

Lesson 10: Resettlement

Lesson Outline

Target Group

Resettlement Workers
Prison officers Prison Management
Probation Officers
Parole Officers
Liaison Officers



Suggested Number of participants

14

Duration

3 hours

Equipment

✓ Flipchart

Aim

To be able to understand what resettlement entails, and the needs soon-to-be-released violent offenders would need. Most prisoners have 3 basic resettlement needs, namely accommodation, education, and training and employment.

Learning Outcomes

By the end of this session the participant should be able to develop the following:

Knowledge

- Know what resettlement needs violent offenders would face and how to aid them for, and in, their transition.

Skills

- Proficiency in identifying the resettlement needs of prisoners during their last 6 months (at least) behind bars.
- Be adept at offering the help needed as well as knowing where to turn to (e.g. NGOs and outside agencies) when the prison does not provide the service.

Attitudes

- Tolerant and patient attitude. Not all prisoners are willing to accept help immediately, so gentle persistence is a must.

Introduction to lesson

Imagine you are a prisoner. You have already served 5 years for a violent offence linked with ISIS. Your family, too, have committed violent offences. Through prison programmes and mentoring

you have realised that going back to your previous community is going to be difficult since you would like to live a normal, crime-free life.

What needs do you anticipate you'd have for you to be successful and stay away from prison and not be radicalised again in the future?



Development

Introductory level

Step 1: Slides 1-6 give a short overview of resettlement in relation to radical offenders.

Step 2: Still keeping your new persona as an inmate, write a letter to the prison governor explaining your (personal) resettlement needs, what kind of help you feel you need and how you think you will benefit from this.

Advanced Level

Step 3: Step 3 Added to the basic resettlement needs, the OMU (Offender Management Unit) in the UK formulated 9 areas of offender rehabilitation and resettlement, dubbed the Nine Pathways. These Pathways are listed on Slide 7. How do you think these areas are related to the resettlement of radicalised individuals, if at all?

Conclusion

Introductory level

 Today we have looked at resettlement need for radicalised inmates. Have a look at the following video: https://www.youtube.com/watch?v=_8Wff0dp_64

What are your views?

Advanced Level

 Watch the following video: <https://www.youtube.com/watch?v=fdwSFdJ2nM8>.

How do you think this problem impacts on the resettlement of extreme offenders? What would constitute good practise to remedy this?

Evaluation

Why do you think that resettlement, in terms of radical inmates, should be an important aspect to tackle behind bars in terms of non-reoffending?



Training for Detainees: Section 2

Community Reinsertion Part I and Part II



Reading Material

Introductory level

Compulsory reading:

Guidelines for prison and probation services regarding radicalisation and violent extremism <https://rm.coe.int/16806f3d51>

Supplementary reading:

Moore, R (2011). Beyond the prison walls: Some thoughts on prisoner 'resettlement' in England and Wales, *Criminology & Criminal Justice* 12(2) 129–147

Advanced Level**Compulsory reading:**

HMP Inspectorate of Prisons. Resettlement provision for adult offenders (From Section 5 onwards): <https://www.justiceinspectrates.gov.uk/ciji/wp-content/uploads/sites/2/2014/09/Resettlement-thematic-for-print-Sept-2014.pdf>

Supplementary reading:

Social Exclusion Unit (2002), Reducing re-offending by ex-prisoners, Retrieved from <https://www.bristol.ac.uk/poverty/downloads/keyofficialdocuments/Reducing%20Reoffending.pdf>.

Information for the Facilitator

The Facilitator should be very knowledgeable in resettlement as a field on itself, rather than just resettlement in relation to VEOs. This is because in certain areas, there is a very fine line in different resettlement needs since resettlement is a very individual area. Rather than focus on radicalisation literature and case-studies, focus should be on the individual where a plan is tailored to the individual needs.