

Lesson 7: Rehabilitation in Prison

Lesson Outline

Target Group

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



Suggested Number of participants

14

Duration

2 hours

Equipment

- ✓ Whiteboard
- ✓ Laptop
- ✓ Data Projector
- ✓ Flipchart
- ✓ Sound projections
- ✓ (Or large TV screen)

Aim

Prison and probation systems are rapidly becoming more involved in radicalisation leading to violent extremism. The prison environment, in particular, can be a potential breeding ground for radicalisation because of the following risks:

- recruitment of other prisoners;
- supporting extremist groups from prison;
- getting support from extremist groups outside prison;
- preparing for violent extremist/ideological inspired illegal acts after release; and
- hostility to other groups of prisoners and/or staff.

Grievances, frustrations or anger in prison are related to radicalisation. However, it should be emphasized that prison is not the main incubator for radicalisation. More importantly, both prison

and probation systems are strong partners in deradicalization, disengagement, rehabilitation and resettlement. Radicalisation leading to violent extremism is not a new phenomenon for prison and probation, but the current scale of the problem, together with the growing numbers of extremist offenders (especially foreign fighters) calls for reflection on existing perspectives, measures and interventions.

Learning Outcomes

Knowledge

Know the theoretical background on the motivations for engaging with extremist groups. Some of the motivating factors should include:

- programmes offered in prison aimed at rehabilitation
- programmes aimed at deradicalisation and disengagement both in prison and after release
- knowledge and awareness of recruitment practises in a prison setting

Skills

Know that radicalisation leading to violent extremism in prison settings poses new and recurring challenges. These challenges are often multifaceted and can be dealt with in different ways, through different interventions at different stages of the criminal justice system.

Attitudes

Staff skills and competences, especially with regard to radicalisation and extremism require sensitivity and understanding of other cultural and religious norms, values and expressions. This is important to build good staff-offender relationships. Staff dealing with convicted terrorists need

specific skill sets and not all staff members will be suitable to deal with radicalisation and violent extremism.

Introduction to lesson

People are leaving Europe to travel to Syria, Iraq, Mali or Ukraine to become foreign fighters and engage in violent behaviour. Upon their return to Europe they may intend to bring harm to their home countries. In some countries, all returnees and those who prepare to travel are prosecuted, posing a new challenge for the judicial and penitentiary system. However, the profiles of individuals planning to leave or returning are very diverse and not always real cases of radicalisation.

Development

Introductory level

Step 1: Recall Section A of this manual. What different kinds of radicalisation prevention and rehabilitation efforts can you mention?

Step 2: Within a prison setting, different countries have different approaches.



This is how Saudi Arabia is tackling radicalisation:

<https://www.youtube.com/watch?v=JupSK4odKWQ&t=2s>

On the other hand, France is going in a different direction:



<https://www.youtube.com/watch?v=EQv9UP-Ty48>

Step 3: Would you say that both cases are extreme in their own way? Would they work? Give reasons for your answers

Step 4: How would you combine both approaches and what other programmes would you introduce?

Advanced Level

Step 5: Referring to the Saudi Arabia video above, would such an approach work with different forms of radicalisation (e.g. political, religious, lone wolf) within an EU setting? Give reasons for your answers.

Step 6: In pairs, re-format the Saudi Arabia example, adjusting any programmes and conditions as you would deem necessary, to tailor for your local prison setting.

Conclusion

Introductory level

How would you introduce a radicalisation programme to inmates, both those who have been assessed as being radicalised as well as those who are suspected of being radicalised?

Advanced Level

How would you integrate a counter-radicalisation programme to a normal prison regime to target those inmates who are suspected of being radicalised?

Evaluation

Mention some efforts to counter radicalisation within a prison setting.



Reading Material

Introductory level

Compulsory reading:

'An incredible transformation': how rehab, not prison, worked for a US Isis convert (2018).
Retrieved from: <https://www.theguardian.com/us-news/2018/jan/04/american-isis-abdullahi-yousuf-rehabilitation>

Supplementary reading:

Civil Society's Role in Rehabilitation and Reintegration Related to Violent Extremism.
Retrieved from <https://reliefweb.int/report/world/civil-society-s-role-rehabilitation-and-reintegration-related-violent-extremism>

UK prisons should focus on rehabilitation to prevent future attacks. Retrieved from:
<https://www.middleeasteye.net/columns/prison-uk-radicalisation-muslim-rehabilitation-128377382>

Advanced Level

Compulsory reading:

RAND (2008). Radicalisation or Rehabilitation

Supplementary reading:

Preventing or Promoting Radicalization? - A Critical Analysis of the United Kingdom's Newest Prevent Strategy <http://smallwarsjournal.com/jrnl/art/preventing-or-promoting-radicalization-critical-analysis-united-kingdoms-newest-prevent>

Information for the Facilitator

The facilitator should be very familiar with the general penological theories of rehabilitation and desistance prior to giving this session. Rehabilitation works on the same theories, albeit slightly adapted to the offence and individual needs of the offender.