



ORIGINAL PAPER

Toward a Social and Judicial Analysis on the Social Reintegration of Persons Deprived of Liberty: Evidence from the Romanian Detention System

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Abstract

In this paper we aim to analyze the social reintegration of persons deprived of liberty in the Romanian detention system, from a judicial and sociological perspective. The first part of the article presents the essential aspects of social reintegration, ranging from definitions, to key factors, general principles, ground rules, international and European legislation. The second part of the article presents the evolution of the social reintegration system in Romania from 1874 onward, focusing on the current situation and analysing the actual situation and the legislative acts in force, as well as the present Romanian Strategy for the social reintegration of prisoners between 2015 and 2019. The final part of the article presents the results of a sociological survey, conducted in March 2015 at the Maximum Security Penitentiary in Craiova and which aimed to test the hypotheses outlined after the analysis of social documents.

Keywords: *social reintegration, inmates, criminal legislation, social reintegration legislation, Romania*

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The social reintegration of persons deprived of liberty. Basic notions

When faced with the penitential system, prisoners undergo an identity remodelling, an utter mutilation of their personality, “a re-personalization” (Goffman, 2004: 56-94) meant to make them adapt to the new system, as they ought to create a new self in order to survive the penitential system. Pollak feels that there occurs a “de-socialization” of prisoners when disconnected from the exterior world, and an ulterior “re-socialization”, both in terms of the prisoner's self, and of their relations with the other persons who share the same system (Pollak, 1990: 260). Their proximity to the various persons whom they meet within the penitential system, originating from different social backgrounds, who have been convicted for a wide range of crimes and the behaviour of whom is for the most part seen as antisocial, has a negative influence on the personality of a new prisoner. When deprived of their liberty, one must create multiple personalities, being caught between their former values and identity and their new penitential personality, which must meet their needs of communicating both with the other prisoners and with the prison staff (Micle, 2004: 5). Despite of the obvious change of the prisoners' personalities, the penitential system intends the deprivation of liberty to serve not only for a retributive purpose, but also a preventive one, by preventing further crimes and a re-integrative one. In sociological terms, social reintegration of prisoners means “a process of reorientation and integration in social life of persons who have displayed marginal or deviant behavior, as a means of social control implemented in specialized institutions, in order to recover and reintegrate delinquents into society, by providing them with a set of norms, values and attitudes which have been commonly agreed upon” (Rusu, 2010: 30). In psychology, social reintegration of prisoners implies “restoring those once deviant social qualities of personality which are necessary for a normal life in society” (Rusu, 2010: 30).

The United Nations define “social (re)integration” as “the process of socially and psychologically integrating a person into the social environment”. In criminal justice, this term refers to “different means and programs of intervention conducted in order to prevent criminal actions or reduce the risk of second offenses, for those who have already committed a criminal offense” (United Nations Office on Drugs and Crime, 2012: 5). Social (re)integration programs imply the special intervention on inmates, during their prison time, including education, rehabilitation and pre-release programs, as well as post-release ones, aiming at parole and other types of mutual assistance, in order to help them reduce the risk of second offenses (UNODC, 2012: 5).

Bryan A. Garner defines the reintegration of persons deprived of liberty as “improving the criminal's personality in such a way as to enable him, or her, to be an active member of the society without committing any further criminal acts” (Garner, 1999: 184). Alleman (2002) and Ross (2008) include all elements or actions taken in order to change the way in which prisoners react to the surrounding world, as well as their lifestyle and motivation. Eventually, the purpose of social reintegration is to provide former prisoners with the competences and abilities they need so, they will not commit any second offenses upon returning to their society (Levan, 2004: 290). Ciobanu and Groza see the social reintegration of prisoners as “an educational, re-educational and therapeutic process administered to persons who have been sentenced to prison, in order to make them re-adapt to a system of norms and values which have been commonly agreed upon by the society, avoid second offenses and promote social reintegration” (Ciobanu & Groza, 2002: 54).

Literature in the field of criminal justice and statistical data related to the incidence of second offenses indicate the fact that a large number of former prisoners commit second offenses and return to the penitential system, at high costs for the state budget. In 2012, the Report of the United Nations Office on Drugs and Crime mention the fact that there are no global figures related to the incidence of second offenses, but the estimates indicate an alarming 70% rate (U.N.O.D.C., 2012:7). The question remains: How must criminal policies change in order to improve the social reintegration process for current and former prisoners and to lower the incidence of second offenses?

The problem begins as soon as it becomes imperative to draw up a plan for the actual reintegration of prisoners. As mentioned by Christy A. Visher and Jeremy Travis, the process of social reintegration and the transition from deprivation of liberty to an active social membership is influenced by a series of factors: personal circumstances and characteristics; family; community and state policies (Visher & Travis, 2003: 92). At a more detailed level, the authors also noticed that the process of long-term post-release social reintegration is closely connected to a series of circumstances which may have occurred throughout the prisoner's life, such as: "1.pre-sentence circumstances (family characteristics, demographic profile, abilities related to a certain field, employment, criminal activities, drug abuse etc.); 2.time served (reintegration programs attended, duration of the time served, inside relationships, contact with close outside persons); 3.immediate post-release experience (family support, habilitated assistance, basic needs met: food, shelter etc.); 4.further post-release experience (employability, family influence, legal supervision, connection to other persons involved in criminal activities)" (Visher & Travis, 2003: 94).

There is a large number of educational and psycho-social programs conducted inside penitentiaries, dealing with the psychological, social and educational perspectives of the prisoners, in order to assist them in their re-socialization process. Social adaptation to life outside the penitentiary is a painstaking process, which requires permanent efforts. In detention, it is necessary to take an initial assessment and training, as well as a basic and a pre-release training (Ardeleanu, Racu, Pistrinciuc & Zaharia, 2009: 37). A successful adaptation depends on three categories of factors: the personality of the released prisoner; the conditions in the social environment; the conditions in the respective penitentiary. In the guide "The social reintegration of the persons released from their place of detention" there is a division of the integration process in three stages, depending on the level of integration of the persons deprived of liberty: "the level of social integration; the level of psycho-social integration; the level of subcultural integration" (Prițcan et. al., 2007: 25-26).

While serving time, an important part in the process of social reintegration and behaviour rehabilitation is that of the penitentiary staff, such as "doctors, psychiatrists, psychologists, priests, social workers, educators, teachers and instructors" (Durnescu, 2009: 24). Nevertheless, the most important role in the social reintegration of prisoners is that of the social worker, who is the link between the probation services and others, aiming at a successful social insertion of the prisoner, as compared to the roles of other specialists such as the psychologist or the educator, who focus on psycho-social support and on the development of the prisoners' abilities in detention (Durnescu, 2009: 19-20).

In *Social work in penitentiaries*, Ioan Durnescu analyzes the role and functions of a social worker in a penitentiary in the quarantine stage, during the time served and before the inmate is released. Thus, in the first stage, the social worker conducts an initial social and family assessment, tries to identify any potential problems, and assists the

prisoner in adapting to life in the penitentiary by providing them with information and counselling. During time served, the social worker organizes various programs meant to develop the prisoner's social abilities, family and institutional connections, while representing the person deprived of liberty in their relation with the authorities. Before release, the social worker ensures the prisoner's connection with the probation service or with other institutions which may facilitate their social reintegration, while conducting various intensive pre-release programs (Durnescu, 2009: 20).

Nowadays there is a large number of legislative acts issued at an international and European level, in the field of the social reintegration of the prisoners, dealing with the subject both first hand and in part, such as the 1948 Universal Declaration of Human Rights (UN), the 1984 Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (UN), the Standard Minimum Rules for the Treatment of Prisoners issued in 1955 and in 1977 (UN), the United Nations Standard Minimum Rules for Non-custodial Measures in 1990, the European Convention on Human Rights/ Convention for the protection of human rights and fundamental freedoms issued by the Council of Europe in 1950, the Recommendations R(87)3 and Rec(2006)2 of the Committee of Ministers on the European Prison Rules), the Recommendations R(89)12 and R(2003)20 of the Committee of Ministers on education in prison), the Recommendation R(97)12 on staff concerned with the implementation of sanctions and measures), the Recommendation CM/Rec(2010)1 of the Committee of Ministers on the Council of Europe Probation Rules) etc. According to the European Prison Rules, the ground rules are: respect for human dignity; impartial treatment; health and self esteem, a sense of responsibility, attitudes and abilities for social reintegration; specialized inspections in criminal institutions and services; individual rights concerning the legal grounds for serving time (Zidaru, 2001: 83).

The situation of the social reintegration of inmates in Romania

In Romania, the first elements of social reintegration of prisoners were introduced in the Law in 1874, regarding the penitential regimes. The purposes of a sentence were: to serve as an example and to set right (Sucilă-Pahoni, 2012: 99). The law focused on the rehabilitation of the persons deprived of liberty through education, religion and work (in state workshops, in private and in salt mines) (Dianu, 1900: 102-103). The law provides the creation of “supervision committees” or “societies of free patronage”, the purpose of which was to “conduct moral and educational activities inside the penitentiary”, as well as the assistance of the former prisoner after their release in “finding shelter and a job” (Durnescu, 2009: 44). A person was seen as rehabilitated only after they have served their time, reintegrated into the society and regained the rights of which they had been denied (Zamfirescu, 1903: 430-432).

The Law in 1929 providing for the organization of penitentiaries and prevention institutions changed the purpose of a sentence and turned it from isolation for the crime to improvement of the prisoners' behaviour, in order to give society “normal people, with a healthy body and love of good and truth” (Gorescu, 1930: 37-40). Education was conducted through a set of activities focusing on moral elements, training and religious assistance, intellectual development, professional training, skill-based specializations, courses, access to libraries, radio and music, conferences, as well as physical education, by providing prisoners with access to gyms and work (Goga, 2015: 231). This law provided that “schooling is compulsory for juveniles and adults sentenced to more than

six months in prison, if they have not completed elementary school” and the creation of a “Directorate of Guidance” with an Education and Training service, within the National Administration of Penitentiary and Prevention Institutions (Durnescu, 2009: 44). The Regulation on executing punishments issued on the 21st of April 1938 listed the educational measures in a distinctive chapter: writing, reading, debating, working etc. (Durnescu, 2009: 44).

The communist regime was a dark period in Romanian detention. Thus, the regulation for the implementation of the penitentiary regime issued in 1952 and the Regulation on the intake, detention, regime and surveillance in concentration camps and colonies issued in 1955 excluded re-education or had a superficial approach of it. Its purpose was to “strengthen the regime and prisoners discipline, raise working productivity and educate inmates to become useful members of society” (Regulation, 1955, Article 96), and the purpose of detention was to “isolate and guard the prisoners and to make them unable to commit any crimes which may prejudice the rule of popular democracy, to re-educate the prisoners through work, to get them accustomed to order and to qualify them for various occupations (Regulation, 1955, Article 3). Thousands of prisoners were sent to work in colonies, consisting of mines, canals, dams and agricultural crops (Ciuceanu, 2001). In 1962 a Regulation was adopted on the implementation of the penitentiary regime in places of detention, and it detailed the educational elements used within the penitentiary regime, such as cultural and educational activities, work, rewards, qualification courses etc. In 1969 Law no. 23 regarding sentences, was issued, with strong emphasis on the rights and obligations of the prisoners, re-education and the detention conditions. The Law included a great deal of the Standard Minimum Rules for Treatment of Prisoners, adopted by the U.N. in 1955. Special focus was placed in Law no. 23/1969 on post-release assistance, describing the mechanisms which enhanced the chances of the former prisoners to reintegrate. Thus, upon release, the former prisoners were employed in various fields by the Ministry of Labour and by the local authorities dealing with work and social protection (Durnescu, 2009: 46).

The Criminal Code on 1968 defined punishment as “a measure of constraint and a means of re-educating the prisoner, using the time served to develop a correct attitude towards work, the rule of law and the rules of social cohabitation” (Criminal Code, 1968: Art.52). For the implementation of the Criminal Code on 1968, a new Law (23/1969) regarding the execution of sentences was issued, stipulating for the re-education of prisoners: paid work, qualification, re-qualification, “cultural and educational activities, as well as stimulating and rewarding prisoners who work diligently and shows consistent signs of improvement”. The underage prisoners were subjected to “a special educational action”. They can “carry on with their general studies and are given the opportunity to get vocational training” (Law 23, 1969: Art. 5-6).

The Criminal Code in 2004 mentioned that the purpose of a sentence was “to re-educate the prisoner and prevent them from committing new crimes” (Criminal Code, 2004, Art. 57, Paragraph 1). Once the Criminal Code has come into force in 2004, in 2009 a new Law (294/2004) was promulgated, regarding the execution of sentences and of the measures required by the judicial institutions during the Criminal trial. This Law provided the fact that “the personalization of the detention regime for the execution of freedom-depriving sentences was determined by a specialized committee”, and “an assessment plan was drawn for the social and educational intervention in the case of each prisoner by the habilitated department in the penitentiary” (Law 294/2004, Art. 39, Paragraph 1 and Paragraph 4). The prisoner was included in various programs: “a) social and educational

activities, psychological assistance and counselling, support in finding a job or in being involved in a professional activity after the release of the prisoner; b) school training; c) vocational training” (Law 294/2004, Article 39, Paragraph 2). In August 2012 a considerable number of institutions have contributed to the completion of a National Strategy for the Social Reintegration of the persons deprived of liberty. This strategy originated in the proposal launched in 2010 by the National Administration of Penitentiaries. In December 2012 the public debate was also concluded regarding the draft of the Government's resolution approving of the Strategy. In 2013 another stage was concluded, dealing with the financial impact of the suggested measures (Annex to the Resolution 389/2015: 8-9).

The current law on the execution of sentences and of the custodial measures imposed by the court during the criminal trial, Law no. 254/2013, mentions the reintegration of the inmates into society as one of the purposes of the custodial sentences (Law 254/2013, Article 3, Paragraph 2). The current law came into force in February 2014, along with the new Criminal Code, published in 2009.

Law no. 254/2013 provides a set of conditions which are similar to those in the previous law, no. 294/2004, for the process of social reintegration of the prisoners; however, there are some slight differences. Thus, a new Committee is created in each penitentiary, dealing with the determination, individualization and change of the execution regime of the custodial sentences. The role thereof is to individualize the sentence execution regime for each prisoner “depending on the duration of their sentence, their behaviour, personality, potential risk, age, health, specific needs and their opportunities of social reintegration” (Law 254/2013, Article 42, Paragraph 1). An individualized assessment plan is drawn for each prisoner consisting of the educational and therapeutic measures that need to be taken by the specialists of the department of education and psychological and social work “based on the identified needs and potential risks” (Law 254/2013, Article 42, Paragraph 4). Each person deprived of liberty is included in “various educational, cultural, therapeutic, moral, religious activities, as well as benefiting from psychological and social assistance and professional and academic training” (Law 254/2013, Article 42, Paragraph 2). The activities are conducted by the “staff of the educational, psychological and social assistance services inside the penitentiaries, in co-operation with probation counselors, volunteers, associations, foundations or other representatives of the civil society” (Law 254/2013, Article 42, Paragraph 3). The definition in the Romanian legislation (Law no. 254/19th July 2013) of the “reintegration” of prisoners is relatively simplistic: “to develop a correct attitude towards the rule of law, the rules of social cohabitation and work” (Law 254/2013, Article 3, Paragraph 2).

In the national legislation, the process of social reintegration is defined as a series of stages in the assistance of persons deprived of liberty, the purpose of which is to socially reintegrate these persons. These stages are: “1.The institutional stage. This stage begins upon incarceration and ends approximately 90 days before release; 2.The release preparation stage. It starts 90 days before release and ends upon release, or, such as the case may be, upon release at full term; 3.The post-detention stage. This stage begins upon parole or release at full term” and it is conducted by the “habilitated institutions for no more than 2 years after release or until the time the sentence is bound to finish” (Annex to the Resolution 389, 2015: 1).

Within the context of an intensive debate on social reintegration, it must be mentioned that, an important instrument in the process of post-detention reintegration is constituted by the probation systems. In Romania the institution of probation has only

been recently created. It was experimentally introduced in 1996-2000, with the creation of 11 experimental probation centers (Durnescu, 2008: 18-19). The Romanian infrastructure of probation has developed since the year 2000, when Government Ordinance no. 92/2000 regarding the organization and functioning of the services of social reintegration (currently called "probation services"). Government Resolution no. 1239/2000 was issued for the implementation of the Government Ordinance no. 92/2000, and the institution of probation was consecrated by Law no. 123/2006 regarding the status of the staff in the probation services and Law no. 327/2006 on the salary system and other rights of the probation staff. Probation services are presently ruled by Law no. 252 of the 19th of July 2013, regarding the organization and functioning of probation services.

There is presently an incomplete legislation in the field of the social reintegration of persons deprived of liberty and there are many legislative acts which only approach this topic inconsistently, such as: the Romanian Constitution, the Criminal Code, The Criminal Procedure Code, Law no. 253/2013 on the execution of sentences, of educational measures and of the custodial measures imposed by the judicial institutions during the criminal trial, Law no. 292/2011 on social work; Law no. 272/2004 regarding the protection and promotion of the children's rights; Law no. 116/2002 on the prevention and combat of social marginalization, including subsequent amendments and additions; Law no. 252/2013 on the organization and functioning of the probation system; Order no. 2199/C/2011 issued by the Ministry of Justice for the organization and development of educational, cultural, therapeutic, psychological counselling, social work activities, school education and training etc.

In the year 2015, Government Resolution no. 389 on 27th of May 2015, approved the National Strategy for the social reintegration of persons deprived of liberty between 2015 and 2019. It decided that "the National Administration of Penitentiaries, the central and local public institutions and authorities, habilitated in the field of facilitating the social reintegration of persons deprived of liberty" will implement the Strategy (Resolution 389/2015, Article Art. 2). An Inter-ministerial Commission was created for the implementation and coordination of the strategy (Resolution 389/2015, Article 3). The purpose of the strategy is to "reform inter-institutional collaboration and to ensure a continuum of social services, individualized assistance and counselling, carried out in a systematic way, while fulfilling the needs of the persons deprived of liberty or of the persons who are supposed to execute freedom-depriving sentences". Its mission is that the central and local public institutions and authorities, as well as other non-governmental associations and organizations to jointly organize and conduct educational activities, social and psychological assistance in order to contribute to the creation of responsible, reintegrated members of the society (Annex to the Resolution 389/2015).

The instruments used for the "social reintegration of the inmates should be individualized, depending on the estimated risk of committing second offenses, given the fact that criminology studies have shown that an approach based on the rehabilitation of prisoners is not effective" (Durnescu, 2000: 125). James Bonta suggested a three-generation classification of the instruments used for estimating the risk of committing second offenses (Bonta, 1996). He suggested the use of criteria such as: "objectivity; structure; analyzed markers; relevance in the rehabilitation process" (Durnescu, 2000: 126). According to Ioan Durnescu, elements of the Romanian criminal system can be identified in the first generation of instruments used for estimating the risk of committing second offenses, consisting of subjective, unstructured analyses, because in our system there is no explicit mention of the risk of committing second offenses, specialists use

irrelevant markers in a random way (courtroom or prison demeanour, number of siblings, parents' occupation etc.)” (Durnescu, 2000: 127). For that matter, an analysis of the data published courtesy of the National Administration of Penitentiaries in the Annex to the Resolution no. 389/2015, shows that in our country there is an alarming incidence of second offences: between 60 to 80% of the total number of incarcerated persons in Romania are sent back to prison.

The strategy used for social reintegration mentions a limited number of members of staff involved in social reintegration within the Romanian detention system: the persons working in the field of education and in that of psychological area and social work. A further issue is that of the understaffed Romanian penitentiaries: 639 specialists out of the total number of 12.208 employees. Another major problem is the lack of financial and material resources, given the fact that the funds allocated to the field of social reintegration (60.000 lei in 2011; 40.088 lei in 2012 and 34.754 lei in 2013) are lower than the requested amounts (175.000 lei in 2011; 139.361lei in 2012 and 153.936 in 2013) (Annex to the Resolution 389, 2015-19).

Nowadays, the function of social reintegration of the prisoners in Romania is fulfilled through a series of activities of a moral and religious nature (Examples: educational activities focused on moral and religious values, development of the ethical and civic sense, Building on the Word – modules I and II, Praise the Lord, choirs, pilgrimages, contests, literary circles, icon catechises, etc.), activities for the education of prisoners (Examples: school classes and professional training, educational activities and programs, such as: literacy, adaptation to institutionalized life, civil education, physical education, the Hobby program, topic-based contests etc.), as well as social work and psychological assistance (Examples: self-knowledge and personal development, ergotherapy, training support prisoners for other prisoners facing life crises, developing decision-making abilities in hazardous criminal situations, development of social and parental skills etc.) (National Administration of Penitentiaries, 2015: 15-16).

In order to solve the problems of social reintegration, the National Strategy for the social reintegration of persons deprived of liberty between 2015 and 2019 has taken on the following strategic objectives: 1. The development of the institutional and inter-institutional capacity in the field of the social reintegration of the persons deprived of liberty and of the persons who have already executed freedom-depriving sentences/measures. The purpose is the development of the staff's skills, the improvement of institutional infrastructure and inter-institutional cooperation, a new normative framework meant to ensure a continuum of social services in the field of social reintegration); 2. The development of educational programs, psychological and social assistance during time served; 3. The facilitation of post-release assistance at a systemic level. The main purpose is to develop and consolidate partnerships; elaborate and approve of the normative framework regarding the creation, organization and functioning of a number of centres for social inclusion and of social companies designed to generate employment for vulnerable target groups (Annex to the Resolution 389, 2015: 23-24).

Results of the sociological research on social reintegration of inmates, conducted in the Maximum Security Penitentiary in Craiova

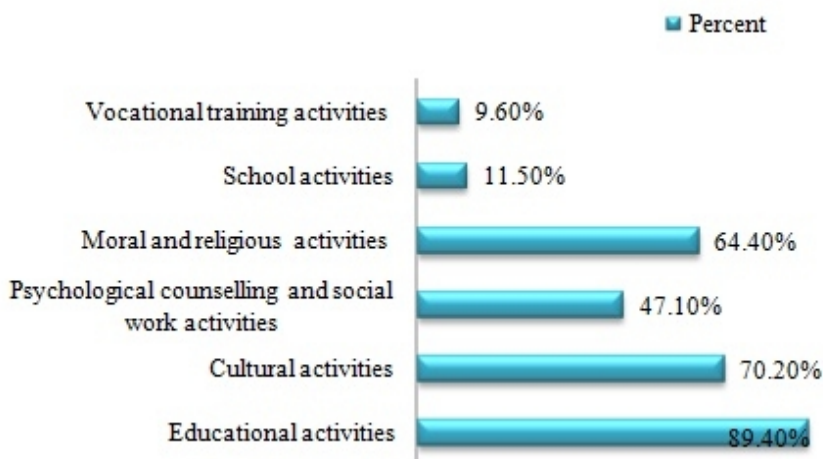
The present research was conducted by the desire to capture the views of inmates on their experiences inside the penitentiary and to see their perspective on social reintegration. This article only presents the main results of the research, related to the social reintegration experience of the prisoners.

Composing the conceptual framework, facilitated the definition of a set of cause-effect variables. Starting from the cause-variable of the implementation of various programs of social reintegration for persons deprived of liberty according to the national legislation, was identified the effect-variable, that of an increased utility of these programs. The initial hypothesis was that the reintegration programs used in the penitentiary have a positive effect on the persons deprived of liberty. Therefore, one of the objectives was to identify the perception of the persons deprived of liberty in relation to the level of influence of the social reintegration programs, as well as their expectations, in order to help improve these programs.

Given the fact that the main purpose of the research was to identify the prisoners' opinions on their penitentiary experience and the effects of the social reintegration programs, a quantitative approach was preferred, by administering a questionnaire which enabled the examination of social acts in the light of the characteristics expressed in numbers. The method of the research was the opinion survey, by applying the questionnaire technique.

Respondents were persons deprived of liberty who were convicted by a definitive sentence and whose level of education is over 8 grades. Out of the 504 persons who met these criteria, 469 were men (93,06%) and 35 were women (6,94%). A percent of 20% of the total number of potential respondents were selected, 101 persons. The target group was chosen so as to keep their initial proportion: 7 women, representing 6,94%, and 94 men, representing 93,06%. The relevant data were collected between the 20th of March and the 5th of April in the Maximum Security Penitentiary in Craiova.

Figure 1. Answer to the question: *Which are the main activities included in the social reintegration system, that you attend/have attended during detention?*



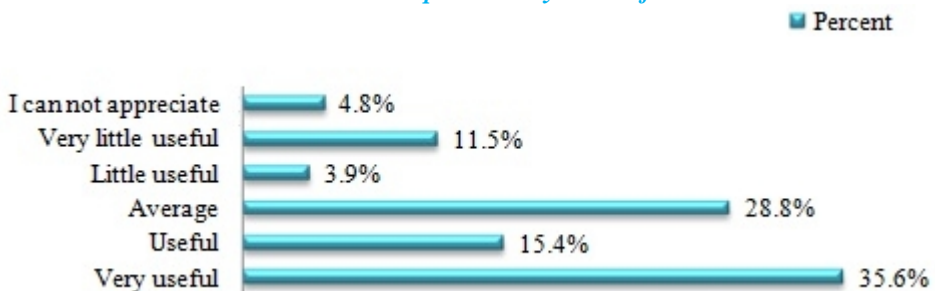
The persons deprived of liberty were asked to mention the activities they have attended within various programs of social reintegration. A percent of 89.4% of the people interviewed, mentioned educational activities, 70.2% of them mentioned cultural activities, 47.1% of them said psychological counselling and social work activities, 64.4% included moral and religious activities, 11.5% school activities and only 9.6% stated having attended vocational training activities. It is noteworthy the fact that these activities are only seldom attended. For that matter, the interviewees admitted to having attended these activities very rarely, as there is little cooperation with other institutions and not enough staff to ensure program continuity.

Figure 2. Average of the grades granted for the social reintegration activities conducted in penitentiary



The interviewed persons granted grades ranging between 1 and 10 (wherein 1 meant "very bad" and 10 meant "very good") for the activities conducted within the penitentiary for the social reintegration of the prisoners. A 7.8 average grade was given for the cultural activities, 9 for the school activities, 8.2 for the educational activities, 7.8 for the moral and religious activities, 8.7 for the vocational training activities and 7.8 for the psychological counselling and social work activities. An overview of the grades granted by the persons deprived of liberty proves a high level of satisfaction related to these categories.

Figure 3. Answer to the question: Do you think the programs of social reintegration conducted in the penitentiary are useful?



When asked if they thought that the programs of social reintegration conducted in the penitentiary are useful, 35.6% of the prisoners estimated that they are "very useful", 15.4% "useful", 28.8% of them felt that they have an "average" usefulness, 3.9% thought they are "little useful" and 11.5% "very little useful". Therefore most of the respondents think that the programs of social reintegration which they attend inside the penitentiary are useful.

When asked to mention what other types of programs/activities they have failed to attend and they find useful for their social reintegration, most of the respondents were unable to provide an answer. The persons who did respond, specified: assistance in finding a job, volunteering programs, artistic programs, more qualification/re-qualification training, psychological counselling and social work activities and more diverse educational programs.

Conclusions

An analysis of the system of social reintegration for the persons deprived of liberty emphasizes its role in fulfilling the purpose of the national and international criminal policies, to reduce the incidence of second offenses. Nevertheless, given the high incidence of second offenses, it is noteworthy that, despite the obvious progress over the past ten years, in the approach of social reintegration, the system is yet to be improved.

In Romania, these programs were not emphasized in a timely fashion. Nowadays there is a high lack of staff involved in such services. 2015 was the year when the National Strategy for the social reintegration of the persons deprived of liberty was launched for the period 2015-2019. It aims a inter-institutional cooperation in order to ensure a continuum of social services assistance and counselling. For that matter, the results of the sociological research conducted in the Maximum Security Penitentiary in Craiova emphasize the fact that most of the persons deprived of liberty who have taken part in the study are aware of the benefits of these programs and grade them highly; however, they have a strong sense of the lack of specialized staff and inter-institutional cooperation, and they identify the need to increase the number of qualification/re-qualification training courses and other activities of psychological counselling and social work.

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