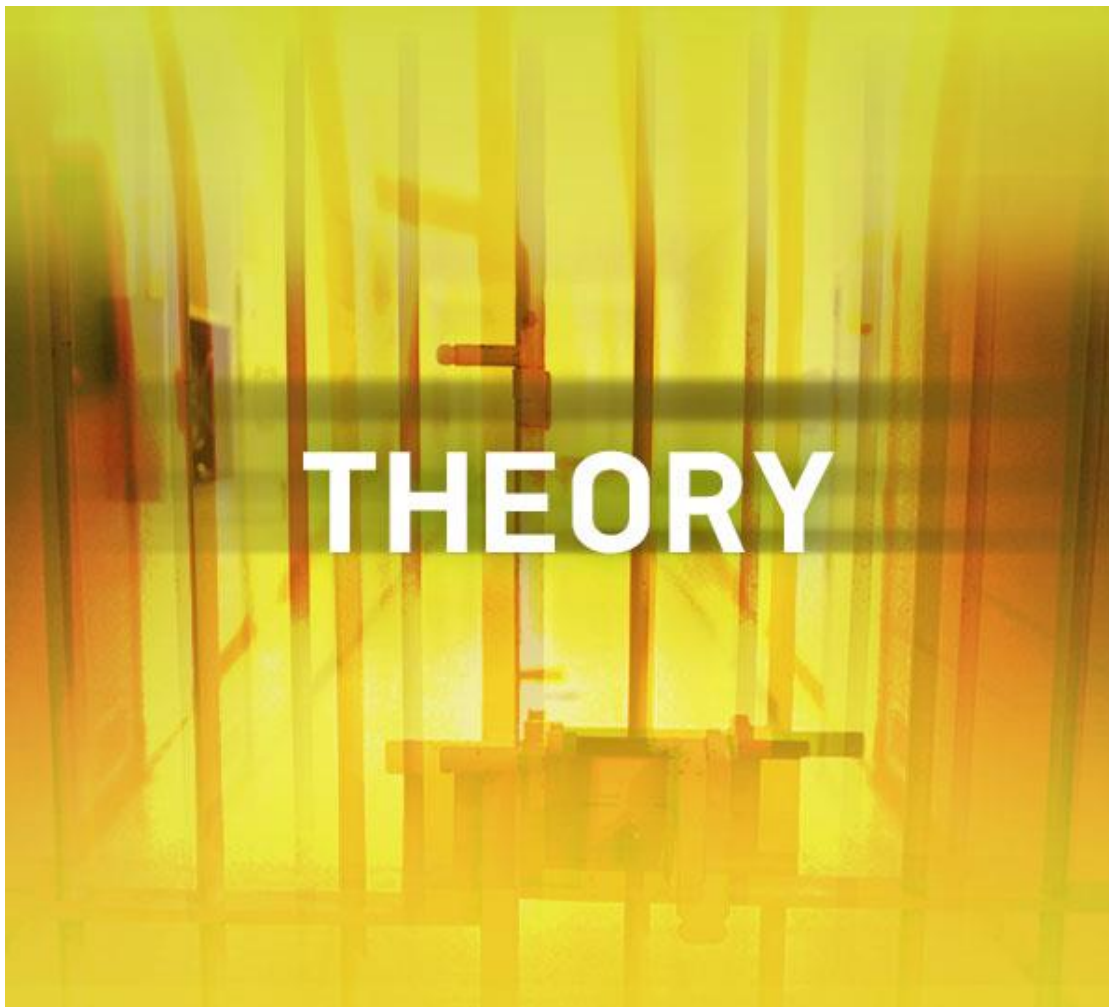
Chin, V., & Dandurand, Y. (2012). Introductory handbook on the prevention of recidivism and the social reintegration of offenders. *Criminal Justice Handbook Series*, New York: United Nations.

Goffman, E. (1961). *Asylums: Essays on the social situations of mental patients and other inmates*. Doubleday.

Travis, J., Solomon, A. L. & Waul, M. (2001). *From prison to home: The dimensions and consequences of prisoner reentry*. Urban Institute Justice Policy Center.

Lawrence, S., Mears, D. P., Dubin, G. & Travis, J. (2002). *The practice and promise of prison programming*. Research Report.

THEORETIC TOPICS



2.1 Basic knowledge of the criminal phenomenon

(principles of criminology)

Nassia Agriogianni- Freedom Gate Greece

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. Its activity is to reveal and analyze the indiscriminate elements of behavior, whether of the perpetrator of the crime or of the organs of official social control of crime. It also verifies the relationships between all the elements of the criminal phenomenon, namely criminal law, crime, criminal penalty, the state, the criminal and clarifies the interaction between them.

ELEMENTS OR TIMES OF THE CRIMINAL PHENOMENON

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

A) The rule (criminal law)

The rule in the case of the criminal phenomenon is the criminal law. Criminal law is the rules of conduct that a society has established as mandatory and provide for the imposition of penalties. They report forbidden behavior in crimes, changing according to political, social, economic and cultural development. They are not stable, but there are always. They flow from the social instinct of survival and human logic. Their content varies, but in recent decades legal thinking is a common denominator. Political power is the 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. Punitive opts for behavior and leads them to crimes. The educational function is the fact that criminal law indicates good behavior and is a criterion for assessing human actions. Its symbolic function, according to Durkheim (1973), is 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 an ideal behavior, such as respect and equality. The adjustment factors correspond to attitudes to which the legislator has to adapt at a given point in time, such as the economy and politics.

Methods for legal production are divided into three categories. The first is radical and relies on the ideology of a particular social group. The second is empirical, the case 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 degree of democracy and scientific maturity of the country.

B) Violation

i) Crime

World literature provides a wealth of definitions of crime, which represent 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 behavior in a society and should be considered a source of concern only when it takes the form of an epidemic. It is therefore 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 offenses 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, an attack against the values of a group, which triggers an emotional reaction of disapproval among its members, which is the source of the penalty.

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. 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 takes into account 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 conviction of the perpetrators. 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 crime. In the past, there have been attempts 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 limit. The prognosis of crime is another issue. S. and E. 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 offense. But what do we mean when we say “criminal” and in what way does Criminology relate to him? In the scientific reality of Criminology, the criminal who ends up under study represents a much smaller percentage 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 sentenced to a custodial sentence, without suspension or without 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 social representation offered by the media. 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 anesthesia, lack of foresight and of self-control of a criminal. Other theorists focus on the environment and incriminate the law of adaptation (Garofalo, 1905), or the differential association (Sutherland)¹ or the cultural conflict (Sellin). 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 and the penalty is the most serious of them. 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 the form of judicial retaliation but also a social defense 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 nature and gravity of the illegal act. According to the idea of General Prevention, the purpose of the sentence is to intimidate the rest of the citizens, in order to exemplify and not to act, but also indirectly educate them. According to the Specific Prevention, the purpose of the punishment is also the restraint of the person who has been wronged to 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 possible. Representatives of the Italian Positive School suggested that instead of penalties, substitute measures should be attributed to publicly beneficial content.

Today, there is an average way in which penalties are imposed, which result from balancing the criteria of liability and risk. The most frequently imposed penalty in Greek law continues to be 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 are 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 above-mentioned elements of it and the fact that every effort of define its elements is questionable and very difficult.

CHARACTERISTICS OF CRIMINOLOGY

Criminology is the Science that has as an objective the criminal phenomenon. Criminology studies criminal phenomenon both as an individual act and 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 it is different from it because it studies the criminal reality not in a regulatory way. Criminology is also different from the Human Sciences, because its object is general, positive and receptive to scientific study. Criminology is characterized also by its interdisciplinary character, which means that it composes the results by many sciences 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 of 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, the Penology/Criminal Justice Policy, Victimology, Criminal Policy, Theoretical Criminology, Empirical Criminology, Comparative Criminology and Clinical Criminology.

REFERENCES

- Alexakis, S. (2011). *Criminology*. Athens – Thessaloniki: Sakkoulas Publications.
- Becker, A. J., McCulloch, E. A. & Till, J. E. (1963). Cytological demonstration of the clonal nature of spleen colonies derived from transplanted mouse marrow cells. *Nature* 197 (4866), 452-454.
- Bentham, G. (1829). Micromeria. *Bot. Reg*, 15, 282.
- Cohen, A. K. (1971). *La déviance*. Gembloux, Duculot.
- Durkheim, E. (1933). *The division of labor in society*. Free Press.
- Durkheim, E. (1973). *Morality and society*. Chicago: University of Chicago Press.
- Farsedakis, I. (2005). *Elements of criminology*. Athens: Nomiki Bibliothiki Publications.

Ferri, E. (1905). *Socialism and positive science: (Darwin--Spencer--Marx)* (Vol. 1). Independent Labour Party.

Ferri, E. (1929). *Sociologia criminale*. Quinta ed. riveduta e ampliata. Con note a cura di A. Santoro. 2 Voll. Torino.

Garofalo, R. (1905). *La criminologie*. F. Alcan.

Glueck, S. & Glueck, E. T. (1934). *One thousand juvenile delinquents*. Harvard: Harvard University Press.

Hulsman, L. H. C. (1986). Critical criminology and the concept of crime. *Contemporary Crises*, 10 (3-4), 63-80.

Lombroso, C. (1876). *The Criminal Man*, trans. Rafter, NH, and Gibson, M.

Phillipson, C. (1923). *Three criminal law reformers: Beccaria, Bentham, Romilly* (No. 113). JM Dent & Sons.

Sutherland, Ed. H. (1949). *White Collar Crime*. New York: Holt, Rinehart & Winston.

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 all branches of Criminal Science and they cannot really function without the other, therefore (Deflem, 2006):

Criminal law: Is the body of law that relates to crime. Most criminal law is established by statute, which is to say that the laws are enacted by a legislature. It includes the punishment of people who violate these laws. Criminal law seeks to implement policies pictured by criminology and penology.

Criminology: Criminology is the science that studies the criminal phenomenon which includes the rule, the violation and the sanction.

Penology: Is the scientific study of the punishment of crime.

This includes custody, punishment, treatment, prevention and control of crime and the offender as well as prison management.

As the topic of penology is enormous we will keep a focus just on the subject considering the punishment. This means what punishment is, how is it defined, how is it justified and what it will do. I will present a small-scale historical review about the development of the criminal justice system in the Western world as well as a presentation of how and why the system changed during the 18th century. It is therefore important to have a good look at what has happened in the past aka in history in order to understand today's or modern society. There will also be a short presentation about the fundamental rights and basic or principles of legality or cardinal (basic) principles of the criminal procedure.

DEFINITION OF CRIME

There are myriads of definitions according to different approaches and paradigms of what crime is. In science and philosophy, a paradigm (/ˈpærədəɪm/) is a distinct set of concepts or thought patterns, including theories, research methods, postulates, and standards for what constitutes legitimate contributions to a field.

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

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

More details on this topic you can find under “Basic of the criminal phenomenon (principles of criminology)”-chapter 2.1.

Criminology is the science that studies the criminal phenomenon and the elements that compose it and surround it i.e. studies what causes individuals to commit crimes (aka criminogenesis) and why they behave in certain situations (as discussed in chapter 2.1: “Basic of the criminal phenomenon (principles of criminology”). 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 in which to live. Some ascertain that some individuals have latent traits that will determine how they will react when put in certain negative conditions.

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

Choice Theory: The belief that individuals choose to commit a crime, looking at the opportunities before them, weighing the benefit versus the punishment, and deciding whether to proceed or not.

Classical Theory: Similar to the choice theory, this theory ascertains that people think before they proceed with criminal actions; that when one commits a crime, it is because the individual decided that it was advantageous to commit the crime.

Conflict Theory: The conflict theory holds that crime results from the conflicts in society among the different social classes, and that laws actually arise from necessity as a result of conflict, rather than a general consensus.

Critical Theory: Critical theory upholds the belief that a small few, the elite of the society, decide laws and the definition of crime; those who commit crimes disagree with the laws that were created to keep control of them.

Labeling Theory: Those who follow the labeling theory of criminology ascribe to the fact that an individual will become what he/she is labeled or what others expect him/her to become; the danger comes from calling a crime a crime and a criminal a criminal.

Life Course Theory: The theory that a person's "course" in life is determined by short (transitory) and long (trajectory) events in his life, and crime can result when a

transitory event causes stress in a person's life causing him to commit a crime against society.

Positivist Theory: The positivist rejects the idea that each individual makes a conscious, rational choice to commit a crime; rather, some individuals are abnormal in intelligence, social acceptance, or some other way, and that causes them to commit crimes.

Rational Choice Theory: Reasons that an individual thinks through each action, deciding on whether it would be worth the risk of committing a crime to reap the benefits of that crime, whether the goal be financial, pleasure, or some other beneficial result.

Routine activity theory: Followers of the routine activity theory believe that crime is inevitable, and that if the target is attractive enough, crime will happen; effective measures must be in place to deter crime from happening.

Social Control Theory: Theorists believe it is society's responsibility to maintain a certain degree of stability and certainty in an individual's life, to make the rules and responsibilities clear, and to create other activities to thwart criminal activity.

Social disorganization theory: Suggests that crime occurs in communities that experience breakdown in social mores and opportunities, such as in highly populated, lower income, urban communities.

Social Learning Theory: Social learning indicates that individuals learn from those around them; they base their morals and activities on what they see others in their social environment doing.

Strain Theory: The theory holds that individuals will turn to a life of crime when they are strained, or when they are unable to achieve the goals of the society, whether power, finance, or some other desirable goal.

Trait Theory: Those who follow the trait theory believe that individuals have certain traits that will contribute to whether or not they are capable of committing a crime when pushed in a certain direction, or when they are in duress.

DEFINITION OF CRIMINAL PUNISHMENT

Penology sees the criminal punishment as a social institution. The notion of social institution refers to repeatable, well – established behaviors, patterns, rules and rituals. Another notion frames social institution as a distinctive type of activity fulfilling the needs of individuals and communities.

The role of criminal punishment is therefore to fulfill, 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 the 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 punishment organizational forms and in 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

Theories of punishment can be divided into two general philosophies: **utilitarian rationale** and **retributive rationale**. The utilitarian theory of punishment seeks to punish offenders to discourage, or "deter," future wrongdoing. The retributive theory seeks to punish offenders because they deserve to be punished.

A **utilitarian rationale** justifies punishment's infliction of pain as the means to the "greater good" of reduced crime through deterrence, incapacitation, or rehabilitation. Under the utilitarian philosophy, laws should be used to maximize the happiness of society. 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 endeavor to inflict only as much punishment as is required to prevent future crimes. The utilitarian theory is "consequentialist" in nature. It recognizes that punishment has consequences for both the offender and society and holds that the total good produced by the punishment should exceed the total evil. In other words, punishment should not be unlimited.

Under a **retributive rationale**, the infliction of pain is justified as long as the punishment is deserved. Retribution is a term that means balancing a wrong through punishment. Whereas revenge is personal and not necessarily proportional to the victim's injury, retribution is impersonal and balanced. It must be done by a lawfully authorized party and it must be done only after procedural due process. 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.

HISTORICAL REVIEW OF PUNISHMENT

It is important to know the history in order 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:

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

Until the eighteenth century in Europe, and much later in many other areas, the structuring of penal policy was explicitly depending on the prevailing religious and political status hierarchies.

There were two major influences on punishment that were at all-time blatantly manifest in Europe until the end of the eighteenth century. These influences were the social distance between the punisher and the punished and the economic interests of the punisher. 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 labor, and banishment. These procedures were universally accepted and were in existence in most European Christian countries.

The nobility hence was subject to a criminal law different in its specification of penalties from that which prescribed punishments for commoners who were dealt with most harshly, especially when the victims of their offenses were of the 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 claimed that a man commits crime due to the influence of some external spirit called “demon” or “devil” and crimes result from the possession of one’s spirit by these, 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. Thus, an offender commits a wrongful act not because of his own free will but due to the influence of some external super power and this person could be cured only by torture and pain. The evolution of criminal law was yet at a basic stage and no attempts were, however, made to probe into the real causes of crime.

THE INFLUENCE OF THE ENLIGHTENMENT ON CRIMINAL PROCESSES

The Age of Enlightenment was an intellectual and philosophical movement that dominated the world of ideas in Europe during the 18th century.

Enlightenment undermined the authority of the monarchy and the Church and paved the way for the political revolutions of the 18th and 19th centuries.

The Enlightenment included a range of ideas centered on the sovereignty of reason and the evidence of the senses as the primary sources of knowledge and advanced ideals such as liberty, progress, toleration, fraternity, constitutional government and separation of church and state.

THE TURNING POINT AND A NEW ERA OF CRIMINAL LAW

Cesare Beccaria, (1738 – 1794) was an Italian criminologist, jurist, philosopher, and politician, who is widely considered as the most talented jurist and one of the greatest thinkers of the Age of Enlightenment. During the middle of 18th century the pioneer of modern criminology presented and explained his naturalistic theory of criminality by rejecting the omnipotence (great power) of evil spirit. Beccaria laid greater emphasis on the mental phenomenon of the individual and attributed crime to the “free will” of the individual.

In 1764 these conceptions were brilliantly used by Beccaria as postulates for a new penal policy. His Essay “On Crimes and Punishments” (Italian: *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 offense, 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. His Essay “On Crimes and Punishments” received wide acclamation (approval) all over Europe and gave a fillip to a new criminological thinking in contemporary west. He sought to humanize the criminal law by insisting on natural rights of human beings. He raised his voice against severe punishment, torture and the death penalty.

Beccaria’s views on crime and punishment were also supported by Voltaire as a result of which a number of European countries redrafted their penal codes

mitigating the rigorous barbaric punishments and some of them even went to the extent of abolishing capital punishment from their Penal Codes. It erred in prescribing equal punishment for same offence thus making no distinction between first offenders and habitual criminals and varying degrees of gravity of the offence.

However, the greatest achievement of this school of criminology lies in the fact that it suggested a substantial criminal policy which 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 which were 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 come out with a rationalized theory of crime causation which eventually led to the foundation of modern criminology and penology.

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

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

Nulla poena sine lege ("no penalty without a law"): is a legal principle, requiring that one cannot be punished for doing something that is not prohibited by law. This principle is accepted and codified in modern democratic states as a basic requirement of the rule of law. Rule of law implies that every citizen is subject to the law.

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

The fundamental right of presumption of innocence is the legal principle that one is considered innocent until proven guilty.

This right is so important in modern democracies, constitutional monarchies and republics, that many have explicitly included it in their legal codes and constitutions:

The Universal Declaration of Human Rights, article 11, states: "Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense".

"It is better that ten guilty persons escape than that one innocent suffers".

English jurist William Blackstone in his seminal work, Commentaries on the Laws of England, published in the 1760s.

PRISON AS A TOTAL INSTITUTION

A **total institution** is a closed social system in which life is organized by strict norms, rules, and schedules, and what happens within it is determined by a single authority whose will is carried out by staff that enforces the rules. 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, but either way, 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.

NOTE: The concept of "total institution" is mostly associated with the famous sociologist Erving Goffman. He created the concept of total institution in his essay "On the Characteristics of Total Institutions" published in 1961 in *Asylums*.

ADAPTATION TO PRISON AND INMATE SELF-CONCEPT

PRISONIZATION

Prisonization is the fact or process of becoming prisonized. Prisonization is the process of being socialized into the culture and social life of prison society to the extent that adjusting to the outside society becomes difficult. Prisonization or prison socialization has been recognized as a process with goals that are antithetical to the reintegration of ex-offenders.

Prisonization forms an informal inmate code and develops from both the individual characteristics of inmates and from institutional features of the prison. Incarceration may promote prisonization in both novice and experienced inmates. Prisonization also forms a unique prison subculture.

Prison subcultures, on the other hand, reflect the values and behavioral patterns characteristic of prison inmates. They are the mechanisms that inmates develop in the population to cope with the realities of prison life. Subcultures likely derive from a drive to have some control over one's environment, or at least some small segment of one's environment. Because prison authorities control all aspects of an inmate's life in the conventional world, the development of subcultures that cannot be controlled by those authorities gives inmates a means of exercising control in their "real" world.

Prisonization involves the formation of an informal inmate code and develops from both individual characteristics of inmates and from institutional features of the prison. Both the individual characteristics of inmates and institutional qualities affect

prisonization and misconduct. Individual-level antecedents explained prisonization better than prison-level variables did.

Prisonization is the process of accepting the culture and social life of prison society. It can be described as a process whereby newly institutionalized offenders come to accept prison lifestyles and criminal values. Prisonization forms an informal inmate code. Prison inmates slowly accept these institutional features and codes of the prison in their struggle for survival.

Although many inmates begin their prison experience with only a few values that support criminal behavior, the socialization 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.

The day-to-day experiences of inmates are not only affected by the official, formal organization of prisons; an informal organization among inmates—known to criminologists as the inmate subculture—is equally influential.

The inmate subculture is comprised of a peculiar language and a distinctive set of informal norms, attitudes, beliefs, values, statuses, and roles that give inmates a different perspective from people on the outside (or as prisoners say, those of us in the free world).

Sykes (1958) reasoned that the subculture develops to help inmates adjust to the deprivations of incarceration, or what he called the "pains of imprisonment."

INSTITUTIONALIZATION

Being institutionalized means that a person has been locked up long enough to become used to it and this can create problems upon one's release. Prison has a very different culture and day to day life than life on the outside, and if you spend long on the inside you easily become used to it.

Institutionalization is an often-deliberate process whereby a person entering the institution is reprogrammed to accept and conform to strict controls that enable the institution to manage a large number of people with a minimum of necessary staff. Individuals accept their new roles as prisoners and give up all their other roles they might have had in the free world.

Depersonalize from the beginning

The process of denying the person their old identity starts when the inmate enters the door, including weighing, photographing, fingerprinting, searching, bathing, disinfecting, removal of personal possessions and dressing in undifferentiated clothing.

Force a break with the outer world

Separate the person from the external world. Deny them visitors. Force them to face into the institution rather than hanker after external contact. Allow visitors only as a reward for acceptance of institutional rules. After a visit, watch how they behave carefully and only allow subsequent visits if they show no signs of rejecting the institution.

Force obedience

Unquestioning obedience is forced by harsh punishment, both psychological and physical. The person may be required to 'willingly' engage in humiliating acts. There may be deliberate 'will-breaking' activities, typically as a part of the 'welcoming' initiation rites.

Destroy the self

Forcing obedience acts to destroy self-determination. This may be continued to the point where the inmate does not even know who he or she is. Attacking them with verbal abuse continues to erode their sense of an integrated self. Giving them menial tasks shows them as inferior.

A simple and powerful method is to deny them even their name, reducing them to a number. Everything that they possess, even bedding, may be regularly changed, so they cannot even form attachments to inanimate objects.

Physically assault them

Physical handling, defacing them with tattoos, shock therapy and more teaches them that not even their bodies are sacred and are under the control of the institution.

Control every aspect of their lives

Controlling every element of their lives takes away their ability to decide. 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.

REFERENCES

Briggs, S. (2011). *Criminology for dummies*. John Wiley & Sons.

Deflem, M. (Ed.). (2006). *Sociological theory and criminological research: Views from Europe and the United States*. Emerald Group Publishing.

Farsedakis, I. (2005). *Elements of criminology*. Nomiki Bibliothiki Publications, Athens.

Goffman, E.(1961). *Asylums: Essays on the Social Situation of Mental Patients and other Inmates*. Anchor Books.

Sykes, G. (1958). *The Society of captives: A study of a maximum-security prison*. Princeton, NJ: Princeton University Press

Woodruff, L. M. (2010). *A secondary data analysis of staff reaction to the transition from a linear jail to a direct supervision model in Kane County, Illinois* (Doctoral dissertation, Western Illinois University).

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

Tina Törrönen- Freedom Gate Greece

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

THE EFFECTS OF IMPRISONMENT ON FAMILIES AND CHILDREN OF INMATES

"Family is affected and involved in the prison sentence. It affects everybody close".

(Anonymous inmate)

INTRODUCTION

There are no exact numbers of families who are affected of 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.

On the other hand, based on Children of Inmates Europe's estimates, 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 the course of a year is usually higher than the average daily population.

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.

FAMILIES ARE AN IMPORTANT INFLUENCE ON MANY ASPECTS OF INMATES' LIVES.

Family and parenting variables are key predictors of criminal behavior through the life-course (Farrington, 2002; Loeber & Stouthamer-Loeber, 1986).

Loss of outside relationships is considered the most painful aspect of confinement for inmates (Flanagan, 1980; Richards, 1978).

Family contact is associated with lower rates of self-harm while inside prison (Liebling, 1992).

Families are one of the most important factors affecting inmates' rehabilitation after release (Social Exclusion Unit, 2002).

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

The role of the family cannot be underestimated – for most people the family offers a feeling of belonging and provides support, both in practical and emotional ways. More often than not, they are there to offer guidance and provide a listening ear when needed. What happens though when those family connections are disrupted and fragmented when someone goes to prison?

Why are family ties so crucial and why, in the author's view, should prison administrations do everything they can to keep them going? Here are the author's 10 reasons:

1. Humanitarian reasons. A prison sentence means the loss of liberty, not the desolation of family ties.
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 especially) to 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 previous point – better integration means 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.

So, prison visits are very important for various reasons. Too often though, prisons are not geared particularly well to families and to maintaining family ties. In the author's opinion that's a real shame, but thankfully there is so much good practice out there and lots of 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 (Woodall, 2016).

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 the families and children of inmates 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

By far 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).

Morris (1965) 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.

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 % of wives said they experienced deterioration in their financial situation;
- 81 % some deterioration in their work;
- 46 % deterioration in present attitude to marriage and future plans;
- 63 % deterioration in social activity;
- 60 % deterioration in relationships with in-laws; and
- 57 % deterioration in relationships with friends and neighbors.

THE EFFECTS OF IMPRISONMENT ON THE PARTNERS OF INMATES

Imprisonment of a partner can be emotionally devastating and practically 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 compound a sense of loss and hopelessness for inmates' partners.

Furthermore, inmates' partners can suffer because of:

- lack of information about the imprisonment,
- visiting, and
- contact procedures (Ibid).

Maintaining contact can be fraught with difficulties such as:

- busy booking lines,
- inconvenient visiting hours,
- a lack of transport, and
- the cost and distance of travel (Hounslow et al., 1982).

Exacerbating these problems, prisons are clearly not family-friendly places to visit. Poor visiting facilities and hostile attitudes of staff can put families off visiting, especially those with children (Peart & Asquith, 1992).

Imprisonment of a partner can also cause:

- home moves (Noble, 1995),
- divorce and relationship problems (Anderson, 1966; Ferraro et al., 1983; McEvoy et al., 1999) and
- medical and health problems (Ferraro et al., 1983; McEvoy et al., 1999; Noble, 1995).

Partners with children face single parenthood at a particularly vulnerable time (Peart & Asquith, 1992).

As well as having to deal with their own problems, partners are expected to support inmates and to look after children, who are likely to be particularly hard to manage if their parent has been imprisoned (Ibid).

LOSS OF INCOME

Studies consistently report that loss of income is one of the most important difficulties faced by partners of male inmates (Anderson 1966; Ferraro et al., 1983; McEvoy et al., 1999; Noble, 1995; Richards et al., 1994; Schneller, 1976). Sharp and Marcus-Mendoza (2001) found that imprisoning mothers also caused a drastic reduction in family income. Loss of income is compounded by additional expenses of

prison visits, mail, telephone calls (especially if prisoners call collect, as in the US) and sending money to imprisoned relatives. As one family member put it: “It becomes so expensive, and the cost becomes so enormous that it takes away other things that you could be doing with your money ...”

Loss of income is compounded by **additional** expenses of:

- lawyers’ fees,
- prison visits,
- mail,
- telephone calls and
- sending money to imprisoned relatives.

Partners face other difficulties that are more intrinsic to the facts of imprisonment:

- Inmates’ partners can suffer because of a lack of information about the imprisonment, visiting, and contact procedures (Ferraro et al., 1983). Maintaining contact can be fraught with difficulties such as busy booking lines, inconvenient visiting hours, a lack of transport, and the cost and distance of travel (Hounslow et al., 1982).
- Prisons are clearly not family-friendly places to visit. Poor visiting facilities and hostile attitudes of staff 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 that can accompany a relative’s imprisonment.

However, reliable measurement over time is almost nonexistent in studies of inmates’ families, making it hard to disentangle putative causes and effects.

SUMMARY

We need to identify how prison effects on families vary over time, as well as between individuals.

- McDermott and King (1992) distinguished between the traumatic experience of arrest, the overriding uncertainty during remand and trial, and the distinct experiences of families coping with different sentence lengths.
- However, little is known about prison effects on families over time. Particularly little is known about the effects on partners after inmates are released. Partners often worry about adjusting when inmates come home (Noble, 1995) and
- studies suggest that the reality of reunion can present difficulties for inmates and their families (Jamieson & Grounds, 2002).

RESEARCH CONCERNING INMATE'S CHILDREN

The COPING project

COPE (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-centered project, which investigated the resilience and vulnerability to mental health problems of children of imprisoned parents. 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.

COPE seeks to boost awareness and achieve new ways of thinking, acting and interacting on issues concerning inmates' children.

COPE's message:

The child and his or her best interests are at the heart of our action. Children are entitled to the truth about their parent's incarceration. Children must be able to maintain a link with both parents if separated from one or both.

THE EFFECTS OF IMPRISONMENT ON THE CHILDREN OF INMATES

Inmates' children can suffer a range of problems during their parent's imprisonment, such as (Boswell and Wedge 2002; Centre for Social and Educational Research 2002; Johnston 1995; Kampfner 1995; Sack et al 1976; Sharp and Marcus-Mendoza 2001; Shaw 1987; Skinner and Swartz 1989; Stanton 1980):

- depression,
- hyperactivity,
- aggressive behavior,
- withdrawal,
- regression,
- clinging behavior,
- sleep problems,
- eating problems,
- running away,
- truancy and
- poor school grades

It is commonly cited that up to 30 % of inmates' children suffer mental health problems, compared to 10 % of the general population (Philbrick, 1996). (However, there appears to be no documented evidence to support this claim).

In Morris's study however, 49 % of inmates' wives reported adverse changes in children's behavior since their husbands' imprisonment (Morris, 1965).

An important question for sentencing is whether parental imprisonment causes antisocial behavior and crime in the next generation.

Some evidence suggests that children are at risk of antisocial reactions to parental imprisonment (Johnston, 1995; Sack, 1977; Sack & Seidler, 1978). One boy in Morris's study was discovered by a policeman tampering with car locks and the boy declared his intention of joining his father in prison (Morris, 1965: 91).

It is frequently stated that children of inmates are six times more likely than their peers to be imprisoned themselves. However, there appears to be no documented evidence to support this claim (Johnston, 1998, as cited in Myers et al., 1999).

REFERENCES

Anderson, N.N. (1966). *Prisoners' families: A study of family crisis*. Minnesota: University of Minnesota.

Boswell, G. & Wedge, P. (2002) *Imprisoned fathers and their children*. London: Jessica Kingsley.

Centre for Social and Educational Research (2002). *Parents, children and prison: Effects of parental imprisonment on children*. Dublin: Dublin Institute of Technology.

Farrington, D. P. (2002). Families and crime. In J.Q. Wilson and J. Petersilia (Eds.), *Crime: Public policies for crime control*(pp. 129–148). Oakland CA: Institute for Contemporary Studies Press.

Ferraro, K., Johnson, J., Jorgensen, S. & Bolton, F.G. (1983). Problems of prisoners' families: The hidden costs of imprisonment. *Journal of Family Issues*, 4, 575–591.

Flanagan, T. J. (1980). The pains of long-term imprisonment: A comparison of British and American perspectives. *British Journal of Criminology*, 20 (2), 148–156.

Hounslow, B., Stephenson, A., Stewart, J. & Crancher, J. (1982). *Children of imprisoned parents*. NSW: Ministry of Youth and Community Services of New South Wales.

Jamieson, P. & Grounds, A. (2002). *No Sense of an Ending: The effects of long-term imprisonment amongst Republican prisoners and their families*. Seesyu Press Ltd, Ireland.

Johnston, D. (1995). Effects of parental incarceration. In K. Gabel and D. Johnston (Eds.), *Children of Incarcerated Parents* (pp. 59–88). New York: Lexington Books.

Kampfner, C.J. (1995). Post-traumatic stress reactions in children of imprisoned mothers. In K. Gabel and D. Johnston (Eds.), *Children of Incarcerated Parents* (pp. 89–102). New York: Lexington.

Liebling, A. (1992). *Suicides in prison*. New York: Routledge Publishing.

Loeber, R. & Stouthamer-Loeber, M. (1986). Family factors as correlates and predictors of juvenile conduct problems and delinquency. In M. Tonry and N. Morris (Eds.), *Crime and Justice: An Annual Review of Research, Vol. 7*. (pp. 29–149). Chicago: University of Chicago Press.

McDermott, K. & King, R.D. (1992). Prison rule 102: Stand by your man. In R. Shaw (Ed.), *Prisoners' Children: What Are the Issues?* London: Routledge Publishing.

McEvoy, K., O' Mahony, D., Horner, C. & Lyner, O. (1999). The home front: The families of politically motivated prisoners in Northern Ireland. *British Journal of Criminology*, 39 (2), 175–197.

Morris, P. (1965). *Prisoners and their families*. Woking: Unwin Brothers.

Myers, B.J., Smarsh, T.M., Amlund-Hagen, K. & Kennon, S. (1999). Children of incarcerated mothers. *Journal of Child and Family Studies*, 8, 11–25.

Noble, C. (1995). *Prisoners' Families: The Everyday Reality*. Ipswich: Ormiston Children and Families Trust.

Peart, K. & Asquith, S. (1992). *Scottish prisoners and their families: The impact of imprisonment on family relationships*. Glasgow: Centre for the study of the child and society, University of Glasgow.

Philbrick, D. (1996). *Child and adolescent mental health and the prisoner's child*. Paper presented at 'The Child and the Prison', Grey College, Durham.

Richards, B. (1978). The experience of long-term imprisonment. *British Journal of Criminology*, 18 (2), 162–169.

Sack, W.H. (1977). Children of imprisoned fathers. *Psychiatry*, 40, 163–174.

Sack, W.H. & Seidler, J. (1978). Should children visit their parents in prison? *Law and Human Behaviour*, 2, 261–266.

Sack, W.H., Seidler, J. & Thomas, S. (1976). The children of imprisoned parents: A psychosocial exploration. *American Journal of Orthopsychiatry*, 46, 618–628.

Schneller, D.P. (1976). *The prisoner's family: A study of the effects of imprisonment on the families of prisoners*. San Francisco: R and E Research Associates.

Sharp, S.F. & Marcus-Mendoza, S.T. (2001). It's a family affair: Incarcerated women and their families. *Women and Criminal Justice*, 12, 21–50.

Shaw, R. (1987). *Children of imprisoned fathers*. Bungay, Suffolk: Richard Clay Publishing.

Skinner, D. and Swartz, L. (1989). The consequences for preschool children of a parent's detention: A preliminary South African clinical study of caregivers' reports. *Journal of Child Psychology and Psychiatry*, 30 (2), 243–259.

Social Exclusion Unit (2002). *Reducing re-offending by ex-prisoners*. London: Social Exclusion Unit.

Stanton, A. (1980). *When mothers go to jail*. Lexington, MA: Lexington Books.

Woodall, J. (2016). Why has the health promoting prison concept failed to translate to the United States? *American Journal of Health Promotion*. DOI: 10.1177/0890117116670426

2.4. Consequences of incarceration (prisonization, stigma etc.)

Murgeanu-Manolache Oana-Andreea, Antoanela-Cristina Teoroc, Andreea Fortu
European Strategies Consulting (Romania)

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

A stigma is an attribute that is socially devalued and discredited, people with stigmas are defined in terms of their presumed deviance. In hiding their stigma, they 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 behavior 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, and so forth, these individuals are often stigmatized.

The Stigmatization Process

1. An attribute is deemed salient by society, such that individuals with this characteristic are grouped together and labelled.

2. Labelled characteristics are linked with negative stereotypes, making it easy to see labelled individuals as fundamentally different from the rest of 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 experience status loss and discrimination as a result of their label. Discrimination occurs on both a personal and structural level.
5. The stigma process is entirely dependent on the social, economic, and political **power** necessary to impose discriminatory experiences on the labelled individual or group.

Goffman recognizes that along with the stigma of excluded persons, in this case the inmates, there is also self-stigma, i.e. people interiorize the stigma and come to think that their identity is really like others see it.

CONSEQUENCES OF STIGMA

“It is generally understood that members of stigmatized groups are devalued and discredited and often suffer from social exclusion as a result” (LeBel, 2006).

By limiting access to important life domains, discrimination directly affects the social status, psychological well-being, and physical health of the stigmatized (Major & O’Brien, 2005).

Prisonization (Donald Clemmer) is the process by which a new inmate absorbs the customs of prison society and learns to adapt to the prison environment.

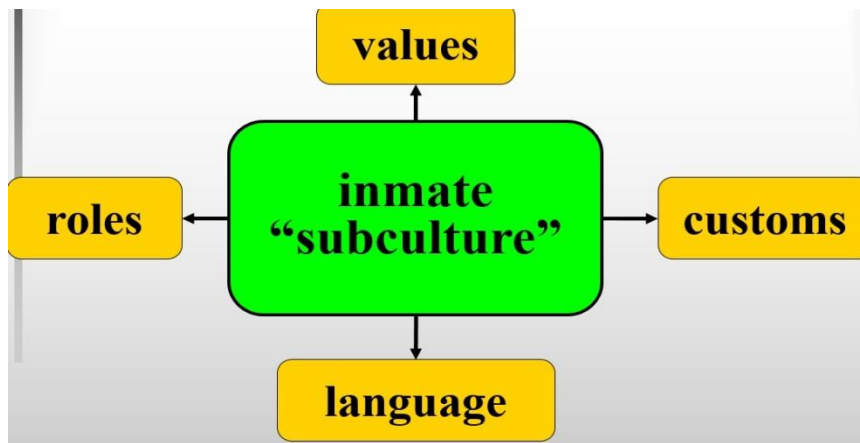


Figure 1. The process of prisonization

COLLATERAL CONSEQUENCES OF IMPRISONMENT

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

EMPLOYMENT

One of the key factors to reducing recidivism is to help incarcerated felons obtain steady employment after their release. Not only does incarceration reduce pay and employment, it reduces the kind of jobs that are available to formerly incarcerated workers. Career jobs requiring a high level of trust, skill, credentials, or well-placed social connections are largely out of reach for those with prison records (Western, 2006).

Ex-felons frequently face barriers to finding permanent, unsubsidized employment because of lack of occupational skills, little experience seeking employment, employers who are uneasy about hiring offenders (Finn, 1999).

Opportunities are limited and as a result, ex-felons are often relegated to low-level jobs, which not only do not pay well but offer little hope for future advancement. Ex-felons 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. This is often extremely difficult as many employers do not wish to employ ex-offenders, and many jobs have conditions which 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 a variety of reasons, all which relate back to their criminal background and incarceration history.

But not only is an offender’s criminal record or carceral history the only detriments to his attempt to find work; many offenders are considered to be members of a disadvantaged group (Graffam et al., 2008). This is because they lack many basic 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 obtain and maintain employment than members from all of the following disadvantaged groups including: those with intellectual or psychiatric disabilities, those with physical disabilities, those with chronic illnesses, and those with communication disorders.

Offenders typically face these types of difficulties because they are not afforded the same employment opportunities as a result of their criminal history. In addition,

many have difficulty keeping a job because the conditions of their release make it difficult to do so (Graffam et al., 2008). From this it can be concluded that stereotypes and stigmatization have a great effect on the opportunities afforded to offenders.

FAMILY CHALLENGES

Reentry is not simple and straight forward. Issues can be abundant and overwhelming. In addition to a continuum of crisis for the family from arrest, to and during incarceration, the return of the family member can precipitate a renewed crisis and put a substantial strain on those left behind as well as those returning home. Some offenders have already used up their family members' good will and resources and/or are the perpetrators or victims of violence or both within the family. Some families aren't 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 and reunification.

HEALTH

Risks to Health- the diseases of Prison: tuberculosis, infections, HIV and STD's, mental illness. Drug abuse -drugs are easily available, people are bored and unhappy and there is a culture of drug taking. 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 prior to their incarceration; however, those with long-term incarcerations may no longer have ties with their families and thus cannot return to the same home (Bales & Mears, 2008; Travis & Petersilia, 2001). Additionally, many offenders are able to find housing that they can afford, but they are unable to live in these residences because they are unsuitable given their parole conditions (Turnbull & Hannah-Moffat, 2009) or their risk for recidivism.

Affordable housing units are often located in “undesirable neighborhoods characterized by poverty and violence” (Maidment, 2006, p. 104). Similar to the problem associated with finding employment is the fact that 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 societal 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 which would aid in easing the process of reintegration.

EDUCATION

In most European countries provision of education and training in prison is a legal requirement, yet participation in education amongst inmates is rather low. Common barriers to participation are lack of motivation and previous negative experiences of education. Inmates 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.

REFERENCES

Bales, W. D. & Mears, D. P. (2008). Inmate social ties and the transition to society: Does visitation reduce recidivism? *Journal of Research in Crime and Delinquency*, 45(3), 287-321.

Finn, P. (1999). Job placement for offenders: A promising approach to reducing recidivism and correctional costs. *National Institute of Justice Journal*, 2-11.

Goffman, E. (1963) *Stigma*. London: Penguin

Graffam, J., Shinkfield, A. J. & Hardcastle, L. (2008). The perceived employability of ex-prisoners and offenders. *International Journal of Offender Therapy and Comparative Criminology*, 52(6), 673-685.

Harris, P. A. & Keller, K. S. (2005). Ex-offenders need not apply: The criminal background check in hiring decisions. *Journal of Contemporary Criminal Justice*, 21(1), 6-30.

LeBel, T. P. (2006). *Invisible stripes? Formerly incarcerated persons' perceptions of and responses to stigma*. Unpublished dissertation.

Maidment, M. R. (2006). *Doing time on the outside: Deconstructing the benevolent community*. Toronto: University of Toronto Press.

Major, B. & O'Brien, L. T. (2005). The social psychology of stigma. *Annual Review of Psychology*, 56, 393– 421.

Petersilia, J. (2001). Prisoner reentry: Public safety and reintegration challenges. *The Prison Journal*, 81(3), 360-375.

Travis, J., Petersilia, J. (2001). Reentry reconsidered: A new look at an old question. *Crime & Delinquency*, 47(3), 291-313

Turnbull, S., Hannah-Moffat, K. (2009). Under these conditions: Gender, parole, and the governance of reintegration. *British Journal of Criminology*, 49(1), 532-551.

Vennard, J. & Hedderman, C. (2009). Helping offenders into employment: How far is voluntary expertise valued in a contracting-out environment? *Criminology and Criminal Justice*, 9(2), 225-245

Western, B. (2006). *Punishment and Inequality in America*. New York: The Russell Sage Foundation.

2.5. Exemption from stereotypes and prejudice concerning offenders

Murgeanu-Manolache Oana-Andreea, Antoanela-Cristina Teoroc, Andreea Fortu
European Strategies Consulting (Romania)

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?

A stereotype is an exaggerated or distorted generalization about an entire category of people that does not acknowledge individual variation. Stereotypes form the basis for prejudice and discrimination. They generally involve members of one group that deny access to opportunities and rewards that are available to that group.

What is prejudice?

The spectrum of prejudice ranges from instances of overt discrimination or hate crime, to much more subtle ‘everyday’ ignoring or excluding certain people or groups, even unwittingly. Prejudice should be viewed as a process in a set of relationships between people.

LABELING THEORY AS A METHOD OF APPLYING STEREOTYPE

Individuals who are labeled as deviant tend to feel excluded from conventional society based on the fact that they are considered to be different as a result of their behavior. Labeling theory relies on the symbolic interactionist perspective. This perspective 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 & Sellers, 2009, p.152).

Individuals who feel excluded due to their deviant label will begin to view themselves as deviant, because they will internalize the label which society has applied to them. Typically, individuals who are labeled as deviant would accept this label as part of their self-identity and act in ways that are congruent with this label (Akers & Sellers, 2009; Goffman, 1963)

The literature indicates that offenders are a group for whom many stereotypes exist (Frable, 1993; Harcel & Clement, 2007; Hirschfield & Piquero, 2010; MacLin & Herrera, 2006).

According to the literature the public tends to look down on offenders and often consider them to be dangerous individuals. Typically, offenders are also perceived as unhygienic, uneducated, and undesirable individuals (Hirschfield & Piquero, 2010). Additionally, some of the literature indicated that the stereotypical criminal has a psychological component as well, in that offenders are believed to be mentally ill and dangerous as a result (MacLin, 2006).

In fact, one of the most common hardships experienced by offenders is negative stereotyping by the community, which often results in labeling, stigmatization, and ostracization (Hirschfield & Piquero, 2010; Link & Phelan, 2001).

If offenders are welcomed back into the community despite their past criminal transgressions then they are more likely to succeed in reintegration, whereas if they are stereotyped and rejected by the community then it is likely that they will fail in

their reintegration efforts (Braithwaite, 2000; Hirschfield & Piquero, 2010; Link & Phelan, 2001).

LABELING THEORY SUPPORTS THE IDEA THAT OFFENDERS ARE SUBJECT TO SEVERAL NEGATIVE STEREOTYPES.

More often than not, offenders are considered to be “irredeemably bad” (Hirschfield & Piquero, 2010, p. 30). This is regardless of the crime committed or any other mitigating factors. Because they have been labeled as an offender and all of the negative connotations attributed to that label, they become members of a stereotyped and stigmatized group. In discussing members of stigmatized groups.

Racial Stereotypes

Steele and Aronson’s (1995) pioneering article on stereotype threat, focused on the racial stereotypes surrounding Blacks and Whites with regard to their intellectual capabilities. Three studies were conducted in order to determine whether or not the performance of African-Americans on aptitude tests would be affected by stereotype threat when compared to Caucasians. It was found that the performance of the African-American participants was the same as Caucasian participants when race was not salient, but that the performance of the African-American participants decreased in comparison to that of the Caucasian participants when race was salient.

Steele and Aronson (1995) then conducted a fourth study in order to determine whether racial stereotypes were influential even when their test was not one of a diagnostic nature. It was found in the fourth study that the mere presence of a racial stereotype threat caused the African-American participants to perform poorer in comparison to Caucasians, regardless of the type or importance of the test.

They 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 & Aronson, 1995, p. 798).

Consequently, Steele and Aronson (1995) were successful in demonstrating that not only did their participants experience decreased performance due to stereotype threat, but that this threat decreased their performance in other situations as well.

Gender Stereotypes

Several articles focus on the differences in males and females with regards to their mathematical abilities when faced with a stereotype threat. As noted in the article by Grimm et al. (2009), men are often stereotyped as being good at math, whereas women are often considered to have poorer mathematical skills. Grimm et al.'s (2009) article demonstrates these gender stereotypes as having an effect on both genders when each was placed in a situation that highlighted their respective stereotype.

Men's performance was boosted in a situation that emphasized the stereotype suggesting their increased mathematical competence, whereas women's performance was decreased in a situation where they were stereotyped as having poor mathematical ability.

This gendered stereotype has been confirmed several times by a number of research studies (Rydell, McConnell, & Beilock, 2009; Wout, Danso, Jackson, & Spencer, 2008). Generalizing from these studies, one can assume that those who have a high level of identification with any stigmatized group will be more prone to poor performance from stereotype threat than those who do not heavily identify with the stereotyped group.

The fact that stereotype threat may be influencing the behavior of offenders is important in terms of their reintegration because it has the potential to provide an explanation for their inability to successfully reintegrate. Offenders are aware of the fact that they are negatively stereotyped, and this awareness often leads to their poor performance in social situations because they are trying to manage the associated stereotypes. As a consequence, offenders end up acting inappropriately despite their identity management, because they have focused too much on the

stereotype and neglected other realms of identity, such as speech and body language (Steele & Aronson, 1995). Stereotype threat is very problematic for offenders who are attempting to obtain housing or employment, because they are so focused on making a good impression and not being stereotypical that they lose focus in other areas, and their poor performance in these areas costs them their potential employment. Consequently, it can be suggested that some offenders are unsuccessful at reintegrating not because they are systematically excluded from society by others, but rather because stereotype threat results in their failure.

REFERENCES

- Akers, R. L. & Sellers, C. S. (2009). *Criminological theories: Introduction, evaluation, and application* (5th ed). New York, NY: Oxford University.
- Braithwaite, J. (2000). Shame and criminal justice. *Canadian Journal of Criminology*, 42(3), 281-298.
- Frable, D. (1993). Being and feeling unique: Statistical deviance and psychological marginality. *Journal of Personality*, 61, 85-110
- Goffman, E. (1963). *Stigma*. London: Penguin
- Grimm, L. R., Markman, A. B., Maddox, W. T., & Baldwin, G. C. (2009). Stereotype threat reinterpreted as a regulatory mismatch. *Journal of Personality and Social Psychology*, 96(2), 288-304.
- Harcel, A. & Klement, A. (2007). The economics of stigma: Why more detection of crime may result in less stigmatization. *The Journal of Legal Studies*, 36(1), 354- 378.
- Hirschfield, P. J., & Piquero, A. R. (2010). Normalization and legitimization: Modeling stigmatizing attitudes towards ex-offenders. *Criminology*, 48(1), 27-55.
- Link, B. G. & Phelan, J. C. (2001). Conceptualizing stigma. *Annual Review of Sociology*, 27(1), 363-385.

Maclin, M. K. & Herrera, V. (2006). The criminal stereotype. *North American Journal of Psychology*, 8(2), 197-205.

Rydell, R. J., McConnell, A. R. & Beilock, S. L. (2009). Multiple social identities and stereotype threat: Imbalance, accessibility, and working memory. *Journal of Personality and Social Psychology*, 96(5), 949-966.

Steele, C. M. & Aronson, J. A. (1995). Stereotype threat and the intellectual test performance of African Americans. *Journal of Personality and Social Psychology*, 69(5), 797-811.

Wout, D., Danso, H., Jackson, J. & Spencer, S. (2008). The many faces of stereotype threat: Group- and self-threat. *Journal of Experimental Social Psychology*, 44(1), 792-799

2.6. Issues on radicalization and ghettoization in prisons.

Murgeanu-Manolache Oana-Andreea, Antoanela-Cristina Teoroc, Andreea Fortu
European Strategies Consulting (Romania)

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

National prison and probation systems are rapidly becoming more involved in radicalization leading to violent extremism. The prison environment, in particular, can be a potential breeding ground for radicalization because of the following risks: recruitment of other inmates, supporting extremist groups from prison, getting support from extremist groups outside prison, preparing for violent extremist/ideological inspired illegal acts after release, hostility to other groups of inmates and/or staff, becoming more radicalized because of grievances/frustrations/anger related to being in prison.

However, it should be emphasized that prison is not the main incubator for radicalization. More importantly, both prison and probation systems are strong partners in deradicalization/disengagement, rehabilitation and resettlement.

WHAT IS RADICALIZATION?

Radicalization represents a dynamic process whereby an individual increasingly **accepts and supports violent extremism**. The reasons behind this process can be ideological, political, religious, social, economic or personal (CoE, 2016).

Violent extremism consists in **promoting, supporting or committing acts** which may lead to terrorism and which are aimed at defending an ideology advocating racial, national, ethnic or religious supremacy or opposing core democratic principles and values (CoE, 2016).

Deradicalization is an intervention that seeks **to change an offender's ideological convictions, attitudes or ways of thinking** that motivate/justify extremist offending or militancy.

Disengagement 'involves a complete break with the social norms, values, attitudes, relationships and social networks' associated to terrorism (Horgan, 2009).

WHY DO SOME PEOPLE BECOME RADICALIZED?

Predispositions (but no distinguishing profile): Worldviews, mindsets or psychological propensities:

- **Authoritarianism** - rigid, dual cognitive style, intolerance to ambiguity – submission to authority, staunch conventionalism and aggression towards out-groups.
- **Dogmatism** – closed cognitive system of beliefs about reality, intolerance towards others.
- **Apocalypticism** – they think death will come and they know how and when.
- **Fundamentalist mindset** – dualistic thinking, paranoid ideas and focus on a charismatic leader.

One of the most comprehensive and empirically supported theories of becoming radical is the so-called '3Ns' theory developed by Webber and Kruglanski (2017). The theory is also known as the significance quest theory. In brief, it argues that there are three main categories of factors that contribute to the radicalization process: needs, narratives and networks.

In many cases, people become radicalized when they experience 'loss of significance' – the loss of their own relevance and importance to the other members of society. This process usually involves experiences such as discrimination, humiliation, injustice, shame and so on. This loss of significance demands a cognitive closure that terrorism can offer. In other words, terrorism can be defined as a significance gain.

Narratives are essential in justifying violence. Moreover, certain radical narratives make violence not only justifiable, but necessary. In most cases the narratives are delegitimizing the targets: dehumanizing, outcasting groups, defining them as enemies, etc.

Networks are important for the consensual validation of the narratives. These networks are most often small groups that are very effective in producing so-called 'fused identities'. Fused identities are those identities that are one with the group identity. Usually, this is how strong in-group bonds are explained.

This theory was also confirmed by successive studies and theories. Precht (2007), for instance, suggests that the process of becoming a radical starts with some background factors – such as personal issues with religion, identity, discrimination, etc. – continues with some trigger factors – such as the existence of mentors or charismatic leaders or dramatic events – and culminates with access to radical networks.

Borum (2011) also mentioned predisposing life experiences as one of the most important elements of a radical career. Also, activating situations (state policy or action), predisposing vulnerabilities (needs), social group dynamics (access to a network), ideology/narrative (collective narrative about the grievance and who is responsible) are elements of a radical career.

In his book, Maajid Nawaz (2013) – a former Islamist – tells several stories about racism (e.g. first experience of racism being called ‘Paki’, being asked to eat pork sausages, etc.) and harassment from the Combat 18 gang. He is a man born in Southend, Essex, UK in 1970, with Pakistani origins, parents from Gujrad, Pakistan, with liberal or moderate views. He even witnessed one man being killed in front of him while defending Maajid Nawaz from the ‘Mikey’s gang’, in England. He was a young man looking for allies, friends and identity and Joined Hizb al-Tahrir (HT) – an international organization of Muslims, set up in 1953, fighting for khilafah. Recruited by Nasim – ‘a young man, bright, with good thinking and no beard’- charismatic, a great speaker and a good role model – use of friends and family networks. Maajid’s transformation – no more ‘hanging around’ but visits to the mosque, study with friends, films with injustice, purpose in life – recruit as many people for the HT cause. Exposure to ideology - halaqah – 4-5 people, one topic, discussions to destroy all the prejudice and build up another one. Stories to support Islamism – **half-truth** ‘everything that I was hearing with my young mind seemed credible’.

WHAT MAKES PEOPLE LEAVE THE RADICAL NETWORKS?

An interesting study based on 22 former terrorists discovered that disillusionment with the leadership or with the group members, burnout and excessive violence are some of the most important factors contributing to the motivation of people to leave (Barrelle, 2014). Based on these observations, Barrelle (2014) put forward the so-called pro-integration model where social relations, coping, ideology, identity and action orientation are the main pillars of interventions.

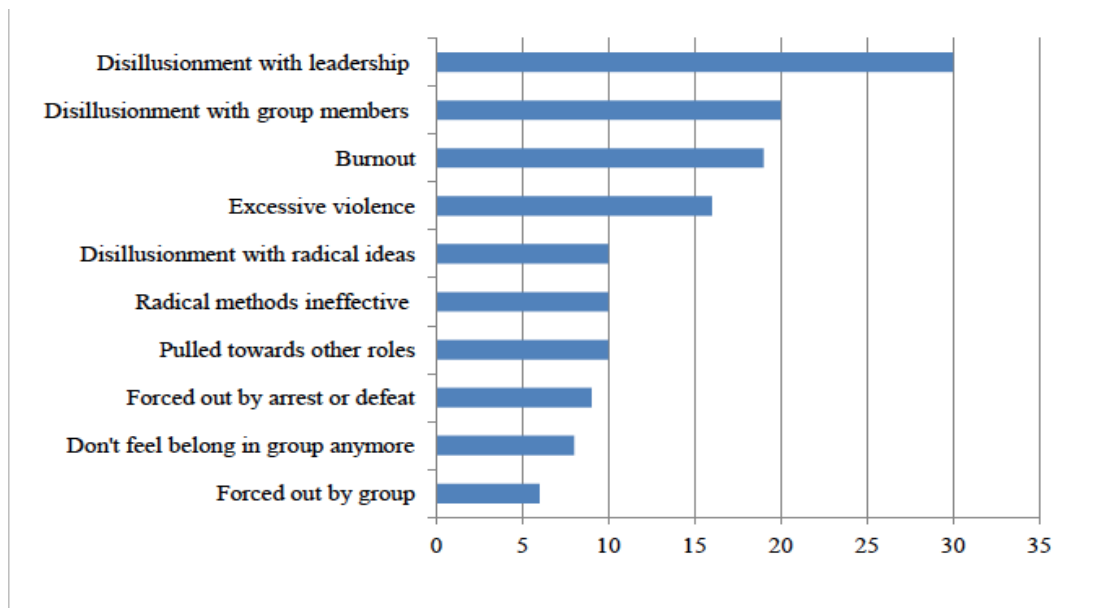


Figure 2. The most important factors contributing to the motivation of people to leave

Pro-Integration Model

1. **Social relations:** Important push factor – disillusionment; Having out-group relations – sign of pluralism and de-radicalization
2. **Coping:** Many suffered traumas, depression, paranoia, burnout etc.; Especially where they used violence and coercion in-group; Need for robust personalities and string social support
3. **Identity:** Readjusting personal and social identities as a member of society; Sometimes an incident triggered the transformation; Contact with out-group
4. **Ideology:** An important step – to accept pluralism – acceptance of difference; Moderate views
5. **Action Orientation:** No longer using radical methods/ prosocial engagement in society

In many ways, these processes applied also to Maajid Nawaz. Soon after he engaged in recruitment, in Pakistan and Egypt, he started to be disappointed with the organization and its leaders. He said: 'I started to feel old in my soul and in my eyes'. After he was arrested in Egypt, he met reformed people and also people from Amnesty International and Fair Trials International who treated him as a citizen with rights. Increasingly, he understood that the others are also humans and there is no real justification for violence. He understood that social injustice can be challenged with socially acceptable means. He set up his own organization – Quilliam – and a political party in Pakistan – Khludi – to fight extremism. More on his work can be found on YouTube, TED Talks, Newsnight and so on.

PROGRAMS

Looking at the existent programs available in Europe that deal with deradicalization and disengagement, one can note that most of them are focused on the individual and how s/he can be transformed from an enemy to a docile citizen.

In most cases, the focus of interventions is placed on a cognitive or ideological component or on how the individual finds his place back into society.

Back on Track – one of the most well-known disengagement programs in Europe – was created in 2012 by the Danish Prison and Probation service to deal with gang members but also with radicalized offenders.

It was inspired by the gang exit program and its targeting inmates, probationers and vulnerable inmates to radicalization. The aim of the program is to help each inmate to better handle everyday situations, problems and conflicts.

Its main component is mentoring: specially selected and trained mentors accompany former violent extremists in order to help them handle everyday situations, problems and conflicts. The role of the mentors is to support inmates and motivate them to pursue a positive change.

The mentors are selected in two steps: by telephone and psychological tests and interview. They are from different backgrounds and are trained for one year – 10 mentors. They are trained in communication and relationship skills, use of personal reflection and personal experience, motivational interviewing, technical knowledge about radicalization and terrorism.

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

Evaluation: small numbers, mentees in general satisfied and most mentoring agreements were implemented.

Entre is a Swedish program developed by the Prison and Probation Service – is a one-to-one program, based on the cognitive behavioral and problem-solving theories, designed to help violent extremists to leave terrorist networks and not resort to the use of violence. Does not challenge the radicalized views but the use of violence and other criminal acts. The client is his personal expert – targeting high risk offenders. The role of the therapist is to show how the client's thoughts and behaviors have resulted in problems and to provide perspectives and alternatives for a constructive life.

STRUCTURE

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

Healthy Identity Intervention (HII) is a program developed in England and Wales to work with former terrorists. Its main focus is identity while also paying attention to motivations, attitudes and values that support violence. It aims at encouraging and empowering people to disengage from an extremist group, cause or ideology. Challenges motivations, attitudes, values that support violent extremism. Identity is the core concept of the program – people identify strongly with relationships, groups and values. It is delivered in one-to-one setting or two facilitators.

Concrete aim: for those strongly identifying and engaged -simply question their continuation. For those who began to have doubts – to separate, and for those already disengaged – consolidate their new commitments.

Modules and Sessions

- Engagement and Insight Sessions
 - Explore needs, beliefs, values
 - Identify what is important in their lives
- Foundation Sessions
 - Understand how they become what they are today
 - Explore why they become interested and involved in the cause/ideology/group
- Mindfulness Sessions
 - Teach participants how to manage thoughts and feelings that impair their daily lives
- Personal Identity Sessions
 - Re-examine the commitments they have made in life and how these commitments could be followed without offending.
- Group Involvement and Conflict Sessions
 - Explore costs and benefits of their involvement with offending
 - Explore what changes they can make to avoid offending
- Self-Image Sessions
 - Explore how they can preserve the desired self / identity without offending
- Seeking Change Sessions
 - Explore ways to pursue their legitimate goals without offending
- Moving on Sessions

– Making plans on how they can move on with their lives without committing crimes, including developing new skills, taking other opportunities, creating other relationships and so on.

Evaluation

- Only by practitioners and participants
- Positive feedback

While all these components are important in challenging violent behavior, it seems that the societal dimension that is stressed in the scientific and memorialist literature is severely downplayed. The street and the schools are usually the main arenas where first experiences of discrimination, humiliation and racism take place, pushing some people towards the margins of society. Intolerance and right-wing ideologies that are growing across Europe are also part of the problem.

The modern and post-modern society is built in such a way that each institution deals with certain issues. Prisons are dealing with inmates while in prison. Schools are dealing with students while they are in school. The police are mainly dealing with wrongdoers.

Probation is dealing with those sentenced to alternatives to prison or released from prisons, and so on. But who has the overall responsibility for what is happening in the streets? Who can lead in the fight against intolerance and discrimination? Who can make our communities more inclusive and humane?

In the absence of answers, each agency will continue to do its best within its limited mandate while neglecting the bigger picture: no exit program for former violent extremists will work effectively if the community and societal components are not factored in!

That is why we need a comprehensive policy and practice that places the individual at the center of personal, familial, community and societal circles. Governments and local authorities will have to take systematic actions towards this aim, while engaging constructively with mainstream and marginalized social groups.

PRINCIPLES OF EFFECTIVE PRACTICE WITH VIOLENT EXTREMISTS (COE GUIDELINES, 2016)

- 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 the last resort – youth
- Good prison management

Respect diversity, tolerance and human dignity

Avoid violence, racism or islamophobia, discrimination

Consult with inmates

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

Within justice, security but also inclusion agencies

- Special programs

Mentoring, former violent extremists

Involvement of religious representatives, volunteers, peers, family members

- Post-release work

Links with community organizations

Case-by-case – family and networks

EM together with other professional interventions

WHAT IS PRISON GHETTOIZATION?

Prison ghettoization relates to the transformation of the penitentiary from a correctional institution guided by rehabilitative ideal to a prison “warehouse” characterized by cyclical oppression through racial divisiveness, miseducation and violence within the prison walls. Specifically, incapacitation as a mean of punishment operates like a ghetto in that it separates certain groups from the larger society and keeps them confined but controlled.

The inmates 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 sociosymbolic immurement (Drake & 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 external force.

REFERENCES

Barrelle, K. (2014). Pro-integration: disengagement from the life after extremism. *Behavioral Sciences of Terrorism and Political Aggression*. DOI: 10.1080/19434472.2014.988165

Borum, R. (2011). Rethinking radicalization. *Journal of Strategic Security*, 4(4), 1-6.

Council of Europe European Commission for the efficiency of justice (2016). Guidelines.

Drake, S. C., & Cayton H. R. (1962 [1945]). *Black metropolis: A study of Negro life in a northern city*. New York: Harcourt Brace.

Horgan, J. (2009). *Walking away from terrorism: Accounts of disengagement from radical and extremist movements*. London: Routledge.

Nawaz, M. (2013.) *Radical: My Journey out of Islamist Extremism*. Lyons Press.

Precht, T. (2007). *Home grown terrorism and Islamist radicalization in Europe. From conversation to terrorism*.

Weber, D. & Kruglanski, A.W. (2017). Psychological factors in radicalization: A 3Ns approach. In G. LaFree and J. D. Freilich (Eds.), *The handbook of the criminology of terrorism*. Wiley Blackwell.

Alexandra Gomes- Innovative Prison Systems (Portugal)

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 own 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, the majority are adult men, who tend to be from disadvantaged backgrounds and who have experienced social and economic exclusion (Social Exclusion Unit, 2002). Likewise, the gender characteristics or social background, prisons typically are composed by people from different national, ethnic, religious or linguistic minority groups, who continue to be discriminated 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 is the **spectrum of human differences**, including race, religion, 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, 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 refers to the cumulative deposit of knowledge, experience, beliefs, values, attitudes and religion by a group of people, *generally without thinking about them*. *It is the integrated pattern of human behavior that includes thoughts, communication styles, actions, customs, beliefs and values* (Rosado, 2012).

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

*“...a system of beliefs and behaviors 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 behaviors; help-giving behaviors; stigma;
- Attitudes and beliefs about the law, services, social support, kinship support, etc.;
- Use of services and social supports;
- Understanding of government systems;
- How we see the world;

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

1. **recognition** of the abundant diversity of cultures;
2. **respect** for differences;
3. **acknowledging** the validity of different cultural expressions and contributions;
4. **valuing** what other cultures offer;
5. **encouraging** the contribution of diverse groups;

6. **empowering** people to strengthen themselves and others to achieve their maximum potential by being critical of their own biases; and
7. **celebrating** rather than just tolerating the differences in order to bring about unity through diversity.

WHAT IS INCLUSION?

The definition of inclusion is basically the action of bringing together and exploiting these multiplicity resources, in a way that is beneficial. 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, 2018, 2008).

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 the human rights 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 prison. The duty of care also involves a duty to safeguard the welfare of the individual, including the protection from suffering discrimination and prejudice while in prison (UNOHCHR, 2005). Researchers have also pointed out that the limited nature of prison life increases the need to be open to topics of individual belief. (UNOHCHR, 2005). Equal and fair recognition of all religions in the management of prisons is an important issue for the well-being of inmates and for 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 could eventually lead to conflicts and security problems (UNOHCHR, 2005; Rattansi, 2011).

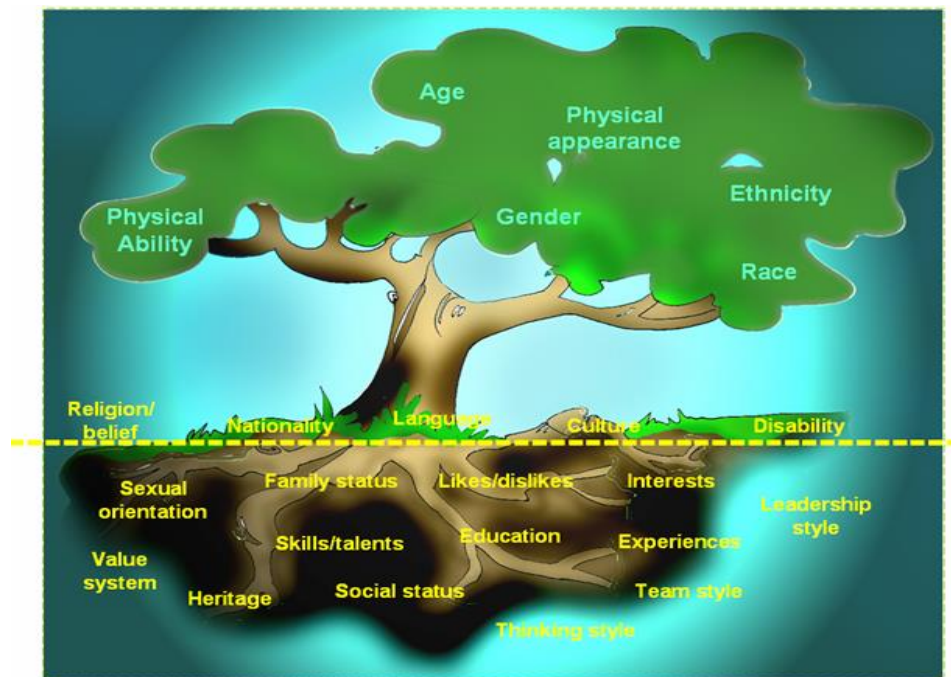


Figure 3: The tree of diversity. Adapted from Healy, 2017.

Some useful ideas to consider when thinking of “diversity” in a detention context, in order to improve the 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 background of the inmates, we come to the understanding that a large part of them come from difficult circumstances before they are stripped of their liberty. In fact, even if they are currently completing their terms, inmates may have to be transferred to other prisons for a number of 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;
- Severity of the offense;
- Time left to serve.

After identifying the basic characteristics and needs of a certain inmate, one can try to do 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 in 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 behaviors and attitudes that professionals use to (Cross et al., 1989):

- Understand their own 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 on 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.

REFERENCES

Azadboni, R. M. (2011). Cultural relativism and the realistic approach of moral Values. *Liceo Journal of Higher Education Research*, 7(1).

Back, L. (1996). *New ethnicities and urban culture: Racisms and multiculturalism in young lives*. London: UCL Press.

Barrow, S. (n.d.) Respecting the religious and cultural needs of patients. Retrieved from: <https://www.gmmh.nhs.uk/download.cfm?doc=docm93jjm4n901>

Cross, T., Bazron, B., Dennis, K. & Isaacs, M. (1989). *Towards a culturally competent system of care*. CASS: Washington DC.

Healy, S. (2017). Diversity & Inclusion. Retrieved from: https://www.google.com/search?q=diversity+and+inclusion+healy+ppt&bih=939&biw=1536&hl=pt-PT&tbm=isch&source=iu&ictx=1&fir=phBN_aCZJK9u2M%252Ce15o8mmlbDcXPM%252C_&vet=1&usg=AI4_-kTeurhlcZ2_1T2WfWLa-rjbFkhOnQ&sa=X&ved=2ahUKEwiUmqPOjfDrAhVJUhoKHRu6DNcQ9QF6BAgLEAg#imgsrc=phBN_aCZJK9u2M

Leigh, J. W. (2002). *Communicating for cultural competence*. Prospect Heights, IL: Waveland.

Narayan, A. (2012). Culture, psychiatry and cultural competence. *Mental Illnesses - Understanding, Prediction and Control*, 69-104.

Phillips, C. (2002). Ethnicity, identity and community cohesion in prison. *Identity, Ethnic Diversity and Community Cohesion*, 75–86.

Rattansi, A. (2011). Conclusion: Moving on: Multiculturalism, interculturalism, and transnationalism in a new global era. *Multiculturalism*, 143–164. doi: 10.1093/actrade/9780199546039.003.0007

Roberson, Q. M. (2006). Disentangling the meanings of diversity and inclusion in organizations. *Group & Organization Management, 31*(2), 212–236.

Rosado, C. (2012). What makes a school multicultural? *Fall Issue of The Adventist Journal of Education*.

Social Exclusion Unit (2002). *Reducing re-offending by ex-inmates*. London: Social Exclusion Unit.

Sue, D.W., & Sue, D. (1999). *Counseling the culturally different: Theory and practice* (3rd ed.). New York: Wiley.

UNOHCHR. (2005). *Human rights and prisons - A compilation of human rights instruments, ISBN 92-1-154157-3, Geneva*.

Vora, D., Martin, L., Fitzsimmons, S. R., Pekerti, A. A., Lakshman, C., & Raheem, S. (2018). Multiculturalism within individuals: A review, critique, and agenda for future research. *Journal of International Business Studies, 50*(4), 499–524.

Wacquant, L. (2014). Marginalidade, etnicidade e penalidade na cidade neoliberal: uma cartografia analítica. *Tempo Social, 26*(2), 139–164.

World Health Organization. (2014). *Prisons and Health*. ISBN: 978 92 890 5059 3, Denmark.

Alexandra Gomes- Innovative Prison Systems (Portugal)

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 IS ETHICS?

Ethics is a scientific discipline that analyses the issues of 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 provides 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 acceptable and unacceptable behaviour (Resnik, 2011).

Ethics, as a term, relates to people's sensitivities, especially when it involves the acts of 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, law would have little value because its application would be unpredictable.

Depending on your specific occupation within the criminal justice system, ethics will have a tendency to govern actions with lawbreakers, affect your decision-making processes and adjust your interpretation of the law. Then, ethics, is influenced by (Dial, Miguel, Frantzen & Nored, 2016):

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

WHAT IS A “RIGHT BEHAVIOR”?

Everybody respects the common ground in ethical norms, however, separate individuals identify, adapt and interpret these standards in a variety of ways, taking into account their own beliefs and life events. Most societies also have legal rules governing behavior (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 similar concepts are used by ethical and legal rules, 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 of the situation would be viewed as unreasonable if other people were made aware of the situation;
3. A criminal justice professional must be able to 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, first-hand, an effective and valuable management; it is needed to understand the vital necessity to develop a proper organization that meets the expectations of their community members, as well as 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 behavior 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 on a regular basis;
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. **Supervise staff** in a proper way. 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** in a proper and rightful way;
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 that has experienced several ethical crises in the last year. Your jail has been sued twice successfully in the last year for overcrowding and neglect of the mental-health needs of inmates. You were hired to “clean up” the ethical environment of the facility, 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?

REFERENCES

- Altomare, T., & Pollock, J. M. (2014). Ethical dilemmas and decisions in criminal justice. Toronto: Nelson.
- Brunet-Thornton, R. (2020). Examining cultural perspectives in a globalized world. Hershey, PA: Business Science Reference.
- Cheeseman, K., Miguel, C. S., Frantzen, D., & Nored, L. S. (2016). Everyday ethics for the criminal justice professional. Durham, NC: Carolina Academic Press.

Letendre, M. (2015). Organisational ethics. *Encyclopedia of Global Bioethics*.

Resnik, D. B. (2011). What is ethics in research & why is it Important? National Institute of Environmental Health Sciences.

Stohr, M. & Walsh, A. (2019). *Corrections: The essentials*. Sage Publications: United States of America.

Stohr, M. K., & Collins, P. A. (2014). *Criminal justice management: Theory and practice in justice-centered organizations*. Abingdon, Oxon: Routledge.

Maria Loureiro- Innovative Prison Systems (Portugal)

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

A major 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 words order and regulation can be easily mistaken. Orderliness can be accomplished through a variety of methods and means by which order is restored or disorder stopped, but order in prisons should be established with respect to the tacit social agreement between the population (inmates) and the authorities (prison officers). (Bennet, Crewe & Wahidin, 2012).

Dynamic security is a working method by which basic prison staff are trained and encouraged to develop good personal relationships with inmates, to know and understand them as individuals, to provide support for personal problems and to engage in meaningful dialog with them, to promote security and to mitigate any risks (Bennet, Crewe & Wahidin, 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 coerciveness of the prison environment (Bennet, Crewe & Wahidin, 2008).

According to Liebling (1992), one among the foremost substantial aspects of staff-inmate relationships is that they constituted the framework within 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...

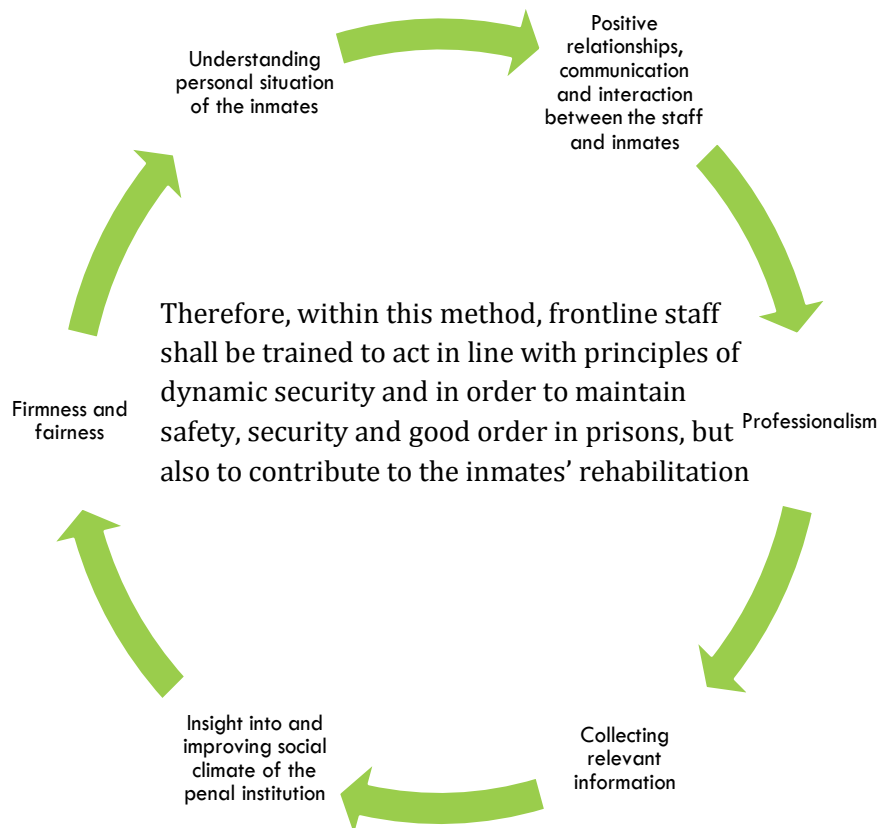


Figure 5. The cycle of dynamic security. Adapted from UNODC, 2015.

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 the rights of inmates 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 participate regularly to establish professional relationships with inmates in order to obtain good quality details.

Dynamic security occurs when corrections officers interact and engage with inmates during their work by (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 behavior and addressing negative behaviour;*
- *Engaging in 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**, as well as 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):

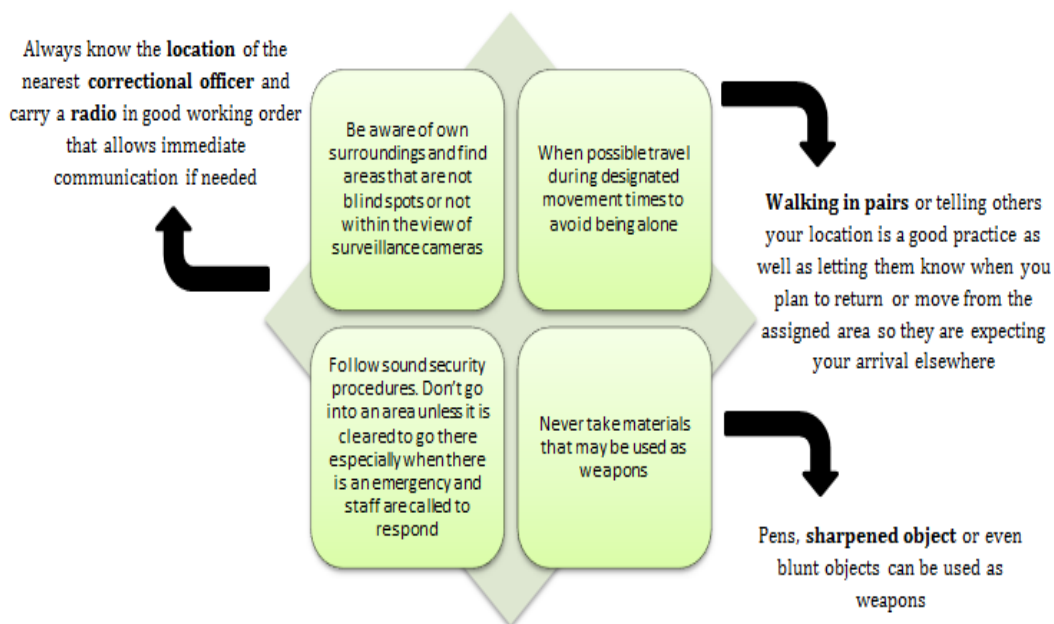


Figure 6. Tips for prison staff safety. Adapted from UNODC, 2015.

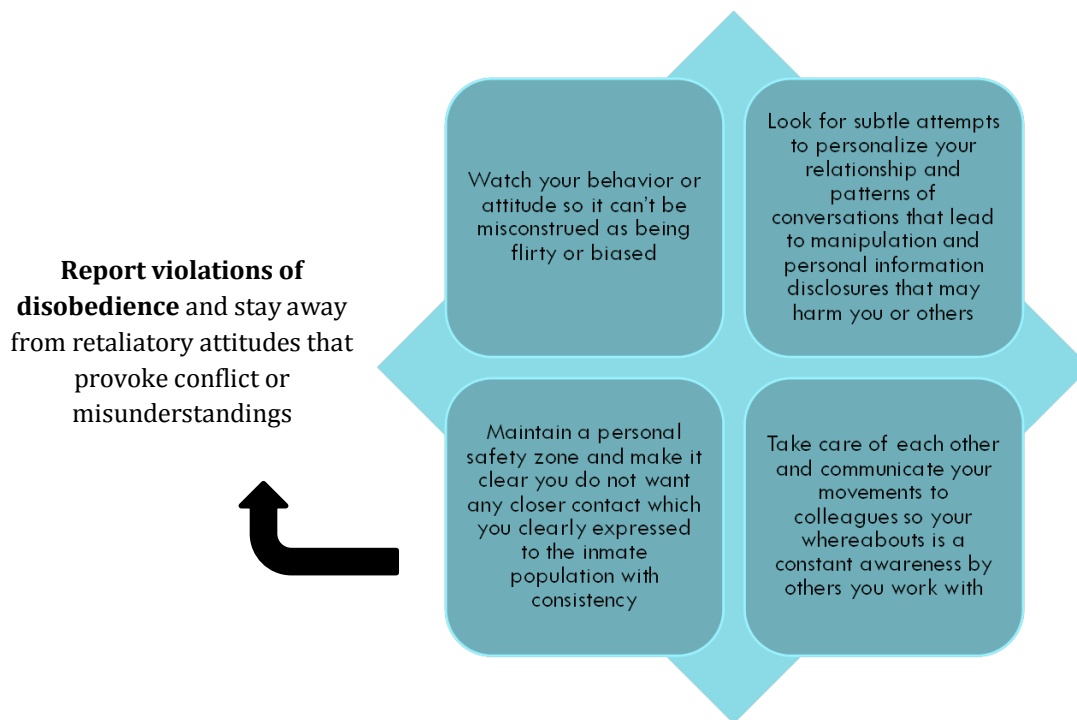


Figure 7. Tips for prison staff safety. Adapted from UNODC, 2015

REFERENCES

- Bennett, J., Crewe, B., & Wahidin, A. (2012). *Understanding prison staff*. London: Routledge.
- Ditchfield, J. A. (1990). *Control in prisons: a review of the literature*. London: HMSO.
- Hogan, M. (2008). Dynamic security: The democratic therapeutic community in prison. *Journal of Interprofessional Care*, 22(3), 337–337.
- Liebling, A. (1992). *Suicides in prison*. New York: Routledge Publishing.
- Parker, M. (2007). *Dynamic security: the democratic therapeutic community in prison*. London: Jessica Kingsley Publishers.
- UNODC (2015). *Handbook on dynamic security and prison intelligence*. *Criminal Justice Handbook Series*.

2.10. Tackling burnout of prison staff

Dimitra Bousiou- Freedom Gate Greece

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

Burnout syndrome: *"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

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

The correctional staff are the largest professional group in the prison system, but also 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 constantly criticized and there are few times that they are targeted by attacks from inmates inside or outside the premises of their work. 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 role of the prison staff. In Greece, from initially naming them jailers and later guards and finally to a more progressive characterization as correctional officers, depending, however, 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). In Greece, for the past three years, seminars specialized for the correctional staff have been organized by the Ministry of Justice.

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 in which correctional staff and inmates interact either in obvious ways or in secret one over the other, by following each time formal and informal rules of behavior. Nonetheless, this relation system leads to a dichotomy. From the one side, we have the formal structure and the function of prison based in state rules and on the other side, the informal, that which is formed by the inmates and the correctional staff in order 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 class and for this reason they demand obedience and humbleness from the inmates who most of the times react aggressively. Jacobs (1978) explains this behavior of the correctional staff due to the fact they themselves come from environments with the same social backgrounds and the practice of power and authority is their attempt to differentiate their position from the inmates. We cannot overlook the fact that this profession is among those with a low status. A low status work is for Watson (2005:225) «*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, but at the same time 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 of the correctional employee experiences almost daily situations which, because of their lack in education, do not know how to handle (Finn, 2000` Reagan, 2009). The attempt of the personnel 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 is in conflict with the effectiveness of the institution, in our case with

keeping order and safety. Nonetheless, the work of correctional staff as has been evaluated globally as one of the most stressful professions (Reagan, 2009).

STANDARD MINIMUM RULES FOR THE TREATMENT OF INMATES

According to international studies (Arfaras, 2015) the nature and goals of penal institutions 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. The mental burnout within this profession is a well-known fact that comes from studies and common popular knowledge. Prison officers have to deal with the fear and stress of verbal and physical attacks from the inmates on a daily basis 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 on the above list and affect inmates' officers on a daily basis (Oikonomakis, 2014).

Prison officers are constantly trying to find a balance in between 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 big percentage of prison officers end up suffering from mental health issues which leads to them being removed from the position and given other easier tasks. According to Maslach and Leiter (1997) (as cited in Douka, 2003), professional

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

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

Generally, the symptoms of a 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 etc.
- 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 behaviors, like pessimism, indifference and bad mood.
- f. Organizational difficulties, such as lack of autonomy and initiative and a constantly increasing number of incomplete professional tasks.

FORMER EXPERIENCES AND GOOD PRACTICES

In Greece, no projects concerning the correctional employees have been implemented for the coverage of their psycho-emotional needs, although they are being exposed in plenty of traumatic incidents and stressful conditions. Dealing with syndromes like burnout seems like a luxury and hasn't been officially investigated by state institutions, although the work of correctional employees has been evaluated globally as one of the most stressful professions (Reagan, 2009).

However, in the USA, projects against stress and burnout of the correctional employees have been implemented and are still being implemented. Those projects are being submitted every time for approval to the existing Prison Principal and the bureau of Justice programs and are implemented in a decent time period. Thus, they contribute effectively in the prevention and cure of burnout and stress. The following projects are indicative and form options which 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 to.
2. Individual or group professional counseling 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 sum of needs and the existing funds. But since the reduction of burnout corresponds with the improved performance of the correctional employees, the safety of the penal institutions but also their cost in human material, they are implemented very often (Finn, 2000).

EPIDEMIOLOGICAL FACTS

The epidemiological studies for the burnout of correctional employees in the Penal institutions of Greece are limited. Therefore, there are very few epidemiological facts for the condition of the mental health of those employees. 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

majority men, with an average age of 34 years. The results of the study showed that 50.8 of the population presented symptoms of burnout.

2. In 2010, Koulierakis 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 (EY-28), stress questionnaires (STAI), Maslach's burnout questionnaire and the scale of dealing with stressful situations (KΣAAK). The results showed that a psychological problem marginally exists within the personnel, the stress levels are moderate, but more than half the study's population presented high levels of depersonalization 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 practicing correctional policies in Greece*», which was conducted by Arfaras (2015) in 17 Penal Institutions and in 26.5 of the total of the correctional employees, although he didn't focus particularly on the burnout syndrome, he mentions in his conclusions that the employees presented a neutrality and cynicism in relation to their work, but also an indifference in relation to the training programs and their development at their work.

The studies present an indicative example of burnout which appears in correctional employees. Burnout is a characteristic point which overthrows what the workers feel with what they are called to perform. It is a disease which takes place in the working

environment, corrodes the dignity but also the desire to work. Correctional employees work is characterized by individual and psychological participation, has repetitive actions of routine, low levels of satisfaction, but also fear for their very lives.

A CASE STUDY

In the past two years, the Penal Institution A (no real names will be used) received a lot of correctional employees from the neighbor Penal Institution B, which is located in the same prefecture, since they could not cope with their professional obligations due to the tragic events that they had experienced.

Those people were essentially left alone, in order to process and cope with the assassination of their colleague 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 but also those who were held hostages are members of their same social network and live in the same area.

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

Therefore, the need for an 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. As such, their performance will be better since their morale will get a boost, the safety of the institution will be secured through the reduction of their distraction caused by burnout, the financial cost due

to overpayment of extra hour work will be deduced for the employees who are called to replace those who apply for sick leaves and possibly the connections with the Secondary Union of Workers will be reestablished in order for the employees themselves of the Institution A to demand their rights and participate collectively in the administration matters that concern them.

REFERENCES

- Arfaras, A. (2015). Correctional employees. The professional socialization and their role in practicing correctional policies in Greece. Athens: Nomiki Bibliothiki Publications.
- Caldwell, M. (1956.) Group dynamics in the prison communit. *The journal of criminal law and criminology*.
- Clemmer, D. (1958). *The Prison Community*. New York: Rinehart & Company.
- Coyle, A. (2012). Prison Administration: A Perspective on Human Rights. Athens: Sakkoula Publications.
- Delichas, M. (2012). Occupational burnout syndrome. *Ighia ke asfalia tis ergasias (Health and Safety of Employment)*, 50, 5-12.
- Douka, M. (2003). Occupational exhaustion syndrome or burnout in social work. *Kinoniki Ergasia (Social Work)*, 70, 97-108.
- Finn, P. (2000). *Addressing correctional officer stress: Programs and strategies*. Washington: National Institute of Justice.
- Goffman, E. (1961/1994). *Asylums*. Athens: Evravlos Publications.
- Hayner, N., & Ash, E. (1940). The Prison as a community. *American Sociological Review*, 5(4), 577-583.
- Jacobs, J. B. (1978). What prison guards think: A profile of the Illinois force. *Crime & Delinquency*, 24(2), 185-196.

Katsavou, P., Pyrovolaki, A., & Spiliarotou, N. (2015). *Occupational burnout syndrome in prison staff. The effects on mental health and their professional and family relationships, dissertation*. Thesis, Technological Educational Institute of Crete, Department of Social Work.

Koulierakis, G. (2010). Stress, occupational burnout, mental health and coping strategies of correctional staff in Greek penitentiaries. *Archea Elliniki Iatrikh (Ancient Greek Medicine)*, 27, 944-952.

Ksypolitas, N. (2013). *Internal housework: The contribution of the family and the solidarity relationship in the reproduction of labor*. Athens: Papazisis Publications.

Maslach, C. (1982). *Burnout: the cost of caring*. New Jersey: Prentice Hall Inc.

Ministry of Justice, Correctional code, Law 2776/24-12-99, Government Gazette 291/24-12-1999 Part A).

Ministry of justice, Internal Regulations for the Operation of General Penitentiaries of type A and B, Law 58819/7.4.2003/03, Government Gazette 463/17-4-03 Part B).

Oikonomakis, M. (2014). The nostalgia of the correctional officer and the odyssey of a relationship. *Ioni kratoumeni*, 18(8).

Reagan, S. (2009). *Occupational stress and coping among Irish Prison Officers: An exploratory examination*. Ireland: Greenhouse press.

Watson, T. (2005). *Sociology, employment and industry*. Athens: Alexandria Publications).

Xlomou, M., & Bethanis, S. (2010). *The burnout syndrome of the correctional employees in the prisons of Neapoli and Alikarnassos*. Thesis, Technological Educational Institute of Crete, Nursing Department.

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

Francesca DiFeo, Matteo Altare - UISP Comitato Territoriale Cirie Settimo Chivasso (Italy)

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

The World Health Organization (WHO), in its constitutive act 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 practicing sport...”*

HEALTH IN PRISONS

Is prison bad for health?

Several of studies confirm this hypothesis and empirical evidence of this reality are obvious to all those who, for various reasons, come into contact with the prison

environment. The health of each individual is closely linked to his/her psychological well-being, the environment in which he/she is located, to 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 wellbeing and then 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 emotional and relational level of the prisoner by isolating him/her and causing pain.
- Typology of the prison population: foreigners, people 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.

Disease of the time

The main measuring meter of sentences are months and years of detention, because time is an effective torture. *“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 there 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 is not being able to determine one's life, present and future, can certainly 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., p. 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 in time, the abundance of stimuli and states of stress produces pathogenic effects.

Regression

- Stress linked to the 'loss of control' over one's life.
- In a practical way: every aspect of the existence of inmates is regulated: to do anything, inmates must go through the allowance of the Penitentiary Administratives, particularly to access activities that can fill empty time.

- With the forced immobility to do simple things, there is also physical stillness.
- We define regression as a «return» to a dependency condition similar to that of 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, but also with needs and rights. Redefining individuality in the inmate is essential to the effectiveness of the rehabilitation program.

Treating and Rehabilitating

- Physical activity, regularly practiced, 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.
- Studies conducted over the past decade have shown that physical activity and sports represent a practical way to encourage rehabilitation of the subject and the improvement of his/her quality of life.

Psychological Benefits

- Find more safety towards self themselves, confidence in their potential awareness of self;
- Experiment the value of defeat and the meaning of the victory;
- Feel realized and satisfied to achieve goals;

- Of download the state of tension inner, 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 spirit 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-centered dimension;
- The competitive spirit: self-esteem, reality testing, prospects, goals to be achieved.

Sport and Physiotherapy

Sport activity should not, in fact, be finalized only to the improvement of the condition of the subject, but must respond to fulfillment of rehabilitative purposes, also in relation to values of aggregation and self-discipline that characterize the sport.

SPORTS AND REHABILITATION

Rehabilitation cannot prescind from a self-analysis made by the convict, as foundation for better understanding of his own past mistakes. The acquisition by the awareness of the situation of the condemned 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 which 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.

Fair Play - The Fair Play

Fair play means much more than playing in compliance to rules: It incorporates the concepts of friendship, respect for others and sportsmanship. Fair play is a way of thinking, not just a way of behaving. It includes the fight against cheating, against the will of the rule to the limit, the fight against doping, violence (both physical and verbal), exploitation, unequal opportunities, excessive commercialization and corruption. Fair play is a positive concept. Sport is also recognized as an individual activity that offers the opportunity to individuals to learn about themselves, express themselves and achieve satisfaction; to achieve personal success, skill acquisition and demonstration of ability; socially interact, have fun, achieve good health. With its wide range of sports clubs and voluntary workers, sport is opportunity for participation and accountability.

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 existence of the Other (friend or foe).
- This experience of socialization stems from specific factors such as those arising from the establishment of a true working group that has a purpose to be achieved and using pre-established methods and tools.
- From an individual dimension, recovery of their integrity and well-being on a wider dimension which allows 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

- Bridge between prison is a social context

- Working in prisons means that a sport operator deals with people that need support without judgement, no matter preexistent difficult emotional states as well as psychological damages.
- It is important that the operator knows that to educate a convict means that it is necessary to provide role models and a model of behavior that encourages radical change.
- As a result, pedagogical/re-educational action must merge also those activities that encourage socialization and responsibilities, sharing experiences and fostering a collaborative environment between the inmates.
- The inmate is not a “waste of society”: he is a recipient of a legal action. He needs to make amends for his crimes, but he also has the right to be rehabilitated and to build his own life path.
- The sessions should be designed specifically, organizing courses that refer to training schemes designed appropriately for the physical needs and individual characteristics of the subjects. The commitment to follow and help detainees is aimed both at those who are already accustomed to practicing physical activity and those who have never practiced any.
- Furthermore, the educator needs to also 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, in fact, the inmate learns to discover his own individuality through relationships, and he can experience activities with peers without fear of judgement.

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

REFERENCES

Commission of the European Communities. (2007). *White Paper On Sport*, 2.

Victor, S. (1980). *Les hommes dans la prison*. Les Révolutionnaires, 49.

Gallo E., Ruggiero V., *Il carcere immateriale*, Leonardo , 57.

Council of Europe, *Sport Code of Ethics*, European Commission, 4.

**Good 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

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

The two-year pilot implementation of the program and the consecutive, two-year evidence-based implementation of it, under the funding of Costas M. Lemos Foundation, 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 and inside the prisons and we have received excellent feedback from their employees.

GENERAL CHARACTERISTICS OF THE PROGRAM

- Freedom Gate Greece has implemented the intervention via the professional psychologists who work for the Organization.
- The program has been realized in four different Greek prisons, Avlona, Korinthos, Korydallos and Amfissa.
- Each group has 10-12 members. Gender and age is not important and they depend on the type of prison, if it is for underage, young or adult inmates. Incarceration time is also not an important factor for the participation in the team, but it certainly plays a role in the member's behavior. The only thing that is important concerning this, is that the member is not being released sooner than the end of the intervention.
- The intervention lasts for 15 sessions which are held one or twice per week, for 90 minutes each. That depends on the availability of time and space on behalf of the prison. A separate procedure, which is held before the beginning of the group, is the interviews, which are a very important piece of the whole intervention. We take as much time as we need in order to realize 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 for participation.

DETAILED DESCRIPTION OF THE PROGRAM AND USED METHODOLOGY

Each intervention consists of two modules:

1. Experiential Workshops

The members come into contact with the experiential experience, with the goal of developing collaborative behaviors and creating a safe and non-critical environment. The coordinators explore the team's dynamics and select the experiential activities according to the specific needs emerging from its members, recognizing one's dignity

and focusing on developing one's potential, stranded or inhibited by the constraints and dominant culture in which he lives.

In particular, the first meeting aims to get to know members through experiential activities ("Two truths and a lie", "My name", "If I were an animal"), the introduction of rules, as well as an introduction to 3S (Thinking-Feeling- Behavior) as the way the human psyche is framed.

At the same time, in the first meetings, there are experiential activities and psycho-education on the topic of communication (verbal and non-verbal) and values. Members learn to listen and repeat what other members say, discover what value is and how each person has personal values that help resolve dilemmas. A typical activity is the experiential "Do you mean" exercise, where members learn to repeat in their own words what the previous one said and then formulate their own point of view. This is a technique we follow throughout the course of intervention, as it takes time to establish within them.

Then, from the topic of communication, experiential activities regarding self-knowledge are carried out. This is a thematic that works at the beginning and end of the intervention with different activities and the ultimate goal is to observe a difference in how they perceive themselves.

Then we go into the subject of Emotional Education. Specifically, recognizing that emotion is a non-negligible variable, an assessment of emotion recognition and exploration of emotional intelligence through experiential exercises and interactive tests is done: 'Reading the Mind in the Eyes' Test, Adult, Revised. The aim is to identify the members' own feelings as well as those of others, so they are invited to consider how emotion recognition can help problem solving. Through this role playing technique they are trained to be able to have more than one reaction to one emotion, that all emotions are permissible but not all reactions, that they have a physical impact and the reasons that it is useful to know our emotions and use them constructively, while common emotions arise that require more investigation and psycho-education, such as anxiety and anger. Therefore, depending on the request of each group, we investigate this feeling through activities.

At a later stage, the "Thinking" variable is added. Members practice identifying dysfunctional thoughts as they arise from unpleasant situations. Moving towards the final phase of intervention, the individual variables are explored and linked: Thinking- Feeling- Problem Solving- Conflict Management and Practical Ways of Claiming. In the last two meetings we close the intervention with activities regarding the positive image of the self, the future, stigma management, the family.

2. Moral Dilemmas Workshops:

We use dilemmas stories aimed at developing social and cognitive skills such as problem solving, targeting, reducing impulsivity, taking responsibility and cultivating the moral criterion of offenders. The themes of the stories concern Justice, Offenses, Solidarity, Breach of the Rules, Rights, Peer Pressure, Violence and Abuse, Friendship and Family.

Dilemma processing is being developed using the "Dilemma Stair", a decision-making tool that splits the process into concrete steps. At first, people are encouraged to think of as many solutions as possible to the problem at hand, even if some seem utopian, awkward, irrational. As such hypothetical problems do not have a clear or uniquely correct solution, members engage in productive discussion, where they learn to exchange views, resolve cognitive discrepancies, and manage difficult issues (Moody & Lupton-Smith, 1999). At the same time, role playing games are used to enhance the experience and discharge the team.

Then an extensive analysis of the advantages and disadvantages of each solution is performed separately. As members of the discussion, they consider the impact of such actions on other characters and feel that personal views with the group may have changed during the discussion.

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

Participants practice a structured decision-making approach based on ethical principles. Our goal is 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 is pointed out that our goal is 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 are asked to create personal or imaginary dilemmas and resolve them as a group.

This intervention is 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 evaluation researches prove 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 and they are not native.

RESULTS/IMPACT

The expecting results of the “Moral Discussions Groups” intervention are the following:

- ✓ Adoption of logical information processing methods
- ✓ Adoption of “healthy” problem-solving strategies
- ✓ Enhancement of decision-making process
- ✓ Minimizing acting on impulse
- ✓ Enhanced negotiation skills
- ✓ Dealing with their emotions and interpersonal relationships, by training in anger and conflict management
- ✓ Gradually replacing self-centered thinking and behavior with more cooperative and altruistic behaviors. 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 are approximately:

- 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 are being exported by an external evaluation process, realized by a psychologist, who uses standardized questionnaires with closed and open questions.

REFERENCES

Joy Tong, L. S., & Farrington, D. P. (2006). How effective is the "Reasoning and Rehabilitation" programme in reducing reoffending? A meta-analysis of evaluations in four countries. *Psychology, Crime & Law*, 12(1), 3-24.

Lipsey, M. L., Landenberger, N. A., & Wilson, S. J. (2007). Effects of cognitive-behavioral programs for criminal offenders. *Campbell Systematic Reviews*, 6, 1-27.

McGuire, J. (2002). Integrating findings from research reviews. In J. McGuire (Ed.), *Offender rehabilitation and treatment: Effective programmes and policies to reduce re-offending* (pp. 3-38). Chichester, UK: John Wiley & Sons.

Moody Jr, E. E., & Lupton-Smith, H. S. (1999). Interventions with juvenile offenders: Strategies to prevent acting out behavior. *Journal of Addictions & Offender Counseling*, 20(1), 2-14.

Ross, R. R., & Fabiano, E. A. (1985). Time to think: A cognitive model of delinquency prevention and offender rehabilitation. Johnson City: Institute of Social Sciences and Arts.

Ross, R. R., Fabiano, E. A., & Ewles, C. D. (1988). Reasoning and rehabilitation. *International Journal of Offender Therapy and Comparative Criminology*, 32, 29-35.

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 counseling 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 to enable them to make effective professional decisions.

Counseling is a process because it has a duration and because in it there is a chain of events and stages that follow each other. A key element of this process is the consultant's relationship with the counselor. The counselor's goal is to make it easier

for people to find the best possible ways to manage their personality traits, their potential, and their opportunities, in order to make their career choices.

In practice, during the procedure the counselor will refer to the following with the inmates:

- Reference to professions in demand in the labor market and development of vocational training and education programs
- Reference to a complete description of a profession
- What the necessary Knowledge, Skills, Abilities are
- What the suggested routes for obtaining the required professional qualifications are
- Examples of professional outlines and, will also develop the following activities:
 - Creating an individual action plan
 - Creating a CV and cover letter
 - Preparing themselves for an interview
 - Self-presentation
 - Job Search Methods
 - Personal network development

Professional counseling will take the form of workshops. In particular, there will be 5 meetings, lasting 90 minutes, once a week, which will be coordinated by a 1 job counselor and a legal-criminologist. The first 5 meetings will be coordinated by the job counselor and the last one will be attended by the legal advisor who will analyze the labor rights and answer any questions.

GENERAL CHARACTERISTICS OF THE PROGRAM

1. Action plan of the provided pedagogical project

Short description of the object of the program / activity

This is a 6-session training program. The main goal of the program is to inform participants about the labor market and their labor rights in order to achieve a smoother reintegration. At the same time, the program is enhanced with experiential exercises and psychometric tools so that participants can identify their professional skills. The purpose of the intervention is to contribute to the reduction of recurrence and reappearance of delinquent behaviors of minors, young and adult offenders as well as to their successful reintegration into society.

Who it is meant for:

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

Required space, equipment and consumables

To implement the program, you need a space, enough for 10 to 15 people, chairs, which are placed in a circle and a school board. Ideally, a laptop and headlight are useful for power point viewing. The moderator at the first meeting gives folders, pens, markers, and reference glues, which are provided by Freedom Gate.

Expected result

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

2. Objectives of the program / activities

Concerning knowledge

- Learning healthy ways of thinking about work
- Learning work skills
- Information on educational programs they can attend
- Training on finding a job, creating a resume, presenting themselves in an interview
- Labor rights training and occupations prohibited for them

Concerning skills

Learning, developing and improving 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 will substantiate the group's meetings are, firstly, professional orientation and reintegration into the labor market, and secondly, labor rights.

In the first section, members, through experiential exercises, describe their professional-personal history through the painting of "the professional path", as it is called. They are encouraged to report what is or was the profession they want or wanted to pursue. Then, with the use of psychometric tools, they discover their work skills and the profession that best suits their personality type. Then they learn the importance of a resume and how to use it to find a job. Similarly, for those who are interested, they refer to the educational programs and business opportunities that some may have. Finally, through experiential exercises, they learn to present themselves in a hypothetical job interview.

Labor rights are a presentation that aims to inform them about the professions they can pursue given their sentence and what they can do using the legal way in case an employer takes advantage of them.

Methodology

The intervention method is based on Holland's (1985) typology theory, which argues 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 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. Typological theory has been the basis for relevant questionnaires and has had a major impact on counseling. Many counselors follow this faithfully, as the hexagon of professional personality can give a direct picture of professional interests.

Workshop

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

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 course of the team members is carried out by the instructor himself/herself. It concerns verbal interviews with team members, using weighted questionnaires, at the end of the intervention. The aim of the evaluation is to record the effectiveness of the program.

REFERENCES

Holland, J. L. (1985). *Making vocational choices: A theory of vocational personalities and work environments*. Englewood Cliffs, NJ: Prentice Hall.

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 phenomenon of social pathogenesis, 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 the specificity of this particular population category, the criticality of any measures towards normality, socialization but also hope, because all young people, including juvenile offenders, are the future of every society. 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 the town of Corinth. 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. 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 ". According to that, the Prison is partially converted into a Special Correctional Facility for Juveniles up to 18-year-olds. It is worth noting that in one of the two cells there are adult inmates who are transferred from other prisons to the Juvenile Prison of Corinth's exclusively for work while in the other wards inmates are held in 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. In order 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 activities within the facilities, 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. All juveniles, upon their entrance to the facility, are part of the educational process. From their participation in the courses, a beneficial calculation of days of the sentence is calculated 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 are initiatives that start first as theories and are thereafter implemented after careful preparation in a matter concerning the organization for their (inmates) transportation, their visit and their smooth return with a safe escort back to the Correctional Facility.

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

contact, with on the field visits from employees of the Correctional Facility and more. For an educational visit of 3-4 hours, one-month preparation is required.

It is important to be consistent that in these activities, we are accompanied by the Supreme Court Prosecutor, the public Prosecutor of Corinth, who is the one to issue the right permits in order to do the visit, multiple educators, colleagues and volunteers.

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

Our visits up until today are the following:

- 1) Attending 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) Visit to a ceramic workshop in Mycenae
- 4) Visit to the Archeological Museum and site of Ancient Corinth
- 5) Visit to the municipal swimming hall of Corinth for swimming
- 6) Visit to the Greek Parliament institution
- 7) Attending a basketball game in Athens Olympic sports complex (Panathinaikos-Apollon Patras)
- 8) Visit to the Planetarium

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

CONCLUSION

It is important to be consistent regarding the severity of the incident of juvenile offenders. We are all aware that unfounded wishes are not beneficial, for this reason we must coordinate our efforts towards the development of a coordinated action in every field. The effort, though, of the authorities who are 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 every one of us represents, but also towards our fellow citizens, with whom we are called to coexist harmoniously. It is also a matter of responsibility to the future generations and concerns the quality of life that we will inherit to them. Responsibility, sensitization and action are the 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 prisoners 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 at acquiring or supplementing education at all levels and in monitoring vocational training programs. The qualifications awarded are equivalent to those of the same level of education outside the prison.

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, with a focus 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.
- 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 rules of conduct?

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 in a piece of paper, which impressed them. Listening to the song for the second time they were asked to choose one of the words they had recorded and to justify their choice. Both papers were put up on the wall and read. A discussion followed.

Secondly, they were presented with the painting. The opinions of the participants 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 it, its time and its style. A discussion followed.

Finally, the film was investigated by the Visual Thinking method 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 opinions of the participants were written on a sheet of paper that was put up on the wall. When processing was completed, some information was provided about the film, director, and script. A discussion followed.

RESULTS/ IMPACT

The didactic method using artworks, although initially spared the group as they themselves stated they liked as a way of working. They found it interesting and original, while they said they helped them to reflect and think "deeper". The trainer found that the participants were able to proceed with the evaluation of 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.

REFERENCES

Kokkos, A. (2013). Transforming learning through art. LInE: Lifelong Learning in Europe, online: <http://www.lline.fi/en/article/research/242013/transforming-learning-through-art>

Perkins, D. (2003). Making thinking visible. New Horizons for Learning, web: <http://education.jhu.edu/PD/newhorizons/strategies/topics/thinking-skills/visible/>

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 to increase levels of trust, sense of unity and charity behaviors (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, Chui & Wan, 2006). Both empathy and perspective-taking are being developed or enhanced by dance, because of the synchrony and mimicry mechanisms that dancing uses and because of the development of common values across the practitioners of the technique (Fischer et al., 2013; Hess & Bourgeois 2010; Sato & Yoshikawa 2007). Moreover, movement and dance rituals are an integral part of the 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 which are 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 to benefit them in regard to their self-awareness and connection with others.

GENERAL CHARACTERISTICS

The two workshops are based on the use of movement, creativity, dance and improvisation as tools for better understanding of one's self and their relations and for building healthier relations both within one's self and with others. They include movement-based activities that can be beneficial for anyone.

The first workshop aims to provide an opportunity for the participants to explore their emotional worlds. Through the activities of the workshop, participants will be able to see their movement, actions and reactions mirrored in the body of another person and they will position themselves in imaginary scenarios that will allow them to express their emotions in terms of motion. This expression through movement, repetition and rhythm helps participants to neutralize emotions and to channel energy and thoughts that are bothering them. Ultimately, this greater emotional awareness can contribute to personal growth and build more resilient people with better self-awareness and self-esteem.

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

hands of their partners and enjoy the feeling of being taken care of. They will also experience the responsibility that one has when another person trusts them in guiding them. This workshop is an opportunity for people from different backgrounds to have contact with others not only by sharing the same space or by verbally communicating. This workshop achieves contact between people also through body communication.

The proposed workshops have been structured and facilitated by Elisavet in various Erasmus projects but have not yet been 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 the context of schools, hospitals, prisons, youth centers, therapeutic communities etc.

It is suggested that each workshop lasts for approximately 1 hour, with 10-20 participants and that these or similar workshops are being implemented as a long-term intervention (ex. 1 session per week for 3 months). Identities such as gender or age should be reflected upon and the decision of whether to limit them should depend on the peculiarities of each case. Furthermore, in the context of institutions such as prisons, the facilitator should reflect upon the incarceration time of the participants, their overall behavior and relations with other prisoners. That is because, for example, some activities may require for 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 the relations of trust between the participants and the participants and the facilitator gradually by proposing initially very simple and safe activities which 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 the purposes of such workshops.

Activities of workshop 1:

Circle of Names: Participants come in a circle. Each participant is asked to pronounce their name accompanied with a movement, any 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 to the opposite direction/closes their eyes for 30 seconds. Partner B makes 3 changes in their appearance (ex. changes their hair, takes of a sock/shoe etc.). 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, of walking backwards, sideward etc. Gradually start speeding up and running across the room keeping the same principles as before. During this exercise, ask from the participants to be careful of their surroundings and the other participants, thus, introducing the idea of trust and responsibility towards others in the workshop.

Mirroring activities (static and in pairs, traveling 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 are able to see themselves into 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. 1 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 and say something and move in a certain way that will give a 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 members of the group. 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 a 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 in the stage either as sitting, standing or lying on the floor. The rules are that only 1 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. Through this exercise, using only 3 simple movements (sitting/standing/lying) narratives and interesting relations can emerge.

At the end of the workshop, 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 1 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 that they 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 then 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 that is not next to them and also have to immediately change place with the person that is at 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, in order 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 piece of art. It's important that Sculptures do 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 background upbeat 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 to the Sculptures. They can ask any questions they want: what their name is, where they come from, what they do there, what is their favorite country etc. 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, 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 to stop 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 actually listen to the push by Partner B. Each pair goes one after the other. When they have all done it once, they repeat but this time they change roles.

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 of it. 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, now all pairs are moving simultaneously across the room, taking various directions. Then, switch roles and repeat 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 exercise.

Note: For these exercises, it is important to point out the responsibility of the leader and the feeling of letting go of the follower. Moreover, participants should be explicitly reminded that they should avoid very sudden movements since their partners will be with closed eyes, so 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 as well. All participants together, cooperate and coordinate to avoid crushes. The followers are trusting 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 that they trust to be an observer during the exercise and to make sure that the leader will not try something that can affect the follower negatively. Moreover, this exercise can be proposed later in the intervention when trust has already been built between participants.

At the end of the workshop, 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 session.

RESULTS/IMPACT

These workshops contribute to personal growth and they work on the relations between the participants (working on issues of isolation, marginalization etc.). They enable the participants to share experiences and to find common points between them. They can be used both with prisoners but also within family settings of the prisoners as a way to work on the relations the prisoners have with their families and to 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 attention to others and to be active listeners and observers. Through the workshops, we focus on eye contact, physical contact and synchrony-tuning with others. Creativity, performance skills and consequently confidence are being enhanced. The workshops further work on body awareness and

reflection within the self, on social bonding, better interpersonal relations, self-expression, self-awareness and better community relations.

REFERENCES

Bernieri, F. J., & Rosenthal, R. (1991). Interpersonal coordination: Behavior matching and interactional synchrony. In R. S. Feldman & B. Rimé (Eds.), *Studies in emotion & social interaction. Fundamentals of nonverbal behavior* (p. 401–432). Cambridge University Press; Editions de la Maison des Sciences de l'Homme.

Broekman, M., A., Postmes, T., Gordijn, E., Koudenburg, N., & Krans, K. (2015). Dance for Solidarity: Uniting Dancers and Audience Through Movement. Vereniging voor Dansonderzoek.

Brown, S., Martinez, M. J., & Parsons, L. M. (2006). The neural basis of human dance. *Cerebral cortex*, *16*(8), 1157-1167.

Fischer, R., Callander, R., Reddish, P., & Bulbulia, J. (2013). How do rituals affect cooperation?. *Human Nature*, *24*(2), 115-125.

Heider, F., & Simmel, M. (1944). An experimental study of apparent behavior. *The American journal of psychology*, *57*(2), 243-259.

Hess, U., & Bourgeois, P. (2010). You smile—I smile: Emotion expression in social interaction. *Biological psychology*, *84*(3), 514-520.

Ip, W. M., Chiu, C. Y., & Wan, C. (2006). Birds of a feather and birds flocking together: Physical versus behavioral cues may lead to trait-versus goal-based group perception. *Journal of personality and social psychology*, *90*(3), 368.

Lakens, D., & Stel, M. (2011). If they move in sync, they must feel in sync: Movement synchrony leads to attributions of rapport and entitativity. *Social Cognition*, *29*(1), 1-14.

Ratey, J. J. (2008). *Spark: The revolutionary new science of exercise and the brain*. Little, Brown Spark.

Sato, W., & Yoshikawa, S. (2007). Spontaneous facial mimicry in response to dynamic facial expressions. *Cognition*, *104*(1), 1-18.

Slepian, M. L., Weisbuch, M., Pauker, K., Bastian, B., & Ambady, N. (2014). Fluid movement and fluid social cognition: Bodily movement influences essentialist thought. *Personality and Social Psychology Bulletin*, *40*(1), 111-120.

Other sources:

From Alienation to Inclusion- Online Material [Link: <https://www.projectfati.com/project-tools/free-training-courses-for-youthworkers/the-artistic-self-therapy/>]

The artistic self therapy project [Video: <https://www.youtube.com/watch?v=YXTeNBnqmMY>]

Dance to be free (Teaching Dance to women in New Zeland Prisons –Dance technique) [Video: <https://www.youtube.com/watch?v=zWT200jMvn0>]

Dancing Within Unfamiliarity: An Exploration of Teaching Dance in Prison Environments [Article: <https://www.tandfonline.com/doi/abs/10.1080/15411796.2017.1386052>]

Moran, G. S., & Alon, U. (2011). Playback theatre and recovery in mental health: Preliminary evidence. *The Arts in Psychotherapy*, *38*(5), 318-324.

Curtis, J. (2015). Movement in the men’s movement: contact improvisation and social change. *Journal of Dance & Somatic Practices*, *7*(1), 129-142.

Houston, S. (2009). The touch ‘taboo’ and the art of contact: an exploration of Contact Improvisation for prisoners. *Research in Dance Education*, *10*(2), 97-113.

Corteville, M. K. (2009). Dance your way to communication: Dance movement therapy to increase self-esteem, poor body image, and communication skills in high school females.

Jeong, Y. J., Hong, S. C., Lee, M. S., Park, M. C., Kim, Y. K., & Suh, C. M. (2005). Dance movement therapy improves emotional responses and modulates neurohormones in adolescents with mild depression. *International Journal of Neuroscience*, *115*(12), 1711-1720.

Koch, S., Kunz, T., Lykou, S., & Cruz, R. (2014). Effects of dance movement therapy and dance on health-related psychological outcomes: A meta-analysis. *The Arts in Psychotherapy*, *41*(1), 46-64.

3.8. 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 in order to rehabilitate themselves. Our support is needed so they can reintegrate into society after liberation, to stop committing crimes, to stop harming others in any way.

And if people do not want to accept this point of view, they need to understand that the rehabilitation and reintegration of former detainees into society is 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 programs of rehabilitation for former detainees, through the multiple advantages offered for both criminals and especially for society. Do the inmates want to participate in reintegration programs which help them when they are 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 in 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 on the basis of their previous training as Trainers with a qualification recognized by the Ministry of Labor and Sports Instructors recognized by the Ministry of Education.

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

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 for the reintegration of detainees into society through various ways.

2. The sports base of the Radauti School Sports Club. This is a public institution that deals with the sports education of young people. The management of the institution has provided the sports base free of charge during the course of 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 offenses between 3 and 15 years with the possibility of conditional release after conducting social reintegration programs and good behavior.

2. For the Probation Service of Suceava we had as participants in the program only young people between the ages of 18 and 25 who 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 etc.)

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

For both working groups, the specialists involved used standard methods accepted by the two institutions.

For the penitentiary, the standard methodologies approved at national level by the National Prison Administration were used. These include activities in the penitentiary for the social reintegration of the convicts, in the penitentiaries various activities are

carried out, which aim at the social reintegration of persons sentenced to sentences deprived of liberty.

The socio-educational activity aims to mitigate the negative influence of the deprivation of liberty on the personality of the inmates, to identify and develop the skills and abilities that allow them to integrate into a normal social life after leaving the penitentiary. The objectives of this activity refer to the adaptation to institutionalized life, school and professional training, moral support, behavioral rehabilitation and cultivation of self-respect, the development of the means of expression and the ability to communicate with others, assistance and monitoring for the socio-professional reintegration after being released.

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

- a) knowing the detainees' personality and assessing their socio-educational needs;
- b) school training;
- c) vocational training;
- d) acquiring the rules of behavior 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.

In order to carry out these activities, the penitentiary administration provides, to the extent of the financial possibilities, the 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 purpose the social reintegration of the convicted persons. The mentioned activities are carried out with an appropriate number of specialists: educators, priests, technical agents, sports instructors, as well as psychologists and social workers.

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

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

The inclusion of the convicted persons in the activities recommended in the Individualized Plan of evaluation and educational and therapeutic intervention is realized taking into account 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, in relation to the health of the inmates, of 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.

Taking into account these legislative conditions we have designed together a 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 the supervision of monitors and sports instructors. 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.

By 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 practicing the chosen sports disciplines. These detainees were called support inmates.

At the end of those 6 months of training, tournaments of table tennis, football and arm-wrestling were held, according the age or weight of participants. The stake of winning these tournaments was the reward that the Penitentiary gave 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 from relatives. Also, their

involvement was 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 as well as 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 during the day the people were at work and in the afternoon they came to our activities, twice a week.

The practiced sport was football. It was chosen by the convicts from a list presented by our instructors, along with 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:

- keeping inmates busy as long as possible;
- improving the quality of life in detention;
- obtaining something useful, such as: skills, knowledge, understanding, attitudes, social behaviors.

- the acquisition of experiences regarding the behavior in the official framework of the sports fields that involve certain rules being officially directed by referees.

REFERENCES

EDUCOSPORT Program - National Prison Administration

inside the Prison Meeting clients

Team of Silta-valmennus (Saku Lemola, Eeva-Kaisa Hohenthal, Reijo Kypärä, Katri Niemi)-
Silta-Valmennusyhdistys ry (Finland)

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 the year 2001. Silta doesn't have any political or religious ties or background. Many of Silta's services are based on partnerships with public or other 3rd sector organizations.

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

The four values of Silta are respecting humanity; responsibility; perseverance and succeeding together. These values are based upon the whole personnel working

together, the feedback we have received, and everyday experience. Therefore, our values are a part of us. Our values are also shared property of our clients.

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

WORKSHOP ACTIVITIES

Silta offers various services to improve the vocational and studying abilities of its clients. These services take place 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 with working in a work community. They also help with achieving personal goals and making follow-up plans.

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.

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. The main target of this psycho-social rehabilitation 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 are able to trust they will accept the help more easily.

Co-support from other client (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)



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 to Silta rehabilitation services directly from prison circumstances. Criminal sanction agency and municipalities will fund these clients for rehabilitation and coaching for these free of imprisonment periods.

PATH TOWARDS EDUCATION AND EMPLOYMENT FOR CRIMINAL SANCTION CLIENTS

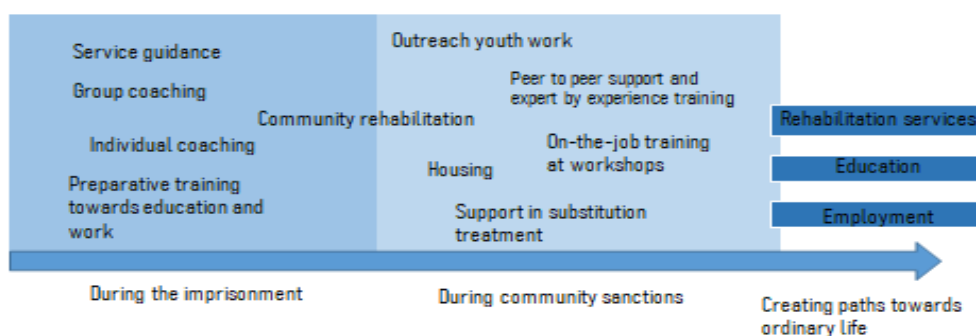


Figure 9. Path towards education and employment for criminal sanction clients.

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 at the end of their prison sentence. The goal is to help the soon to be released inmate to survive the challenges of becoming a civilian and to encourage and support them in independent living and taking care of every day issues. Each customer is offered personal support based on their needs. This support can be related to for example 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.

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 normal life. The service strongly capitalises Silta's workshop environment where you can participate in work trials or study yourself a new vocation. The service supports the released in three ways: customers are dealing with the same persons and organisations in different parts of the path, the customers know what possibilities there are available and that they have the option to proceed according to their own strengths and plans.

Inmate's Learning Path –project

Inmates learning path -project is aimed to develop, execute and evaluate different systematic service chains for inmates that are soon 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 itself includes individual coaching and group coaching for the inmates during and after the 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 interesting and realistic education and/or working possibilities. The applicability of the project entails wide network co-operation, which is conducted together with Criminal Sanctions Agency and some prisons.

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

Mission of this project is to develop a one stop -principle operating multilevel service guidance and service model together with organisations and public sector and to pilot this in Tampere. The project will offer 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, social life skills and everyday life skills. The service is also for inmates in supervised conditional freedom and for 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 a lot of different situations and problems, but also witnessed surviving, getting sober and having a new life. We know that a client can move on; we can demonstrate that there are a lot of other clients who have continued forward and are enjoying their new drug-free and non-criminal life.

3.10. Animal Assisted Therapy in Jilava Prison Romania

Murgeanu-Manolache Oana-Andreea, Antoanela-Cristina Teoroc, Andreea Fortu
European Strategies Consulting (Romania)

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 perspective of the psychosocial intervention models, the programs that were developed focused on aspects such as increasing self-esteem, promoting positive feelings towards oneself and others, stress management and effective communication strategies.

Animal assisted therapy promotes positive human-animal interaction by incorporating the psychological, behavioral, 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 a low self-esteem and inconsistent involvement in daily activities and in a group level, and also a low capacity for empathy.

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

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

The biggest motivation for the 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

Within the Bucharest-Jilava Penitentiary, starting with 2016, a series of actions have been initiated for the organization of activities assisted by animals. Thus, an activity project was initiated, after which the penitentiary 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 support of the collaborators, sterilization, vaccination, micro-breeding activities were carried out for the animals without masters (dogs, cats and birds) and canine training sessions, the participating inmates also taking 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 animal, so that until the completion of the general psychological assistance request, would be 24 canine training sessions /

interaction with the therapeutic animal. The time allocated for a work / training session is approximately 90 minutes.

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

- 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 members of a group is a minimum of 8 and a maximum of 12 participants.

Depending on the evolution of the program and the specific nature of the penitentiary 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 psychologist of the unit. For example, in the Bucharest-Jilava Penitentiary, the initial target group was made up of individuals with a history of psychoactive substance use.

DETAILED DESCRIPTION OF THE PROGRAM

The purpose of this program is the balancing and optimization of inmate behavior by restructuring their criminal behavior and adopting specific values for a healthy lifestyle.

General principles of the program:

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

B. Active and continuous learning - the ability of participants to maintain recovery is through the discovery and continuous learning of new things about themselves and the world around them.

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

The benefits of this program are:

1. Empathy - There are numerous studies that indicate that the presence of an animal in penitentiaries significantly improves the empathic and communication skills of inmates. 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 actions and emotions of the animal, as well as to the human-animal connection.

3. Nurturing abilities - Most of the skills of caring for oneself and others are learned during the ontogenetic development of a person. 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 the emotional dimension of a person, which may be more stable than those created by human interaction. In addition, these emotional connections do not threaten to build the relationship between therapist and client, but on the contrary, it helps (for example, if a therapist has his picture with his pet on the desk, the client can interpret this as a positive aspect of

the personality of the therapist, increasing the confidence of forming the relationship with him).

5. Acceptance - It is well known that animals have a tendency to unconditionally accept human individuals, if they interact properly with them. The physical appearance of a person, or the various motor disabilities, for example, are not limiting factors in being accepted by an animal. This simple and unconditional acceptance can have significant effects in enriching the quality of life of some people.

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 visits of the AAT animals (Delta, 2005).

7. Socialization - There are data in the literature that show that when AAT animals (dogs, cats) visit a penitentiary, there is a higher frequency of human communication and an increase in the frequency of prosocial behaviors. In a relatively tense institutional setting, the presence of an animal can facilitate three socialization directions: between beneficiary and animal, between beneficiary and staff, as well between beneficiaries and other visitors.

8. Mental stimulation - One of the directions of mental stimulation offered by the AAT is that the presence of an animal substantially improves the topic of conversation between beneficiaries and their families and / 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 benefits mentioned above, the interactions with animals most often induce feelings of spiritual fulfillment, in

the direction of approaching nature. This is most often explained by the sociobiological theory of biophilia, stated by sociobiologist E. O. Wilson (1984), who 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 was the host of the Conference on Positive Human-Animal Interaction, which had as guest Professor Alina S. Rusu from the Faculty of Psychology and Educational Sciences, Babeş-Bolyai University, and 2 psychologists, PhD students from the Doctoral School of Education, Reflection, Development.

The results of the activities carried out in this area have shown that following the AAT, the detainees have registered an improvement of the positive behaviors, as well as a reduction of the disciplinary sanctions. Also, there were no more aggressive manifestations on the part of the animals, they benefiting from decent accommodation and care conditions.

Following the analysis of the needs for the year 2018, at the level of the Bucharest-Jilava Penitentiary, it was found that a significant percentage of the custodial convicts used drugs. This aspect, as well as 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.

REFERENCES

Chandler, K. C. (2005). *Animal assisted therapy in counseling*. NY: Routledge.

Delta Society (2004). *Animal assisted therapy applications I*, Student Guide.

Delta Society (2005). *Team training course manual*, A Delta Society Program for Animal-Assisted Activities and Therapy, www.deltasociety.org;

Rusu, A., S. (2017) *Interacțiunile asistate de animale. De la cunoștințe interdisciplinare la practică*, Presa Universitară Clujeană.

Wilson, E., O. (1984). *Biophilia, the human bond with other species*. Harvard University Press, Cambridge.

Sotiria Kalmpeni- University of Thessaly (Greece)

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

Prisons are too often places of conflict, violence, and fear. Isolated in overcrowded and understaffed facilities, prison inmates often become embroiled in violent disputes (Kaufer et al., 2014). The limited attention given to prison violence is testimony to the societal norms regarding acceptable conditions and behavior inside prisons (Wolff et al., 2007). One of the reasons for the violence is the lack of conflict resolution skills in a constructive and non-constructive way. Particularly in prison, many do not have or do not use these vital skills, believing that violence and coercion are our only choices in managing our problems. As a result, the prison environment is often more conducive to delinquency among inmates, who are eventually released and returned to society. Through a series of trainings, the Prison of Peace (PoP) program teaches communication techniques and peaceful, non-violent ways of managing and resolving conflicts. Training in these skills helps

inmates on the one hand to reintegrate, while preventing recurrence, and on the other hand, prison staff, equipping them with another tool to meet their job requirements and prevent recurring conflicts. The website for the Prison of Peace (PoP) program can be found at <https://www.prisonofpeace.org>.

GENERAL CHARACTERISTICS OF THE PROGRAM

The Prison of Peace program was born in California, USA, in 2010, at the request of an inmate sentenced to life imprisonment (without the possibility of suspension) 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.

Prison of Peace is the only program in the world that trains and certifies prisoners 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:

- Over **900** value-based group discussions (Peace Circles), engaging over **5,600** participants (in prison and beyond), and this number is increasing year by year.
- 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.

➤ 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). Then follow the Peace Circles that promote understanding and cooperation, in a context of mutual respect, equality and dignity. Peace Circles are an effective solution to improving 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 that could be classified as forms of restorative justice (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.

RESULTS/ IMPACT

The Prison of Peace team has seen some of the greatest transformations in communication and problem solving skills among the participants, a testament to how the Prison of Peace curriculum can be used to complement re-entry and rehabilitation processes. In order to receive feedback, evaluate the success of the program and learn more about participants' experience with the curriculum, Prison of Peace participants complete an evaluation at the end of each workshop. Over 200 evaluations have been completed in prisons across Greece during the reporting period. Highlights from the evaluations are below.

➤ 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 Dimitra Gavriil. 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 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 ability to communicate effectively with others, including their family, 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 Dimitra Gavriil. 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.

CONCLUSION (inmates and prison staff comments)

“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.”

“During this training I learned new things; I was able to improve my way of thinking and my behavior towards other people. I learned to respect and to carefully listen to others. I can now be of service to others that might need my help.”

“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.”

“With this training, I learned to better contain and control myself, to manage my anger more easily, to listen to others and to find solutions with them, without engaging in conflict. Also, I learned to remain calm and to help others in finding a proper solution to their dispute.”

“Prison of Peace is a one-way street for resolving conflict in prison. It would be wonderful if all inmates were taught these skills that would be of help to them and to all of us.”

REFERENCES

Estes, E. R. (2017). My leadership experiences with peace circles as a restorative practice.

Gavriil, D. (2019). Teaching Communication & Conflict Resolution to Inmates & Prison Personnel. Retrieved from <https://www.ducks.gr/new/wp-content/uploads/2019/05/PoP-Greece-Report-2016-2019.pdf>.

Kaufer, L., Noll, D., & Mayer J. (2014) Prisoner facilitated mediation: bringing peace to prisons and communities. *Cardozo Journal of Conflict Resolution (CJCR)*, 16, 187-219.

McNaughton, D., Hamlin, D., McCarthy, J., Head-Reeves, D., & Schreiner, M. (2008). Learning to listen: Teaching an active listening strategy to preservice education professionals. *Topics in Early Childhood Special Education*, 27(4), 223-231.

Rosenberg, M. B. (2003). *Life-enriching education: Nonviolent communication helps schools improve performance, reduce conflict, and enhance relationships*. PuddleDancer Press.

Stamatakis, N., & Vandeviver, C. (2013). Restorative justice in Belgian prisons: the results of an empirical research. *Crime, law and social change*, 59(1), 79-111.

Wolff, N., Blitz, C. L., Shi, J., Siegel, J., & Bachman, R. (2007). Physical violence inside prisons: Rates of victimization. *Criminal Justice and Behavior*, 34(5), 588-599.

Kostas Magos- University of Thessaly (Greece)

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

The important role of proper prison education has been repeatedly emphasized by many researchers. According to Travis, J., Solomon, AL, Waul, M. (2001) the educational process is not only a creative use of prison time, but also an opportunity for inmates to acquire both formal and substantial supplies that will support their social and professional reintegration. Also, education can help inmates to reflect and possibly review views and behaviors that led to their imprisonment.

The involvement of detainees in formal and informal education processes helps them to improve their self-confidence and create a positive self-image, elements that have the power to change the orientation of life (Diseth, et al., 2008; Page, 2009). The educational approaches and techniques used in incarceration spaces, in order to be effective, have to be experiential, collaborative, based on the needs and interests of the trainees and to take into account 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) point out the power of narratives during educational activities that took place in prisons, as narratives contributed to the development of inmates' communication skills, improvement of self-confidence and development of reflection and empathy.

There are many examples of successful educational programs that have been developed internationally and which have in their core the use of narratives. Trounstein, J., Waxler, R. (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 behaviors. 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 seem to be associated with the development of delinquent behavior.

A NARRATIVE ACTION IN A GREEK PRISON

The action presented here took place in the Special Detention Center for Young Prisoners located in a city of 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 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 at an average level in the use of spoken language in Greek. Their time in prison was from two years to a few weeks, and their penalties ranged from a few months to some years. The place where the action took place was the room that was used as a school classroom, which was a previous cell properly converted into a classroom.

After some initial interaction development activities between the team members, the detainees were asked to tell a story from 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 as well as during the incarceration. The participants, after discussing in their language for a short time, then, taking 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 tongue, in order to be understood by all the inmates. Throughout the narration in the room 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 the faces of all the participants. In the short time left in that first meeting, another inmate managed to tell his own absurdity in the same immigration story. The next meeting continued in the same way, where other detainees, either speaking directly Greek or with the help of their inmates, 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 members of the group, 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 merging of the individual stories. 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, step by step, the final story was formed from parts of the individual narratives. The title of the final story 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, highlighting 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-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 is the end of the story. What will happen inside the country remains unknown to readers, leaving them to make their own assumptions.

"The Golden Bird", which is a synthesis of real life stories of the participants, contains many of the archetypal elements of folk tales. Lying, betrayal, social injustice, but also friendship, companionship, courage, 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 illustration of the story. 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 got on a bus, went to the border with Iran and from there, following a group of immigrants, began the journey to Europe. After incredible difficulties and serious problems, he managed to reach Greece, where before he could understand where he was, quite unjustly as he strongly argued, was arrested and sent to prison.

Sayid counted the days in prison with his paintings. Every day and a different painting. Paintings made by 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...

REFERENCES

Butcher, S. (2006). Narrative as teaching strategy. *The Journal of Correctional Education*, 57(3), 195-208.

Diseth, A., Eikeland, O.J., Manger, T. & Hetland, H. (2008). Education of prison inmates: course experience, motivation and learning strategies as indicators of evaluation. *Educational Research and Evaluation*, 14(3), 201 – 214.

Gomez, M. L., Walker, A. B., & Page, M. L. (2000). Personal experience as a guide to teaching. *Teaching and Teacher Education*, 16, 731 – 747.

- Hopwood, C. (1999) *Free with Words. Writers in prison*. Wales: Bar None Books.
- McEwan, H. & Egan, K. (Eds) (1995). *Narrative in teaching, learning and research*. NY: Teachers College Press.
- Mezirow, J. (2000). Learning to think like an adult: Core concepts of transformation theory. In J. Mezirow & Associates (Eds), *Learning as transformation: critical perspectives on a theory in progress* (pp. 3-33). San Francisco, CA: Jossey-Bass.
- Olson, M.R. (2000). Linking personal and professional knowledge of teaching practice through narrative inquiry. *The Teacher Educator*, 35(4), 109 -127.
- Page, M. (2009). Bringing a lemon to a lifer: Tutoring in prison. *Research in Post-Compulsory Education*, 14(2), 142-156.
- Stephenson, M. (2007). *Stories Connect. Changing Lives Through Stories*. Wales: Bar None Books.
- Travis, J., Solomon, A.L. & Waul, M. (2001). *From prison to home*. Washington D.C. : The Urban Institute
- Trounstine, J. & Waxler, R. (Eds) (1999). *Changing Lives Through Literature*. Indiana: University of Notre Dame Press.

AUTHORS

Altare Matteo (matteo.altare@uispsettimo.cirie.it) is a PHD student in the field of Psychology and Criminology, University of Turin and a researcher at the UISP Committee of Ciriè Settimo Chivasso, Department of European Projects. His research interests focus on the scientific and applicative developments of psychology in different contexts, clinical, institutional, juridical-forensic and social.

Biciusca Irina (ajsptsv@yahoo.com) is an English teacher, Trainer accredited by the Ministry of Labor and the Ministry of Education. Her research interests focus on the social integration through sport of people at risk.

Di Feo Francesca (francesca.difeo@uispsettimo.cirie.it) is a researcher at the UISP Committee of Ciriè Settimo Chivasso, Department of European Projects. Her research interests focus on the methods for social inclusion of marginalized groups through informal activities, in particular sport and physical activity.

Fortu Andreea (andreea.fortu@anp.gov.ro) is a psychologist in Bucharest-Jilava Penitentiary, Romania.

Kalmpeni Sotiria (kalmpeni@uth.gr) is a linguist and PhD Candidate in sociolinguistics at the University of Thessaly. Her scientific interests focus on sociolinguistics, multilingual, teaching Greek as a second / foreign language to vulnerable groups and education in prisons.

Magos Kostas (magos@uth.gr) is an associate professor at the University of Thessaly, Department of Early Childhood Education. His research interests focus on the theory and praxis of intercultural education.

Murgeanu-Manolache Oana-Andreea (oana.manolache@eustrategies.eu) is a Psychologist and PhD Student in the field of Sociology at the University of Bucharest.

Panagiotou Elisavet (info@citizensinpower.org) is a PhD student in Psychology at the University of Cyprus and a dancer. Her work focuses on intergroup relations, social representations and social identity issues, approaching dance as a medium to communicate representations and a tool to work on interpersonal and intergroup relations.

Teoroc Cristina (cristina.teoroc@gmail.com) is a deputy director in Bucharest-Jilava Penitentiary, Romania.

Törrönen Tina (freedomgate.org@gmail.com) is a Sociologist and Co-founder and president of Freedom Gate Greece.

