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“Holistic Educational Support for Sex Offenders in
the EU_Educate & sUpport”

Project Result 1 -Model of working with inmates - sex- offenders

Activity 3: Fine-tuning of the Model

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Fieldwork research questionnaire & Documentation evidence *are attached in a separate folder.*

Foreword

In the past few years, the number of reported sexual offences has significantly increased and, both the rehabilitation and integration of sex offenders pose significant challenges within and outside the custodial environment. The “**Educate & sUpport**” project (Agreement number: 2021-1-CY01-KA220-ADU-000035385), aims at designing an innovative and holistic psycho-educational model to serve as an educational platform for the rehabilitation and reintegration of inmates/sex offenders into the society. It will do so through the elaboration of a holistic educational tool, able to be adapted to most national contexts and used by the prison experts and the experts who work at the adult-education schemes in prisons.

The present document concludes the third and final phase of **Project Result 1 “Educate & sUpport Model of working with inmates- sex offenders”** and presents the macrostructure of the educational Model, which aspires to serve as the methodological base and didactic tool for the development and delivery of the learning modules. The present document presents and analyzes the desktop and fieldwork research findings, and the training needs of the target groups derived from the research. Specifically, the macrostructure focuses on the learning needs and learning methods of the experts and inmates-sex offenders, as well as on the exchange of good practices that have been proven effective in the partnership countries.

Overall, Project Result 1 included 3 activities:

- Activity 1, the Design of the Model macrostructure;
- Activity 2, development of the Educate & Support Model through desktop and fieldwork research;
- Activity 3, synthesis and analysis of national reports, in a practical didactic model guide.

This document includes the model’s content suggestions, the training delivery suggestions, the main need assessments conclusions, and the modules that will be elaborated in the following Project Results. The systemic approach that was followed collated all empirical evidence to answer the multidimensional research questions during the data analysis of the needs of the project end-users. Country-specific and E.U. practices were collected and defined to formulate comprehensive learning and correctional methods guidance, feasible to be applied to the most national European contexts.

Activity 3 “Fine-tuning: The Macrostructure of The Educational Model”

1. Introduction & Significant Input for the Model Design

The macrostructure of the educational model for sex offenders in the EU is intended to be used from the partnership team in order to design the final Educational Model, but will also be available for use by all experts working in the correctional institutions around the EU, as well as from all relevant stakeholders, such as relevant Organisations and adult-education experts, occupied with educational and psychological support provision to prison experts and/or inmates, inmates sex offenders when designing such modules. It could also be used as a methodological tool from public entities related to prison-related educational initiatives, such as relevant Ministries (Ministries of Education, Ministries of Citizen Protection, Ministries of Justice) or Governmental institutions. Finally, it is a practical guide for every individual who is interested in designing and delivering psycho-educational support to correctional experts working with sex offenders and inmates / sex offenders. The present document depicts the fine-tuned result of the partners’ research outputs as mentioned in the foreword. The partnership consists of:

- The coordinator, the Prison in Nicosia, which operates under the umbrella of the Ministry of Justice and Public Order of Cyprus;
- The Eurosuccess Consulting & Training organisation in Nicosia, Cyprus;
- The Italian Centre for the Promotion of Mediation (CIPM: Centro Italiano per la Promozione della Mediazione) in Milan, Italy;
- The Family and Couple Therapy Association Timisoara – ATFCT, in Romania;
- And the Centre for European Constitutional Law – Themistokles and Dimitris Tsatsos Foundation (CECL), in Athens, Greece, which also operates as the National Contact Point of the Fundamental Rights Network of the EU (FRANET).

The desktop and the fieldwork research methodology

The desktop research and the fieldwork research methodology were drafted from the Centre for European Constitutional Law, leading partner of the Project Result 1. The desktop research collected current situational and theoretical background in national level, legal frameworks, cultural traits as well as important literature on barriers and thresholds on the effective training and skills development interventions aiming at reducing recidivism of sex offenders. It was conducted through the review of existing quantitative and qualitative information. The fieldwork research methodology followed the qualitative approach of semi-structured interviews and focus group discussions, which were considered appropriate both for the collection of significant information concerning the role of prison experts working with sex offenders and their competencies in conjunction with the challenges and opportunities for avoiding recidivism and promoting re-integration. The qualitative approach served to further understand the target-groups’ perceptions, training needs and didactic

method applicable means. The main research values of credibility (truthfulness), fittingness (applicability), auditability (consistency) and confirmability directed the implementation of research. The final objective was to support prison experts when dealing with the sex offenders and suggest applicable ways to prepare the offenders leading a prosocial life.

A list of proposed research questions was produced alongside the attendance lists and consent forms to be translated by each partner in their languages, and are annexed to this document with the documentation evidence. Consent forms and attendance lists were used for the monitoring of the participants and the evidence of the fieldwork execution. Each partner country followed their national legislative framework to enter the prison facilities:

- In Cyprus, the coordinator, being Cyprus Prison Department, followed the standard procedure of informing the Prison Director for the conduct of the research.
- In Greece, the Centre for European Constitutional Law first received an official written approval from the Ministry of Citizen Protection to enter the Grevena Prison department and conduct online sessions with Tripoli prison department experts, as well as followed the General Data Protection Regulation (GDPR) and national laws 4624/2019 and 3471/2006.
- In Italy, the CIPM already had obtained permissions to enter the prisons, due to an existing long-term cooperation with inmate sex offenders.
- In Romania, the ATFCT already had an existing agreement with the two prisons, due to an existing long-term cooperation with these Departments.

Overall, 84 experts and 96 inmates participated in the interview and focus group sessions.

Demographics of inmate interviewees and participants

Below you may find some relevant demographic information of the inmate participants from each partner country, which represent the current situation as well as the trends in each national framework.

Regarding nationalities, the fieldwork pointed out that the offenders were mainly middle-aged males.

Figure 1.1. Cyprus - Inmate participants' nationalities



In Cyprus, overall, **20** inmates sex offenders participated in the semi-structured interviews and 15 out of the 20 were Cypriot or Greek Citizens, 4 were from Muslim Countries (Syria and Egypt) and 1 from the United Kingdom.

nationalities

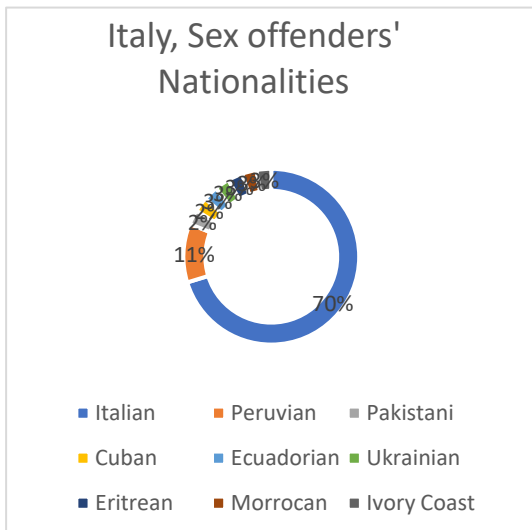
Figure 1.2. Greece - Inmate participants'



In Greece, overall, **20** inmates sex offenders participated in the semi-structured interviews and all were Greek Citizens, but one who had Albanian citizenship.

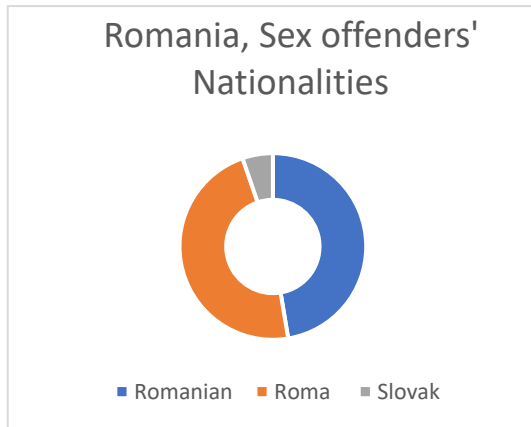
nationalities

Figure 1.3. Italy - Inmate participants'



In Italy, overall, **34** inmates sex offenders participated in the focus groups. The participants were inmates from the Milan-Bollate prison and the Cremona prison. The sample of Milan-Bollate prison consisted of 26 inmates, of which 20 were Italians, 1 Peruvian, 1 Pakistani, 1 Cuban, 1 Ecuadorian, 1 Ukrainian and 1 came from the Ivory Coast. The target group of prisoners in the Cremona prison consisted of 8 prisoners 6 Italians, 1 Eritrean and 1 Moroccan.

Figure 1.4. Romania - Inmate participants' nationalities



In Romania overall **22** inmates sex offenders participated in the focus groups. 12 were Romanian, 9 Roma and 1 Slovak.



Interestingly, in Romania, out of all participants, the 40% had a criminal family record.

The main average years of the offenders was 40 years old.

Table 1.1. Inmate participants' Age average

| Country | Age Average |
|---------|-------------|
| Cyprus | 40 |
| Greece | 44 |
| Italy | 41 |
| Romania | 41 |

The inmate participants were mostly school graduates. Specifically, 4 were primary school graduates, 6 were secondary school graduates, 4 were post-secondary

vocational education or/and training school graduates, 4 were university graduates and 2 possessed postgraduate diplomas.

Important partner Country statistics – types of offences, sex offence convictions

As stated by the educate & support project coordinator, the main incentive for the initiation of the present research was the fact that between 2008 and 2014, the overall number of police-recorded offences of sexual violence increased by **16.6 %** across the **EU-28** (data available for 25 jurisdictions). After a fall in the number of police-recorded offences in 2009, the incidence of police-recorded sexual violence in the EU-28 rose slightly each year during the period 2010–12 (when it remained below its level of 2008) but increased more rapidly in 2013 and 2014. For example, in 2014 (data available for 28 jurisdictions), the number of police-recorded offences of sexual violence in the EU-28 rose by 12.2 %. The number of police-recorded rape offences increased at a relatively rapid pace during the period 2008–14 in the EU-28 (data available for 29 jurisdictions) such that it stood 36.9 % higher by the end of this period. By contrast, the number of police-recorded offences for sexual assault across the EU-28 (data available for 26 jurisdictions) decreased at a rapid pace in 2009, after which there were slight reductions in 2010 and 2011. This pattern was reversed in 2012 when there was a modest increase in the number of sexual assault offences. In 2013 there was a more pronounced increase (5.7 %) in the number of sexual assault offences in the EU-28, followed by a large increase (9.2 %) in 2014.

Below you may find important relevant statistics extracted by each partner to give an overview of the respective national situation. Each partner retrieved information from their national agencies and statistical services, thus the variables may differ according to the agencies’ data provision.

A. Cyprus

Prison statistics

Below you may find data extracted from the Cypriot prison, highlighting that **in Cyprus, convictions for sexual offence against minors are increasing every year, since 2016.**

Table 1.2 “ Data of sex offenders – Cyprus”

| PRISONERS FOR SEXUAL OFFENCES AGAINST MINORS BY YEAR ¹ | | | | | | | |
|---|------|------|------|------|------|------|----------------|
| | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | until 18/10/22 |
| convictions | 14 | 13 | 16 | 25 | 26 | 23 | 25 |

¹ Cyprus Prisons Department statistical Data

| | | | | | | | |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-----------------------|
| Pre-trials | 20 | 19 | 20 | 26 | 26 | 28 | 22 |
| PRISONERS FOR OTHER SEX OFFENCES BY YEAR² | | | | | | | |
| | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | until 18/10/22 |
| convictions | 10 | 9 | 10 | 11 | 12 | 13 | 9 |
| Pre-trials | 22 | 25 | 33 | 21 | 27 | 31 | 20 |

The statistics available from the Cypriot police do not record sex offences separately. Rape and attempted rape are recorded.

Table 1.3. Serious Tort Cases by Offence and Year³

| OFFENCES | 2019 | | | 2020 | | | 2021 | | |
|----------------------|------|----|------------|------|----|------------|------|----|-----------|
| | K | E | % | K | E | % | K | E | % |
| Rapes | 16 | 16 | 100,0 % | 27 | 21 | 77,8% | 54 | 49 | 90,7 % |
| Rape Attempts | 1 | 1 | 100,0 % | 2 | 2 | 100,0 % | 8 | 6 | 75,0 % |

Source: Office of Statistics and Mapping (OS&M)

K = Registered Cases in the Criminal Records Index (RCI)

E = Solved cases

% = Detection rate

B. Greece

Prison statistics

According to the most recent available data published by the Greek Ministry of Citizen Protection⁴, on October 17th 2022 the total prison population stood at 10,692 for a capacity of 10,175 places (i.e. a prison occupancy rate of 105 %). Nevertheless, **a small percentage of detainees held in Greek prisons (4,15 %) were sex offenders**. Precisely, 107 sex offenders were held at the Tripoli prison facility, while 337 sex offenders were held at Grevena prison facility (total number of inmates 529). The data of sex offenders

²Cyprus Prisons Department statistical Data

³ Cyprus Police, 2022, Statistical data, available at https://www.police.gov.cy/police/police.nsf/dmlstatistical_en/dmlstatistical_en?OpenDocument&Start=1&Count=1000&Expand=2.1

⁴ General Secretariat for Crime Policy of the Greek Ministry of Citizen Protection, "Statistical data of prison population of the 1st and 16th day of each month of the year 2022", October 17 2022, <https://www.minocp.gov.gr/geniki-grammateia-antegklimatikis-politikis/> [in Greek].

provided by the competent Ministry, upon official request, since those data are not publicly available, are as follows:

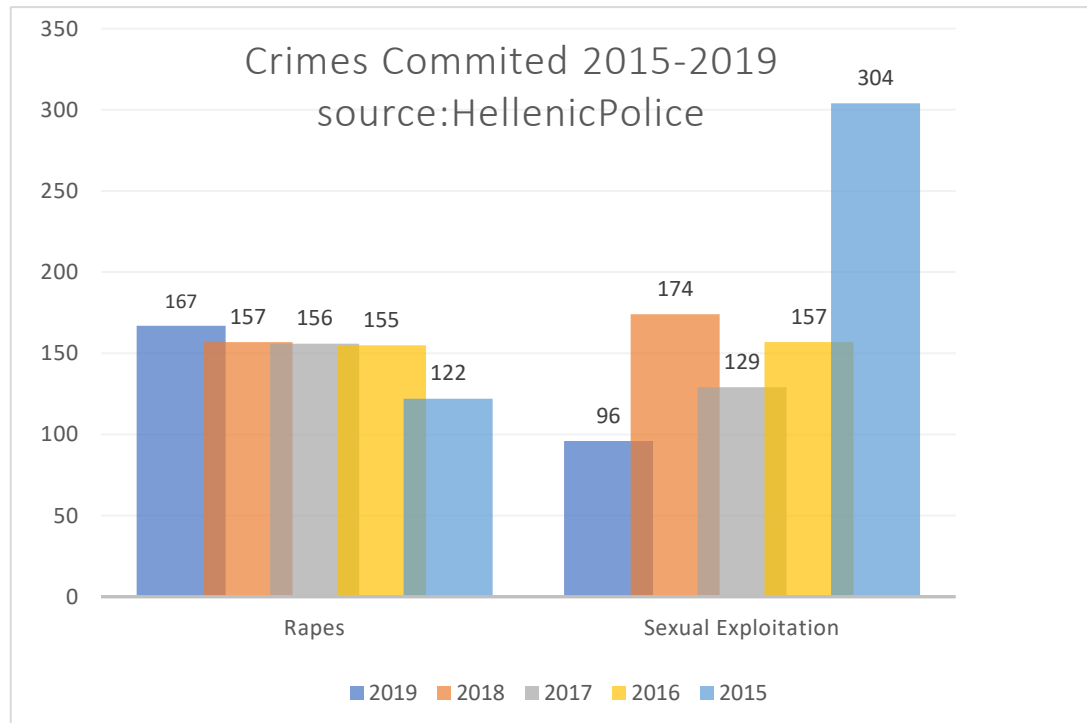
Table 1.4. “Data of sex offenders- Greece”

| Prison Facility | 01/01/2022 | 01/01/2021 | 01/01/2020 | 01/01/2019 | 01/01/2018 |
|---|------------|------------|------------|------------|------------|
| <i>Total number of prisoners for sex offences</i> | | | | | |
| Grevena | 330 | 303 | 286 | 256 | 236 |
| Tripoli | 96 | 111 | 137 | 117 | 103 |

Police statistics

The data for the years 2015-2019⁵, regarding the committed crimes of rape and sexual exploitation, published by the Hellenic Police, which receives data from the application “Police Online” (this application records all the cases recorded by the Regional Offices of the Hellenic Police), are as follows:

Figure 1.5. “Crimes committed in Greece from 2015-2019”



⁵ Hellenic Police- Ministry of Citizen Protection, “Statistical Data of Criminality”, available at: http://www.astynomia.gr/index.php?option=ozo_content&lang=&perform=view&id=93707Itemid=2425&lang= (accessed October 10 2022) [in Greek]

Nevertheless, Police statistics are categorised as “under reservation” since the commission of the crimes is uncertain. Those are usually reported and not committed crimes⁶. In the field of sexual offenses there is a high index of “dark crime”, since the reluctance of citizens to report an incident of sexual abuse is quite impressive. **As shown by a relevant victimology survey (2004), the percentage of sexual crimes reported to the police amounts to only 9.7%⁷.**

Important fact

4 interviewees reported they had been bullied during their school years, 1 was a victim of physical violence during his adolescence while 1 was victim of physical abuse by his alcoholic father.

C. Italy

According to the most recent available data published by the statistical authority in **Italy** about perpetrators and victims of crimes data reported by the police to the judicial authorities⁸, there is a stable increase in sex crimes and sex offences incidents, except for the child prostitution, which notes a stable decrease and sex tourism which maintains low levels of criminality. Below you may see the relevant data as published by the authorities.

⁶Nikolaos Paraskevopoulos and Eytichios Fytrakis, *Punishable Sexual Acts. Articles 336-353 of the New Penal Code*, 2nd ed., (Athens: Sakkoulas, 2021), 61 [in Greek].

⁷Nikolaos Paraskevopoulos and Eytichios Fytrakis, *Punishable Sexual Acts. Articles 336-353 of the New Penal Code*, 2nd ed., (Athens: Sakkoulas, 2021), 62 [in Greek]

⁸ I.stat, “Perpetrators and victims of crimes reported by the police to the judicial authorities”, data extracted on November 2022, available at

http://dati.istat.it/Index.aspx?DataSetCode=DCCV_AUTVITTPS#

Table 1.5. “Data of sex offences- Italy”

| OFFENCE | 2017 | | | 2018 | | | 2019 | | | 2020 | | | 2021 | | |
|--|------|--------|------|------|--------|------|------|--------|------|------|--------|------|------|--------|------|
| | male | female | tot | male | female | tot | male | female | tot | male | female | tot | male | female | tot |
| Child prostitution | 191 | 61 | 252 | 191 | 54 | 245 | 169 | 43 | 212 | 130 | 46 | 176 | 140 | 48 | 188 |
| Child pornography | 101 | 3 | 104 | 121 | 2 | 123 | 135 | 3 | 138 | 120 | 3 | 123 | 162 | 3 | 165 |
| Possession of pornographic material through exploitation of minors | 101 | 0 | 101 | 128 | 2 | 130 | 145 | 1 | 146 | 123 | 0 | 123 | 141 | 0 | 141 |
| Tourism for the purpose of exploitation and prostitution of minors | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 2 | 1 | 3 |
| Crimes of sexual violence | 3154 | 61 | 3215 | 3307 | 66 | 3373 | 3589 | 67 | 3656 | 3310 | 59 | 3369 | 3403 | 58 | 3461 |
| Sexual acts with a minor | 638 | 23 | 661 | 647 | 27 | 674 | 662 | 29 | 691 | 575 | 26 | 601 | 550 | 25 | 575 |
| Corruption of a minor | 81 | 3 | 84 | 106 | 5 | 111 | 110 | 5 | 115 | 99 | 7 | 106 | 106 | 8 | 114 |
| Obscene acts | 94 | 4 | 98 | 92 | 2 | 94 | 89 | 3 | 92 | 77 | 1 | 78 | 67 | 1 | 68 |

D. Romania

Important fact – gender-based violence

According to the Romanian Government⁹ official report of the National Strategy for the prevention and combating of sexual violence, the 7% of women in Romania have been victims of sexual offence at least once in their lifetime and in most cases the offender has been the intimate partner, while 11% of them recognise they have been sexually harassed at least once.

Police statistics

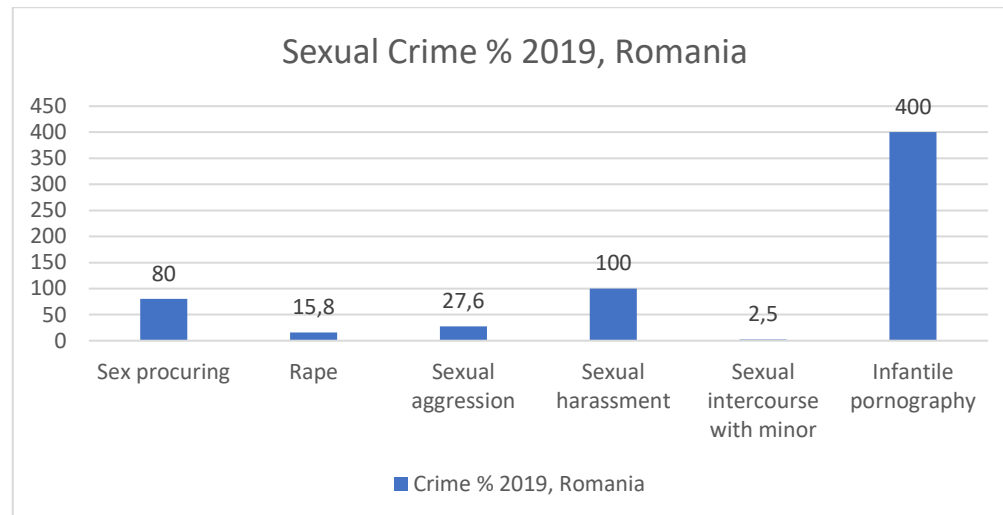
To further analyse the police statistics provided by ATFCT regarding the years of 2017 and 2018: in 2018 the reported sexual offences increased by 73% compared to 2017, though some types of sexual offenses decreased, such as sexual intercourse with a minor, which decreased by 25%. In 2017 sexual exploitation of minors targeted female

⁹Romanian Government. “STRATEGIE NAȚIONALĂ pentru prevenirea și combaterea violenței sexuale “SINERGIE” 2021 – 2030” (2021). Retrieved: https://mmuncii.ro/j33/images/Documente/MMPS/Acte_normat_initiate/HG_592_2021.pdf

victims by 100% with a slight decrease in 2018, when the female targeted victims reached a 96.15%¹⁰.

In 2019, there has been an increase in registered cases of certain sexual offenses compared to 2018, as shown below: procuring of sex – 80%, rape – 15.8%, sexual aggression – 27.6%, sexual harassment – 100%, sexual intercourse with a minor – 2.5%, infantile pornography – 400%¹¹.

Figure 1.6. “Sexual Crimes % in Romania, 2019”



2. Learning and Training-Needs’ Assessment (TNA)

2.1. Summaries of findings

2.1.1. Experts’ learning, training & expertise needs

Cyprus

In Cyprus, **20** prison experts took part in the fieldwork research. Most prison experts stressed on training’s relation to sexual offender types and the differences regarding the necessary content, namely the scientific staff was in favour of a comprehensive education in terms of treatment, handling and rehabilitation, while the guards focused on the daily communication upskilling needs in handling with the prisoners. All expert interviewees agreed on the need to design individualised and ongoing educational support for the offenders. The 75% of the experts mentioned that the occupations provided to sex offenders, including training or apprenticeships, are very important for their socio-economic re-integration post-release, and they emphasised on the work opportunities within prisons as educational schemes. Interestingly, all interviewees focused on the importance and transformative power of artistic and creative activities in prisons and on the importance of sex education in national compulsory curricula, to prevent the phenomenon the earliest possible.

¹⁰Ibid.

¹¹Ibid.

Greece

In Greece, **20** prison experts took part in the fieldwork research. The front-line personnel that was responsible for the daily supervision of inmates, mostly prison guards working in Grevena and Tripoli prisons, mentioned that they should undergo introductory training at the beginning of their professional career. Upgrading the role of prison guards in treatment and reintegration phase of sex offenders could be an innovative intervention. Additionally, treatment intervention specialists such as social workers, psychologists, sociologists, are appointed in prison facilities, and begin to work without receiving training sessions, as regards to the penal law and the penitentiary system. Most prison experts stated that their training is inadequate and *superficial*; they also stressed on their need for continuous training. The 70% of the expert interviewees mentioned that imprisoned sex offenders suffer from mental illness, thus psychological and psychiatric support provided in a daily basis during their incarceration are more than necessary for their well-being. One individual mentioned that they should not serve their sentences in prison facilities but in mental facilities, whereas specialised scientific staff should offer them the educational provisions they need. The 35% of the interviewees also agreed that tailor-made and constant educational provisions are mandatory for sex offenders to avoid recidivism and make their reintegration to society “smoother” and more successful. The 5% highlighted the importance of work opportunities inside prison facilities as well as the importance of artistic activities whereas the 15% emphasised on the importance of sex education in national compulsory curricula. The 15% stressed on the importance of post-release (continuing) supervision by specialised experts while the 5% proposed the establishment of sex addiction rehab treatment programmes inside prison facilities.

Italy

In Italy, **17** prison experts took part in the fieldwork research. Experts of Bollate Prison in Italy highlighted the difficulty of dealing with the massive defense mechanisms that characterise sex offenders, which are connected to aspects of minimisation and denial and make it particularly difficult to develop an authentic alliance with the operator. At the same time, they stressed the need to acquire communication skills capable of dealing with defensive aspects through a neutral approach, taking into consideration aspects related to prejudices that may negatively affect the operator. Finally, the intercultural mentality and the need to acquire knowledge related to trans-cultural issues are extremely important in order to better understand the path of sex crimes.

Romania

In Romania, **27** prison experts took part in the fieldwork research. The experts’ opinions differed but, in general, they pointed out that the adopted attitude shown by offenders in detention, is an important part regarding their way to deliver training. They emphasised on the need of information-based activities regarding the legal framework and on psychological assessment tools, for the the development of structured-systematic programmes that focus on consistent psychological assessment

of individuals as a starting point for identify individual needs. Finally, experts mentioned empathy as a core skill to cultivate alongside the capacity for unconditional acceptance of offenders to be able to facilitate the therapeutic approach and to place them in socially accepted cultural model.

2.1.2. Sex offenders' learning and training needs – summary of findings

Cyprus

In Cyprus, **20** sex offenders took part in the fieldwork research. All inmate interviewees from Cyprus expressed their desire to participate in targeted educational and psychological programmes designed for sex offenders. They stressed on the fact that these modules should focus on their basic needs after their release, such as employment and housing, as well as on effective and realistic support to help them erase the stigma of their offense or learn how to manage the normative barriers of the current community mental and legal constructions/ perceptions.

Greece

In Greece, **20** sex offenders took part in the fieldwork research. Most inmate interviewees from Greece believe that training and relevant targeted educational programmes should aim at job-finding inpost-release phase, while few participants mentioned the importance of artistic and creative activities within the prisons, during their sentence. Financial support for the post-release period is supposed to be the means to facilitate most interviewees' reintegration after release. Many of them reported that psychological support programs which start within the prison but also continue outside are extremely necessary, namely the post-release programmes.

Italy

In Italy, **30** sex offenders took part in the fieldwork research. During the focus group at Milano-Bollate prison in Italy, inmate interviewees who had already participated in some treatment programmes, focused on relational and social skills acquired through proper training and which will help them to socially reintegrate in post release phase. Those who had not yet started any treatment showed a greater interest on legal and cultural issues that will help them perceive important notions and normative procedures and make them their own motivational beliefs. The strategies of recognising risk factors connected to deviant sexual behavior were also discussed and all participants recognised the importance of learning to recognise one's own emotions and also those of the victim, namely psycho education. By developing the communication skills inmates will also be rent capable of better realising the penal and legal laws, and so prevent any future misunderstanding. During the individual interviews at the Cremona District Prison it was clarified that the penitentiary

institution is struggling to offer and guarantee continuous and lasting treatment programmes so that inmates maintain a stable communication path with the experts.

Romania

In Romania, **22** sex offenders took part in the fieldwork research. Most inmate interviewees from Romania expressed a desire for educational programmes targeted to sex offenders and specifically, they considered psychological and vocational training courses necessary for their respective release phase. Accessibility factors, such as financial resources, housing, employability, and their ability to gain access to such courses were also considered vital, so relevant activities or initiatives are needed. Finally, self-management and behavioural upskilling was mentioned as an important tool for preventing recidivism.

2.2. Learning and Training Needs' Assessment: The 5 focus areas (modules) of the Educational Model

Module 1: Legal Framework in National & E.U. context

A. The definitional challenge

The definition of sex crimes varies from one country or legal jurisdiction to another; countries differ in the type of the legal systems they follow and the punishment they impose, which may affect the way statutory language is written or interpreted. For instance, there are significant differences in the way the laws on rape are formulated (from country to country), since a large majority of EU countries use legal definitions of rape based on the existence of certain circumstances (e.g. force, threats, coercion and consent). Before proceeding to the answers regarding the legal framework, it is hereby suggested that **didactic tools should emphasise on the definitional challenge.**

In **Cyprus**, the legislation has been **significantly modernised** in recent years, regarding the offence of **rape** which now includes marital rape which is punishable with a maximum penalty of life imprisonment while attempted rape is punishable with **10 years' imprisonment**. The Law on Violence in the Family Law No. 47(I)/1994¹² recognises rape within marriage. Significant changes and actions have also been adopted, as regards to rape and sexual abuse of minors in Cyprus. According to the Penal Code, any person who attempts to commit rape on a minor, namely whoever

¹²Office of the Law Commissioner, The Prevention And Combating Of Sexual Abuse And Sexual Exploitation Of Children And Child Pornography Law, Nicosia:2014, available at [http://www.olc.gov.cy/olc/olc.nsf/DFE2EDDF95824331C225860D002DAF93/\\$file/The%20Prevention%20and%20Combating%20of%20Sexual%20Abuse%20and%20Sexual%20Exploitation%20of%20Childr en%20and%20Child%20Pornography%20Law,%202014.pdf](http://www.olc.gov.cy/olc/olc.nsf/DFE2EDDF95824331C225860D002DAF93/$file/The%20Prevention%20and%20Combating%20of%20Sexual%20Abuse%20and%20Sexual%20Exploitation%20of%20Childr en%20and%20Child%20Pornography%20Law,%202014.pdf) .

attempts to unlawfully and carnally approach a woman under the age of thirteen is guilty of a felony and is liable to life imprisonment, while anyone who attempts to have unlawful carnal intercourse with a woman under the age of thirteen (13) is guilty of a misdemeanour and is liable to three years' imprisonment. Sexual abuse of children is a priority for both Cyprus and Europe and therefore in 2014 the Cyprus Parliament passed the Law on the Prevention and Combating of Sexual Abuse, Sexual Exploitation and Child Pornography. **Rape** is defined as sexual intercourse without valid consent and **sexual assault** refers to sexual violence that does not amount to rape. **Sexual assault** includes an unwanted sexual act, an attempt to obtain a sexual act, or contact or communication with unwanted sexual attention that does not amount to rape. It also includes sexual assault with or without physical contact, including sexual assault with the use of drugs, sexual assault committed against a spouse against his/her will, sexual assault against a helpless person, unwanted groping or fondling, harassment and threats of a sexual nature. Therefore, depending on the above elements, an initial division could be made into the following categories, which could of course be subdivided into several subcategories¹³. In **Cyprus**, the law aims to prevent, suppress and combat sexual offences against children as well as to protect and support victims of these offences providing for the **creation of surveillance mechanisms for both victims and offenders** both during the trial and after the release of the offenders. It also provides for the development of international cooperation to implement the measures provided for in the law. In the most recent amendment to the Criminal Code CAP.154.¹⁴ in November 2020, new amendments were introduced. With the amendment of the Criminal Code CAP.154, the offence of rape is clearly separated and divided into 7 different categories and parameters and defines both sexual assault and sexual harassment and abuse. The concepts of rape, attempted rape, sexual assault with penetration, sexual harassment, and abuse, attempted sexual attack by penetration, forcing another person to commit sexual assault and forcing a person to perform a sexual act. The concept of consent is also becoming clearer as all provisions presuppose the lack of consent of the other person or the obtaining of consent through intimidation, violence or even threats or fear. Furthermore, a particularly important step in the modernisation of the legislation is the introduction of **post-release supervision measures for offenders** to protect victims and prevent recidivism. Therefore, the Council of Ministers on 30/09/2014 decided to establish the Authority for the Supervision of Convicted Sex Offenders in accordance with Article 47 of the Law of 2014 (91(I)/2014)¹⁵ on the prevention of combating sexual abuse, sexual exploitation of children and child pornography. The

¹³ Antonis D. Magganas. *ibid*.

¹⁴ Cyprus. Criminal Code. Chapter 154 Of The Laws

¹⁵ Surveillance Authority For Convicted Sex Offenders Against Minors

<http://www.mjpo.gov.cy/mjpo/mjpo.nsf/All/4700A8B8507D236EC225863100355CDD?OpenDocument>

Oversight Authority is composed of the Permanent Secretary of the Ministry of Justice and Public Order (Chairman) and representatives of the Cyprus Police, the Attorney General of the Republic, the Mental Health Services, the Social Welfare Services, the Ministry of Culture and Education, the Prisons Department, the Council of Licensed Prisoners, and the Cyprus Youth Organisation. Persons convicted of sexual offences against minors are referred to the Supervision Authority in two ways: first, by an Order of the Court either at any stage of the proceedings or at the imposition of sentence and second, by a Supervision Order issued by the Court at the request of the Attorney General of the Republic.

In **Greece**, in contrast to most European countries, where a crime is considered as rape if there is coercion, has been adopted relevant legislation which **defines and recognises the sex without consent as a rape**. Additionally, each European country has the competence to regulate the minimum age of consensual sexual activities that involve peers or the minimum age for sexual activity with an adult. The age of consent¹⁶ in Greece is 15 years old¹⁷. Individuals aged under 15 years old are not legally able to consent to sexual activity, and such activity may result in prosecution for statutory rape. Furthermore, the Civil Code (article 1350)¹⁸ establishes a minimum age of marriage of 18 years for both sexes; children under the age of 18 can be married under religious law, or with court approval and parental consent, for a significant reason. Regarding the key notions and definitions applied in Greece, **sexual violence** is considered any act or behaviour, as well as an attempt of such an act, without the voluntary and free consent of the victim. During its' practice, physical violence, coercion and threat of violence are often being used, causing harm to the victim. The notion of "sexual violence" consists of a comprehensive term, though non-legal, which refers to crimes such as rape and attempted rape, sexual abuse, sexual harassment, as well as human trafficking, sexual exploitation, forced pregnancy and forced abortions. The definition of sexual violence also includes unwanted sexual comments or equivalent acts, such as unwanted kissing, touching of genitals and/or other private parts of the body, etc. Sexual violence can be used by any person regardless of their

¹⁶The age of consent is the minimum age at which an individual is considered legally old enough to consent to participation in sexual activity.

¹⁷Law 4619/2019 "New Penal Code" (article 339), (O.G.G. Issue A 95/11.06.2019), available at: <https://www.e-nomothesia.gr/kat-kodik-es-nomothesias/nomos-4619-2019-phek-95a-11-6-2019.html> (accessed 30 August 2022) [in Greek].

¹⁸ Presidential Decree 456/1984 "Civil Code", (O.G.G. Issue A 164/24.10.1984), available at: <https://www.lawspot.gr/nomikes-plirofories/nomothesia/astikos-kodikas> (accessed 8 October 2022) [in Greek]

relationship with the victim, both at home, at work and in public¹⁹. **Sexual assault**²⁰ is any form of non-consensual sexual contact other than penetration. Some forms of sexual assault include unwanted kissing, fondling or touching of genitalia and other private areas and attempted rape. The definition of **sexual exploitation**²¹ includes any actual or attempted abuse of a position of vulnerability, such as a person depending on you for survival, food or other services, differential power or trust for sexual purposes. The aim of sexual exploitation is to secure financial, social or political profit from the victim. Victims of sexual exploitation are mainly women and young girls, but also teenage boys, who cannot meet their basic needs. The offender often takes advantage of his/her position and power, but also the victim's vulnerability or trust. **Re-integration**²² includes any action taken by the State to support **social rehabilitation** and is recommended to last from the start of prison until post-release. The State must facilitate and support any effort towards the social and vocational reintegration of former inmates of prisons. According to the Greek legal order, crimes against sexual freedom and crimes of economic exploitation of sexual life are regulated in the nineteenth Chapter (a. 336-353) of the new Greek penal code²³. The Penal Code defines as a **crime against sexual freedom** every downturn of the will of the person in the field of sexual self-determination, in order (for the person) to act or to tolerate any sexual act. The Greek Penal Code accepts that the right of sexual self-determination is never inactive, even temporarily, and it is possible to commit a crime against sexual freedom even in the context of an interpersonal or legal relationship, where sexual acts are socially expected, since one's consent can never be considered irrevocable²⁴. The main regulatory framework, which prohibits crimes against sexual freedom and crimes involving financial exploitation of sexual life, includes a. crimes of coercion (rape and insult of sexual dignity, b. crime(s) of exploitation of weakness

¹⁹Diotima -Centre for Gender Rights & Equality, "Terminologies", available at: <https://diotima.org.gr/orologies/#1549466135978-f4ffecc-0ced> (accessed 30 August 2022) [in Greek]

²⁰ Diotima- Centre for Research on Women's' Issues, UNFPA- United Nations Population Fund, "GBV Core Concepts Gender, Power and Violence" (December 2017): 49, https://diotima.org.gr/wp-content/uploads/2017/12/Presentation_GBV-Gender-Based-Violence.pdf

²¹Diotima -Centre for Gender Rights & Equality, "Terminologies", available at: <https://diotima.org.gr/orologies/#1549466135978-f4ffecc-0ced> (accessed 30 August 2022) [in Greek]

²² Article 81 of Law 2776/1999 "*Penitentiary Code*", (O.G.G. Issue A 290/24.12.1999), available at: https://0076.syzefxis.gov.gr/wp-content/uploads/2019/08/136_Nomos_2776_1999.pdf (accessed 30 August 2022) [in Greek]

²³Law 4619/2019 "New Penal Code", (O.G.G. Issue A 95/11.06.2019), available at: <https://www.e-nomothesia.gr/kat-kodik-es-nomoth-esias/nomos-4619-2019-phek-95a-11-6-2019.html> (accessed 30 August 2022) [in Greek]. The new Penal Code came into force as of 01.07.2019 in Greece. Additionally, with Law 4855/2021 "Amendments to the Penal Code, the Code of Criminal Procedure and other urgent provisions", (O.G.G. Issue A 215/12.11.2021), available at: <https://www.e-nomothesia.gr/kat-kodik-es-nomoth-esias/nomos-4855-2021-phek-215a-12-11-2021.html> (accessed 30 August 2022) [in Greek], extensive changes were made to the new Penal Code, including the provisions regarding sexual crimes.

²⁴ Explanatory Memorandum of the new Penal Code (Law 4619/2019), (June 2019): 65-66, available at: https://www.hellenicparliament.gr/Nomothetiko-Ergo/Anazitisi-Nomothetikou-Ergou?law_id=053d3a90-ef5a-4d18-a335-aa610111664b (accessed 30 August 2022) [in Greek].

(abuse of incompetent to resist, c. crimes of exploitation of minors (sexual intercourse with or in the presence of minors, abuse of minors, child pornography etc.), d. crimes of manipulation (sexual abuse) and finally e. various crimes such as pimping/pandering²⁵. The types of sex offenders are regulated in the 19th Chapter (a. 336-353) of the penal code. The following table includes the **legal definitions of different types of sex offences used in Greece**, according to the relevant national penal legislation. The new Penal Code²⁶ came into force as of July 1st 2019, nevertheless, on November 2021²⁷, shortly after the #MeToo movement in the country, new extensive amendments were made to the new Penal Code, including provisions regarding sexual crimes, by introducing stricter penalties for sex offenders and other measures to protect minors.

In Italy, **sexual offenses** are included among those defined as "**crimes against the person**". The offences of sexual violence are punished according to the following articles of the Italian Criminal Code in accordance with Law n.66, passed on February 15, 1996: arts. 609-bis (sexual violence), 609-quater (sexual acts against minors), 609-quinquies (corruption of minors), 609-octies (group violence of sexual nature), 609-nonies (bribery of minors) and 609-undicies (child enticement). The aggravating circumstances and admissibility are defined by articles 609-ter (aggravating circumstances) and 609-decies (communication to the Court for Minors). Law n.269, passed on August 3, 1998, introduces in the Italian Criminal Code further specifications sexual crimes against minors including the recruitment and sexual exploitation (art. 600-bis of Criminal Code) and production, marketing, sale, free access and storage of child-pornographic material (art. 600-ter and 600-quarter of Criminal Code). With reference to the importance of **treatment prison programmes** in a **re-educational** perspective, it is supported by the National Law on the Penitentiary System (L. 354/1975) and by the Decree of the President of the Republic 230/2000 in which article 115 it is argued that "*prisoners and inmates who present drug addiction or alcohol dependence problems and those with significant mental and physical pathologies [...] can be assigned to autonomous institutions or sections of the institution that ensure an intensified treatment regime*". The possibility of accessing these programs is not only open to convicted, but also to defendants on the basis of

²⁵Nikolaos Paraskevopoulos and Etychios Fytrakis, *Punishable Sexual Acts. Articles 336-353 of the New Penal Code*, 2nd ed., (Athens: Sakkoulas, 2021)[in Greek]; Nikolaos Paraskevopoulos and Etychios Fytrakis, *Punishable Sexual Acts. Articles 336-353*, (Athens: Sakkoulas, 2011)[in Greek].

²⁶Law 4619/2019 "New Penal Code", (O.G.G. Issue A 95/11.06.2019), available at: <https://www.e-nomothesia.gr/kat-kodikis-nomothesias/nomos-4619-2019-phek-95a-11-6-2019.html> (accessed 30 August 2022) [in Greek].

²⁷Law 4855/2021 "Amendments to the Penal Code, the Code of Criminal Procedure and other urgent provisions", (O.G.G. Issue A 215/12.11.2021), available at: <https://www.e-nomothesia.gr/kat-kodikis-nomothesias/nomos-4855-2021-phek-215a-12-11-2021.html> (accessed 30 August 2022) [in Greek]

Article 282 of Law 119 of 2013. Even more recent is the provisions of Law 69 of 2019 which provides that in cases for which a sentence of not more than two years is commensurate for crimes of **maltreatment, sexual violence, sexual acts with minors, group sexual violence, stalking and injuries, the conditional suspension of the sentence can be ordered** (avoiding the convict from prison), provided the participation of the perpetrator in a specific treatment path at institutions or NGOs that deal with prevention, psychological assistance and recovery.

In **Romania**, the scientific literature²⁸ distinguishes between 2 types of sexual misconduct: the **legal sexual misconduct** and the **clinical sexual misconduct**. From the legal point of view, the sexual misconduct refers to sexual behaviours which are incriminated by the law and are referred to as **sexual offences**. From the clinical point of view, the sexual misconduct refers to sexual behaviours which are considered deviant by the clinical diagnosis manuals (such as DSM V or ICD-10²⁹) and are generally referred to as paraphilia. The definitions overlap in a certain measure, but not completely. What is certain to be considered both a sexual offense and a **sexual deviance** is the **aggressive component within sexual context** in all its forms: **rape, sexual aggression, sexual harassment** (referred to sexual sadism in the clinical framework) as well as **paedophilia**, defined as sexual acts committed with or against minors. All sexual behaviours in these categories are commonly referred to as **sexual abuse**, defined as forcing a person or using a relation of trust with a person to have undesired sexual relations. Apart from the sexual abuse, the clinical point of view describes deviant sexual behaviours related to the arousal factors and the framework of the sexual behaviours, such as voyeurism, exhibitionism, frotteurism, sexual masochism, fetishism, transvestism. From the legal point of view, **rehabilitation** means deleting from the record all the mentions regarding the offense and the sentence. From the psychological point of view, it means restoring the cognitive, emotional and relational capacities of a person up to a previous or desired level in order to insure the functionality of that person within the physical and social environment. An efficient rehabilitation programme or intervention leads to community **reintegration**, which is viewed in legal terms as restoring legal rights and resuming responsibilities, such as continuing education, having a job, having a place to stay, paying taxes, in other words having a defined (and legal) position in the society. Again, the psychological perspective is a little bit different, as it states that reintegration within the community means being able to establish and maintain

²⁸ Mureşan-Chira Gabriel, Decsei-Radu, Alina (2007) - *Încarcerarea între universal și individual. Abuzatorii sexual*. Cluj-Napoca: Editura Limes.

²⁹ DSM-5 is strictly intended for mental disorders. ICD-10 includes those same conditions, it contains conditions and diseases related to the entire human physiology, and does not cover mental disorders in the same depth as the DSM-5 does.

healthy and functional relationships based on trust, mutual understanding and support, and that resuming education and obtaining a job is just a mean to reach that desired goal. In this context, in Romanian prisons, there is a mix of activities and methods within the **interventional programmes** – structured activities focused on educational and/ or therapeutic objectives – aimed at the rehabilitation and reintegration of the offenders. Some programmes are more focused on delivering information, others are more centred on developing skills, while others are more oriented towards changing attitudes.

B. Important TNA Findings

Sex offenders

Below you may find the questions asked or discussed, regarding the legal dimension, as included in the fieldwork research guidelines. The answers will support the actual design of the educational curriculum.

| | |
|----------------------------------|--|
| Legal dimension questions | <ul style="list-style-type: none"> - <i>What is the perception you have about the legal context of sex offences? Is it clear to you? Was your sentence just?</i> - <i>What is your opinion about illegality in general, and crimes, offences in general?</i> - <i>Would you it be useful to you to receive some prior information or training on specific legal regulations that exist here, in order for you to be aware when released?</i> - <i>What kind of training?</i> |
|----------------------------------|--|

Below there will be an overview of the current situational findings per country partner. Findings are not merged in this unit. Please follow the national contexts below:

- Interestingly, the **70.83%** of the interviewees reported that **were not aware** of the legal context and the sentences regarding sex offences in their country.
- And, the **91,67%** agreed that it **would be useful for them to receive** information and legal training, to help them be aware when would be released. For example they mentioned that via in-person lessons, interactive video class or other audiovisual educational material, workshops or focus groups³⁰ this kind of training

³⁰ 14 participants agreed that it would be useful to them to receive some information or training on specific legal regulations, in order for them to be aware when released. 6 expressed their preference for adult educators (in person/ live lessons), 3 expressed their preference for the using of video or other audiovisual educational material, 1 was pro workshops or focus groups and 1 expressed his need for a personal computer. 6 participants reported that they were not willing to receive any kind of legal training or information; 2 out of them justified their refusal to receive legal training on the basis of their determination not to relapse into criminal activities after their release.

would be easier to be assimilated. They clearly expressed their willingness to participate in such an initiative, and thus address their knowledge gaps related to the Penal Code of their national framework, as well as in European level.

Experts

Below you may find the questions asked or discussed, regarding the legal dimension, as included in the fieldwork research guidelines.

| | |
|----------------------------------|---|
| Legal dimension questions | <ul style="list-style-type: none"> - <i>What is your knowledge and perception about the legal context that concerns sex offenders sentencing, training, management, treatment?</i> - <i>Would it be useful to you to receive some legal training about sex offences, in order to raise prisoners' awareness and knowledge, and help prevention of relapse?</i> - <i>What kind of training?</i> |
|----------------------------------|---|

- In **Cyprus**, the 40% of the experts mentioned that they had no understanding of the legal background involving sex offenders;
- In **Greece** the 45% of the prison employees of Grevena and Tripoli prisons reported that they had no knowledge about the legal context that concerns sex offenders; while
- In **Italy**, the 100% stated that they had specific knowledge and expertise on the legal background regarding the topic of sexual offenses and on the laws of the prison system regarding the execution of prison sentences.
- In **Cyprus**, the 100% of the interviewees reported that it would be useful for them to receive some legal training about sex offences;
- In **Greece** the 75% of the interviewees reported that it would be useful for them to receive legal training about sex offences, even though most of them were not in charge for helping the prevention of relapse³¹. Nevertheless, all of them had more than positive conception towards any kind of training, especially by training seminars or training materials such as digital or printed content³²;

³¹As mentioned above, under section 3. “Demographics and Trends”, 15 out of 20 experts participants reported that they had no expertise or role on sex offenders’ training, since this was not their scope/domain; those were the guards and the administrative staff.

³² 2 participants expressed their preference for courses provided by adult educators/ trainers inside the prison facility. 1 participant stressed that even though some experts- educators (e.g. lawyers) have expressed, from time to time, their interest to provide pro bono courses/ training to prison employees, the competent Ministry couldn’t even cover their transport costs (e.g. bus tickets). Finally, 5 interviewees reported that they had no interest in receiving legal training, since this is unrelated to their duties.

- In **Italy**, the 24% stated that they had the need to deepen their knowledge regarding legal awareness;
- In **Romania**, the 18,57% of the experts found it useful to receive legal training.

Interesting fact

In Greece, the 45% reported that they had knowledge obtained by personal interest and reading, during mostly their free time.

C. Theoretical content of the Module – national & EU framework

As agreed between the partners and as shown from the fieldwork research findings mentioned above, the legal framework training to correctional experts and sex offenders consists of a critical importance. In this part of the document, you may find a **short description of the theoretical didactic content of this module**, based on the desktop review conducted from each partner, in national context, which will support the related content of the Learning Modules.

National context

In **Greece**, it is necessary to be mentioned that the crimes for which the sex offenders are serving sentences against liberty are not a criterion for the categorisation and segregation of sex offenders. No special statutory provisions exist for their treatment, nor are there any special throughcare programs in place. Sexual offenders' inmate categorisation is based on their de facto separation from other prisoners, in line with the informal code shaping the social organisation of the prison community and the protective custodial regime they are subjected to, discredited, and segregated from the general prison population on the grounds of their offence. More specifically, in Greece, Tripoli's and Grevena prison facilities are in practice (informally) used for sex offenders; Grevena prison is partially used for sex offenders. The reason for this special treatment, despite the absence of a relevant specific provision in the penal legislation, appears to be the need to protect them, due to the stigma that imprisonment for a crime against sexual freedom brings, especially when the crime has been committed against a minor.

In **Cyprus**, it is necessary to be mentioned that a particular emphasis is given on the release of persons convicted of sexual offences. To this end, the Surveillance Authority has been set up to supervise these individuals when released. Furthermore, the police force maintains a registry of people who have been convicted of sexual crimes against children. Each person convicted of such a crime, after his/her release, must report any change of personal details such as the address, at the Central Police Station of their district. All employers, whose enterprise involves providing services to children, are required by law to ask from prospective employees, for a police certificate stating that

they are not included in the Registry. In addition to the above, continuous patrols and checks are being carried out in high-risk places, where information gathering /intelligence analysis enables targeted interventions. All child sexual abuse cases are investigated by a central, special Investigation team which operates at the Police Headquarters, under the Crime-Combating Department, in close cooperation with all other competent authorities. The Children's Home, which is based on the principle of Barnahus, is in operation. A separate ward has been created in the prison, ward 1B, where those who have been convicted of sexual offences against minors are placed. The creation of this ward is aimed firstly at protecting them from other prisoners and secondly at offering special psycho-educational programmes that will help them to reintegrate more smoothly, to accept and understand their offences.

In **Italy**, it is necessary to be mentioned that Law 66/1996 marks a turning point in the fight against sexual violence. This law replaced previous regulations and clearly stated that the crime of sexual violence changed from a crime *against public morality and decency* to a crime *against personal freedom*. This considerable epistemological transformation was followed by a sharp increase in penalties and, as a result, a significant increase in the inmate population of sex offenders. Subsequently, Law 269/1998, regulates the fight against child pornography, child sex tourism, and child prostitution, introduced the notion of "recovery of convicted offenders," and this represents the application of Article 27 of the Italian Constitution, based on which the Prison Ordinance is modeled. Such a call by the Legislature appears consistent with what has been indicated above about the massive increase in sex offenders who are incarcerated in protected sections, separated from common offenders, and safeguarded by them. Such separation, in Italy, becomes de facto with respect to both legal benefits and treatment offers, which appear to be very limited in the cases of sex offenders, thus colluding with the risk of penitentiary hibernation. This push for freezing is fostered with the extension (2009) to sex offenders of Article 4a of the Prison Ordinance, which makes it harder for sex offenders to obtain legal benefits. The custodial and punitive tendency indicated a balance came by the entry into force of Article 13 bis of Law 172/2012, which regulated the possibility of psychological treatment for sex offenders against minors, later extended by Law 69/2019 to all sex offenders. These treatment principles must be realised within the year of scientific observation of personality, as provided by 354/1975 as amended.

In **Romania**, it is necessary to be mentioned that the sexual offenders have similar rights and obligations in prison as all the other inmates, for example they have the right to education and psychological support, the right to health services, the right to protection, and more. During imprisonment, they need to be separated from the other inmates, as the stigma revolving around their crime increases probability that they are aggressed in prison. In 2021 the Romanian Police established the Register of Sexual Offenders, in which the names of the sexual offenders are enlisted in a public register,

which is a different register than the juridical one. This measure is taken to prevent these kinds of offenses, but also to warn the members of the community to be aware of the potential risks after their liberation. Also, the sexual offenders are prohibited to be involved in voluntary or paid activities with children, with other vulnerable categories of people or involving physical assessment of other persons.

EU context

In general, the cooperation in criminal matters between the Member States had already begun since 1975³³. However, it was the Maastricht Treaty in 1993, which regulated issues of justice and internal affairs establishing the European Union. Article 29 of the Treaty of the EU (TEU, adopted in 2007) provided for a common “area of freedom, security and justice” to be achieved with police cooperation, judicial cooperation and, with approximation of rules on criminal matters in the Member States if needed, in accordance with Article 31 paragraph 1 letter e) of the TEU. In general, regarding the normative procedure, the European Parliament and the Council may, by means of directives, establish the minimum rules concerning the definition of criminal offences and sanctions in the areas of particularly serious crime³⁴, such as terrorism, trafficking in human beings and sexual exploitation of women and children, illicit drug trafficking, illicit arms trafficking, money laundering, corruption, counterfeiting of means of payment, computer crime and organised crime. Depending on the crime, the Council may adopt a decision identifying other areas of crime that meet the criteria specified in this paragraph. It shall act unanimously after obtaining the consent of the European Parliament.

Specific legal provisions:

- Framework Decision of 22 December 2003 on combating the sexual exploitation of children and child pornography³⁵ requires the Member States “..to take the necessary measures to ensure that certain criminal behaviours involving coercing and recruiting the children into prostitution or participating in pornographic performances and engaging in sexual activities with a child as well as production, distribution and similar acts relating to child pornography shall be punishable by criminal penalties of a maximum of at least between one and three years of imprisonment³⁶.”

³³ See the TREVI forum (Terrorism, Radicalism, Extremism, Violence International) which was established during the meeting of European Council, for the operational cooperation between ministries of justice and internal affairs of the Member States.

³⁴ European Parliament webpage, “Fact Sheets on the European Union”, available at <https://www.europarl.europa.eu/factsheets/en/sheet/155/judicial-cooperation-in-criminal-matters>

³⁵ 2004/68/JHA, OJ L 13/44 of 20 January 2004

³⁶ Marcin Rozmus, Ilona Topa, Marika Walczak, (2010) *Harmonisation Of Criminal Law In The Eu Legislation – The Current Status And The Impact Of The Treaty Of Lisbon*, European Judicial Training Network.

- Directive 2011/36/EU of the European Parliament and of the Council of 5 April 2011 on preventing and combating trafficking in human beings and protecting its victims;
- Directive 2011/93/EU of the European Parliament and of the Council of 13 December 2011 on combating the sexual abuse and sexual exploitation of children and child pornography;
- Directive 2011/99/EU of the European Parliament and of the Council of 13 December 2011 on the European protection order;
- Directive 2012/29/EU of the European Parliament and of the Council of 25 October 2012 establishing minimum standards on the rights, support and protection of victims of crime³⁷.

A main difficulty with framework decisions has been the lack of any sanction for their non implementation.

Module 2: Intercultural Awareness

A. Important TNA Findings

Sex offenders

Below you may find the questions asked or discussed, regarding the cultural dimension, as included in the fieldwork research guidelines.

| | |
|-------------------------------------|---|
| Cultural dimension questions | <ul style="list-style-type: none"> - <i>What aspects of your cultural background would you like to share with us, the ones you believe as important in comparison to the society in general or the legal norms?</i> - <i>Are you aware of any differences? How do you perceive them?</i> - <i>Would you need to receive any training regarding intercultural awareness? Would that be useful to you?</i> |
|-------------------------------------|---|

Interestingly, many interviewees, namely the **30%**, reported that intercultural training would be **quite beneficial** for them, not only to integrate more easily as well as realise what consists of a sexual crime or assault.

However, in **Greece** for example the 95% of interviewees were Greek citizens and were totally aware about cultural traits in Greece and what constitutes a sexual crime or not.

In general, the **22,5%** were **negative in receiving any form of intercultural training**.

³⁷European Parliament webpage, "Fact Sheets on the European Union" , available at <https://www.europarl.europa.eu/factsheets/en/sheet/155/judicial-cooperation-in-criminal-matters>

Experts

Below you may find the questions asked or discussed, regarding the cultural dimension, as included in the fieldwork research guidelines.

| | |
|-------------------------------------|--|
| Cultural dimension questions | <ul style="list-style-type: none"> - <i>Are there any training needs you have in relation to different cultural backgrounds?</i> - <i>Would you like to receive training on intercultural approaches in order to deal with the sex offenders easier but also train them appropriately?</i> |
|-------------------------------------|--|

The **96.43 %** of prison experts agreed on their need to receive training in the form of educational seminars, and most of them proposed the curricula below:

- Seminars based on cultural background regarding religious differences, dress code for women, marriage of minors and children rights, the position of women in society, moral law;
- Islam traditions;
- Basic theoretical cross-cultural courses including key words, basic concepts, core values;
- Seminars are anticipated to directly involving cultural mediators.

B. Theoretical content of the Module

As agreed between the partners and as shown from the fieldwork research findings mentioned above, the intercultural awareness training to correctional experts and sex offenders consists of a critical importance. In this part of the document, you may find a **short description of the theoretical didactic content of this module**, based on the desktop review conducted from each partner, in national context, which will support the related content of the Learning Modules.

National context

In **Greece**, it is necessary to be mentioned that due to ancient legacies and the severe economic crisis of 2009, there are common expressions of patriotic feelings. Greece's religious and social landscape is influenced by the Greek Orthodox Church though is mostly associated with the West than the East. Greek society is family-oriented, being a foundation of great importance for the Greek society, which is quite male dominated, namely, many Greek men are still expected to have the responsibility to be the providers for their family, as society is still patriarchal. Even though most Greek women receive a high level of education nowadays, they are often expected to be the ones responsible for most of the household duties. What is more, gender discrimination is prevalent in Greek society, as exemplified by the country's last place in the EU Gender Equality Index and in the EU, gender pay gap indexes. Interestingly, in the early 2021, a Greek Olympic athlete revealed sexual assaults by a prominent Greek sailing federation and during the following days of that disclosure, Greek society has been shocked by a wave of various sexual offences testimonies, which started the

Greek #MeToo movement. In the fallout of the #MeToo movement, the Government revised the amended Greek Penal Code and introduced tougher sentences for sex offenders. The revelations of the #MeToo movement gave a critical incentive for the sexual education to be introduced at schools in the school year 2021-2022, when the Greek Ministry of Education introduced Sex education in national compulsory curricula for primary and secondary education. Also, since 2015, Greece has been a host country for thousands of refugees and migrants, coming mainly from countries of the Middle East, South and Central Asia and Sub-Saharan Africa. Consequently, the Greek Government has approved a national strategy on the social integration of recognised refugees and asylum seekers, and the document contains among others, objectives and actions for the protection of children's sexual and reproductive health in order to protect them from sexual abuse, the promotion of training and employment of victims of sexual and gender-based violence, the reinforcement of prevention of gender-based violence, child abuse and human trafficking (starting from the premises of the first reception, with emphasis on women and children), the design and implementation of informative counseling sessions about gender equality.

In **Cyprus**, it is necessary to be mentioned that while the number of asylum applicants continues to grow, Cyprus still lacks a comprehensive asylum policy, causing asylum-seekers and refugees to experience serious difficulties regarding many key aspects of their lives. Furthermore, integration policies in Cyprus are gender-blind, namely, they fail to address the specific needs and realities of women and men as these are influenced by gender and unequal power relationships between women and men. This gender-blind approach also impacts responses to sexual and gender-based violence; these fail to consider the needs of groups such as asylum-seekers and refugees that are particularly vulnerable. Nevertheless, it is generally accepted that there are serious cultural differences that can lead to sexual offences. A large number of immigrants in Cyprus come from countries where the culture and culture allow sexual relations with persons under 18 years of age. Furthermore, the position of women in society is inferior to men which allows violence to be inflicted on them. In any case, any immigrant or person of a different culture should respect the laws and culture of the country that hosts them.

In **Italy**, it is necessary to be mentioned that according to the most recent statistical data (from I.stat.), around 41 % of reported or arrested individuals charged with sexual violence in 2020 (1,888 out of a total of 4,595) were foreign nationals. An identical percentage is also found in the prison population: in 2020, 41.5 % of those convicted of sexual violence (1,291 out of 3,111) were foreign nationals. The percentage 41.5% then appears among the statistics of those convicted with a final sentence for sexual violence. According Istat's latest report about "Crimes, Defendants and Victims of Crimes," published in January 2021, rapes in Italy are committed in more than three-quarters of cases by people with whom the victim has an emotional or friendly relationship.

EU context

Article 167 of the Treaty of Lisbon provided significant details regarding the EU culture philosophy. Specifically, the EU must contribute to the development of the different cultures of its' Member States, respecting their national and regional diversity and traits, and bringing the common cultural heritage to the forefront.

However, the fundamental European values that need to be respected, adhered to and prioritised no matter the tradition, are³⁸:

“Human dignity

Human dignity is inviolable. It must be respected, protected and constitutes the real basis of fundamental rights.

Freedom

Freedom of movement gives citizens the right to move and reside freely within the Union. Individual freedoms such as respect for private life, freedom of thought, religion, assembly, expression and information are protected by the EU Charter of Fundamental Rights.

Democracy

The functioning of the EU is founded on representative democracy. A European citizen automatically enjoys political rights. Every adult EU citizen has the right to stand as a candidate and to vote in elections to the European Parliament. EU citizens have the right to stand as a candidate and to vote in their country of residence, or in their country of origin.

Equality

Equality is about equal rights for all citizens before the law. The principle of equality between women and men underpins all European policies and is the basis for European integration. It applies in all areas. The principle of equal pay for equal work became part of the Treaty of Rome in 1957.

Rule of law

The EU is based on the rule of law. Everything the EU does is founded on treaties, voluntarily and democratically agreed by its EU countries. Law and justice are upheld by an independent judiciary. The EU countries gave final jurisdiction to the European Court of Justice - its judgments have to be respected by all.

Human rights

³⁸ EU webpage, “Aims and values” , available at https://european-union.europa.eu/principles-countries-history/principles-and-values/aims-and-values_en.

Human rights are protected by the EU Charter of Fundamental Rights. These cover the right to be free from discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation, the right to the protection of your personal data, and the right to get access to justice.”

Module 3: The Psychology behind the Sex Offence

A. Important TNA Findings

Sex offenders

Below you may find the questions asked or discussed, regarding the psychological and communication dimension, as included in the fieldwork research guidelines, because these topics were asked in parallel.

| | |
|---|--|
| Psychology and communication questions | <ul style="list-style-type: none"> - <i>How do you perceive adult sexuality?</i> - <i>Which is your opinion on your accusation and which your relation to the victim / which is the type of your offence?</i> - <i>Were you responsible for what happened? What motivated you to do that?</i> - <i>Do you feel any fear regarding your re-integration?</i> - <i>Would you feel that you should receive some support before released, regarding the management of your feelings? Maybe a self-awareness and feelings education?</i> - <i>Did you ever receive any medical or psychological treatment / psychiatric diagnosis / drug abuse?</i> - <i>Are you willing to integrate? What is integration for you? What would help you to do so?</i> - <i>Does the prison staff communicate effectively with you? Do you think they should change something or do something differently, for you to have a better rehabilitation support?</i> |
|---|--|

- An important finding was that both in Cyprus and Greece, an important percentage of interviewees perceive sexual intercourse as a funny activity, specifically in Cyprus the 10% described sexual activity as entertainment while in Greece a 5% described **sexual activity as “fun”**. This highlights the lack of sexual intercourse psychological, body, mental awareness as well as the deeper meanings it really has.
- As regards to the acceptance of responsibility, interestingly both in Cyprus and in Greece, almost half of the participants **refused** that they committed any sex offence (the 50% of the participants in Cyprus and the 45% in Greece). Some participants, concerning all partner countries, mentioned that alcohol influence was responsible for their crime, or the internet, or depression, or the victim. As a

result, the issue of acceptance and realisation of the boundaries is extremely important trait of an educational initiative.

- The vast majority of participants, almost the **80%**, stated that they are **willing to reintegrate**, though, out of all respondents, the **52%** expressed their **fear** as regards their *reintegration* due to social or family disapproval;
- Finally, many participants cited that they were interested in receiving self-awareness or self-improvement education, specifically regarding the management of their relatives' and potential employers' or coworkers' reactions if they discover their crime in order to avoid frictions and tensions.
- Attention was significantly paid to the necessity of *emotional management strategies*, as almost everyone emphasised on the importance of learning effective strategies to avoid the same mistakes by expressing what they really feel or need, with rationality and not impulsively. This training will help them to be able to understand the causal relations and roots of the problem.

Important fact

In many Greek prisons, including the Grevena prison where interviews took place, there are no psychologists available, as a result counseling and psychological support is available to a limited number of prisoners in Greek penitentiary system. It is thus concluded that, systemic negligence might lead to a general systemic failure.

→ Curriculum Suggestion: *Neuroeducation tools could be proved useful to reconstruct the current distorted beliefs that are translated to feelings and improve learning results, bringing together cognitive neuroscience, developmental cognitive neuroscience, educational psychology, educational technology, and education theory. It could be adopted alongside individualised trainings as well as mental techniques of dealing with trauma, distortions or obsessions. Please see Eye Movement Desensitisation and Reprocessing (EMDR) techniques and relevant applicability.*

Experts

Below you may find the questions asked or discussed, regarding the psychological and communication dimension, as included in the fieldwork research guidelines, because these topics were asked in parallel.

| | |
|---|--|
| Psychology and communication questions | <ul style="list-style-type: none"> - <i>How do the sex offenders perceive adult sexuality, as well as their responsibility and sentencing?</i> - <i>Do you have any relevant knowledge background about the different types of sex offenders, their management strategies, communicating with them or understanding possible psychological and personality disorders?</i> - <i>Do you know how to treat an offender, with personality disorder, according to each disorder?</i> - <i>Do you know ways to treat sex offenders with mental and physical disabilities?</i> - <i>Which are your training needs concerning all above mentioned points?</i> |
|---|--|

Based on a synthesis of all answers, it is concluded that:

- Most of the participants would like to participate and be trained in a programme related to education and rehabilitation for sex offenders, and know how to deal with sex offenders or at least be more able to manage their own negative, angry or depressing feelings they have when/after dealing with this category of inmates;
- They would like to receive training regarding the psychological and personality disorders as well as suggested treatment tools for sex offenders according to each disorder. Most interviewees expressed a preference for educational seminars provided within the prison facilities by experts such as psychologists or psychiatrists since they were neither eager to travel away from their residence with extra expenses nor studying relevant educational material on their own.
- In Italy, the 65% of the experts highlighted the importance of receiving specific training and acquire skills to address possible secondary victimisation and re-victimisation;
- The prisoner reintegration to family and society is a huge concern for all experts;
- Many experts highlighted the importance of using risk assessment tools;
- It was also mentioned that intervention programmes for people who have committed sexual offences should be tailored to the type and manner of the offence, characteristics of the victim, factors/conditions associated with the offence.

B. Theoretical content of the Module

As agreed between the partners and as shown from the fieldwork research findings mentioned above, the psychology-oriented training to correctional experts and sex offenders consists of a critical importance. In this part of the document, you may find a **short description of the theoretical didactic content of this module**, based on the

desktop review conducted from each partner, which highlighted the labeling theory significance and will support the related content of the Learning Modules.

General context

It is a commonplace that at the beginning of the 1980s, the first studies began to define the motivations that can lead to deviant sexual acts. Scientific literature³⁹ concerning the etiology of adult sexual offending refers to the origins of sexually abusive behaviour with both single-factor and multiple-factor theories of sexual offending. The single-factor theories attempt to explain the development of sex offending behaviours by using a narrow set of factors or a single underlying cause, such as the biological theories, which focus on abnormalities in the structure of the brain, hormone levels, genetic and chromosomal makeup; the evolutionary theories, which rely on evolutionary postulates to explain sexual coercion and aggression; the early personality theories, which were based on the work of Freud and the premise that sexual deviance is an expression of unresolved problems experienced during childhood and later personality theories; the cognitive theories; the behavioural theories which argue that sexual offending is a learned behaviour; the social learning theories, which are based on the assumption that offending is a set of behaviours that are learned in the same way as other behaviours - 2 examples of learning theories are Sutherland's (1939) differential association theory and Bandura's (1973) social learning theory; and the feminist theories. Between the 1940s and 1950s, behaviourism introduced the focus on causal factors in behavior, i.e., if the deviant sexual preference is determined by something that has been learned in personal evolution, it is something that can then be measured and therefore corrected.

On the contrary, multifactor theories support that single-factor theories are inadequate, with the most prominent being the Finklehor's Precondition Theory, which applies only to child sexual abuse; the Marshall and Barbaree's Integrated Theory, which proposed that the prominent causal factors for sexual offending are developmental experiences, biological processes, cultural norms, and the psychological vulnerability; the Hall and Hirschman's Quadripartite Model; the Ward and Siegart's pathways model; the Malamuth's Confluence Model and, the Stinson, Sales, and Becker's Multimodal Self-Regulation Theory (multimodal self-regulation theory) which integrates various psychological perspectives and implicates self-regulatory deficits as a key variable in the development of sexually inappropriate interests and behaviours. Practically, the multifactorial approach is introduced which sees sexual aggression as a pathology of the relationship. Underlying this pathology are basic distorted beliefs that correlate with negative emotions and which can be considered the basis of deviant behavior. The Integrated Theory highlights that at the origin of deviant sexual behavior there are mostly problematic childhood experiences

³⁹ Susan Faupel, "Etiology of Adult Sexual Offending", *SOMAPI Research Brief- Sex offender management assessment and planning initiative*, (July 2015), available at: <https://smart.ojp.gov/somapi/initiative-home>

such as: insecure attachment, physical, sexual or psychological abuse, neglect, inconsistent disciplinary methods, and early exposure to pornography. The theory of self-regulation concerns the passage to the act and therefore a description of how the subject passes to the deviant sexual act. (1) Passive-avoidant style: does not implement any strategy to avoid falling back into risky situations. Just try to stay away from it, but without using any strategy. (2) Active-avoidant style implements dysfunctional strategies - ex. "I download pornographic material because in this way I avoid taking the action" (3) Automatic or explicit approach: Subjects who actively seek the deviant behavior both automatically and explicitly (they create the situation to implement the abuse) . Therefore, at the origin of deviant sexual behavior there is often an unprotected childhood and problematic childhood experiences of various types: insecure attachment, physical, sexual or psychological abuse, neglect, inconsistent disciplinary methods, early exposure to pornography and finally witnessing physical or sexual abuse of the mother or brothers and sisters.

The labeling theory

The issue of labeling is very important in shaping attitudes. Developed during the 1960s, the labeling theory was a criminological perspective that claimed deviance because of social reaction. Symbolic labels, such as a criminal record or the sex offender registry, placed on deviant individuals, fuel negative social reactions. Such labels mark the individual as criminal, inferior, immoral, and evil. The individual is separated from society and stigmatised. Stigmatisation results in the subsequent transformation of social status to one that is below the rest of society.

National contexts example

In Greece, research on sexual offenders is very limited. A recent study, which was carried out at the Grevena prison facility from mental-health experts, contributed to the investigation of psychopathology, psychosocial factors related to delinquent behaviour and sexuality of this category of convicts. Interestingly, the sexual perpetrators against minors had higher scores than the dimensions psychoticism-superego and neuroticism-stability ones.

Conclusions

By all counts, it is a commonplace that the field of sex offenders' study and research needs further investigation and a profound focus on psychopathology, and which would be the best relapse-prevention tools to protect society but also support the inmates accordingly

Module 4 Communication Skills

- For experts working with Sex Offenders

a. Important TNA Findings

In Unit 3 it was mentioned that communication questions were asked in parallel to psychology-oriented questions. Below you may find some important communication-needs findings, except for what was mentioned in the previous chapter.

With reference to the communication skills of prison experts and the competences they need to obtain to work effectively with sex offenders and deliver trainings with a positive impact of rehabilitation, non-recidivism and relationship building, the answers were mainly focused on:

- Mental endurance and elements of character such as **patience, persistence, diplomacy, non-discrimination or empathy**;
- The importance for experts to acquire useful skills to foster a **neutral approach** and prevent any prejudice that may influence them, including emotional engagement with the crime of their trainee;
- The skills of **tolerance and the capacity for unconditional acceptance** so that they better facilitate the therapeutic approach.

→ **Important conclusion:** *most participants agreed that empathy is a vital skill they need to develop, alongside an inclusive neutral approach to their trainees and an emotional resilience towards their own feelings during the work with the sex offenders.*

As regards to the the educational modules curricula - delivery methods, below you may find the questions asked, as included in the fieldwork research guidelines. The answers will support the actualisation of the Educate & sUpport training curricula / modules' design, including communication aspects as well.

| | |
|------------------------------|---|
| Educational Dimension | <ul style="list-style-type: none"> - <i>Do you deliver any training / therapeutic intervention programme to the sex offenders during their sentence serving and/or prior their release? If yes, please elaborate in areas, tools, results, scope, prisoner type and assessment</i> - <i>Which are your needs on delivering such a programme or training? Which areas should be covered, what skills do you need to cultivate and what skills you need to pass to the prisoners?</i> - <i>Which competences you need to have in order to work with sex offenders effectively?</i> - <i>How would you like the training to take place with you and how would you deliver it to the prisoners?</i> - <i>Do you cooperate with other institutions, organisations, therapists, trainers?</i> - <i>Would you need more prison staff to deliver training programmes? Which expertise?</i> - <i>Do you need more expertise?</i> - <i>If you manage to be trained and have the training modules, do you think prisoners will have access to the training programmes?</i> |
|------------------------------|---|

| | |
|--|--|
| | <ul style="list-style-type: none"> - <i>How these interventions should be assessed and measures? By which indicators? What would make an intervention successful? Which will be the goal?</i> - <i>Which are the main challenges you are dealing with or you may deal with if delivering a therapeutic intervention?</i> |
|--|--|

Based on a synthesis of all experts' answers, it is concluded that, the educational schemes should be tailor-made to each target-group of trainees so, the programme should be designed in a way that different delivery methods end up with the same impact.

The goals should be:

1. To raise awareness of deviant behaviour and learning strategies for social interaction;
2. To help offenders identify and engage acceptance of moral and social norms;
3. To prevent recidivism;
4. To the development of insight and analysis of the factors/causes that contributed to the crime, understand stimuli with triggering role, cultivate capability of controlling impulse and prioritise rationality.

It is thus important to engage external actors, such as Civil society organisations that provide for lifelong learning sessions and collaborate with them in the design and implementation of interactive courses. Experts need to cultivate their emotional awareness, emotional management and pass the offenders a victim empathy, so activity-based techniques could help them prepare the appropriate approach for their trainees' group.

*Most participants emphasised that trainings should take place in a **face-to-face** session of **small groups** or in seminar-based way, delivered by prison experts such as *psychologists, psychiatrists or criminologists*, **inside prison facilities**. The significance of aftercare and continuing treatment for sex offenders for their post-release behavioural "maintenance" is also of an utmost priority.*

b. Theoretical content of the Module

As agreed between the partners and as shown from the fieldwork research findings mentioned above, the communication skills training to experts working with sex offenders consists of a critical importance. In this part of the document, you may find a **short description of the theoretical didactic content of this module**, based on the

desktop review conducted from each partner, which will support the related content of the Learning Modules.

General information

Educational programmes in prison aim to work with many inmates and the operator's task is to help the inmate experiment with new ways of relating to him/herself and others so that, once discharged, having an adequate cognitive emotional and behavioural repertoire than before. Consequently, the experts must create a “psychological culture” of trust that offers to the inmate an emotional "knowledge" suitable for generating restorative feelings and diminish the defensive mechanisms such as denial, minimisation and avoidance. To do this, the experts must exercise good relationship skills, and communication plays an indispensable role in this context. Posture, non- investigative gaze, and generosity are understood as the main traits that validate the detainee's needs, give motivation, and create a humane relationship with the detainee. Given that, the mandate of prison workers is no longer a mere institutional task of surveillance, but that of the teacher, the counsellor, and of the security agent. Literature and prominent scholars agree that a more personalised approach, tailored to the way every detainee is mostly suitable. Specifically, experts should take into consideration the conditions under which the program is implemented, as well and the situation experienced by the prisoners (such as the physical and mental health problems, potential use of substances, previous traumatic experiences, students’ discontinuous education experiences, learning disabilities and more). As a result of institutional restrictions on class size and student movement, it might not be possible to assign students to classrooms based on education level; therefore, many classrooms are heterogeneous. Educators should manage the heterogeneity of the group by adapting their teaching methods to the specific conditions.

The desktop review conducted from all partners, indicated that experts / prison educators should be:

1. **Stable and self-conscious**, by keeping the proper emotional neutrality and not engaging to the situation described by the inmate though recognising their feelings;
2. **Authentic and non-biased**, by not being prone to prejudice;
3. **Bounded**, by overcoming the maneuvers – schemas of languages of the inmate trainee and keeping equal distances, i.e., without creating false expectations or selective attention relationships;
4. **Resilient and Flexible**, by managing effectively conflicts that may arise and discussing with logical argumentation and rational syllogism, offering applicable solutions and advice and be able to recover easily from a possible shock cause from a sexual crime of a trainee;

5. **Adaptive**, by using simple and understandable speech adapted to the inmate group dynamics
6. **Empathetic**, by listening attentively to the inmate trainee with interest, developing dialogue-based discussion (dialectic strategy);
7. **Independent**, by *recognising signs and symptoms but solve problems independently, by believing in their knowledge and skills with confidence.*

National context example

In **Italy**, significant communication techniques as Article 1, co. 4, ord. penal law requires inmates to be called or referred by their first name, so it's important to always address them by calling them using their first or last name. This is also a good starting point for undermining the process of dehumanization that the prison puts in place: making the inmate feel that he exists, that he has his own identity and that he is not just a matriculation number.

Conclusions

As shown above, the communication skills of adult prison educators who implement psycho-educational programmes within prison departments, could be assimilated to the functions of a group psychotherapist, as identified by Irwin Yalom.⁴⁰ Namely, the tasks and functions of the emotional stimulation, such as confronting with one's emotions, taking risks; the affection-compassion, such as offering support, protection, acceptance, and care; the assignment of meaning, by giving explanations, clarifications, interpretations and reframing one's experiences; and, the executive organisation, such as the establishment of limits and rules, as well as time management.

- For Sex Offenders' Rehabilitation

a. Important TNA Findings

Below you may find the questions asked or discussed, regarding the educational modules design-curricula-methods, as included in the fieldwork research guidelines. The answers will support the actualisation of the training curricula.

As regards to the findings for sex offenders' communication-specific questions, there were no findings available. Final conclusions will be drawn from the desktop research in accordance with the educational design needs that sex offenders addressed more thoroughly and mentioned communication aspects as well.

⁴⁰Yalom, V.J. (1998). "Group psychotherapy: An Interpersonal Approach", in Koocher, G.P., Norcross, J.N., Hill III, S.S. (1998). Psychologist's Desk Reference, Oxford University Press, New-York, 353-358

| | |
|------------------------------|--|
| Educational Dimension | <ul style="list-style-type: none"> - <i>Have you or any other inmate sex offender received relevant training prior to release? What was your experience, what have you learned?</i> - <i>What training or support or any kind of intervention would you need to receive, what would motivate you to participate?</i> - <i>What do you want to know before being released? What would help you re-integrate and feel that you manage your feelings and thoughts?</i> |
|------------------------------|--|

Based on a synthesis of all sex offenders' answers, it is concluded that educational curricula should be designed around the following communication and knowledge pillars, based on most of the interviewees and participants views:

- Psychology classes designed for sex offenders who are not familiar with psychoeducation
- Legal education, designed in simple language, easy communicated to beginners, focused on the ration behind the law and not the directives and Laws per se
- Foreign languages designed for all levels – learn how language makes communication effective
- Course on European values and ethics, designed for beginners
- Sessions in which there is utilisation of inmates' skills or education with the purpose of training their fellow inmates, such as the inmate photographer provide lessons to the others
- Then, in less percentages, the artistic and creative activities like painting lessons or music workshops, sports and exercise as well as computer lessons in order to be easier for them to find a job after release with proper communication techniques or CV design tips.
- With respect to **training strategies**, in parallel with the **teamwork-group discussion as tool**, many speculated that it might be effective to have **individual interviews** with trainers, as a means of dealing with intimate issues. Some people who had not receive any training yet mentioned the importance of investigating the impulses and how impulse and inclination works as well as how the mind can take decision and control over impulse, by identifying "repressed impulses".

b. Theoretical content of the Module

As agreed between the partners and as shown from the fieldwork research findings mentioned above, the suggestions and training on the design of effective educational curricula for sex offender rehabilitation in the E.U. consists of a critical importance. In this part of the document, you may find a short description of the theoretical didactic

content of this module, based on the desktop review conducted from each partner, which will support the related content of the Learning Modules.

General information

Education in prison is a means for combating social exclusion and enhancing reintegration of inmates. Educational schemes for adult prisoners offer to trainees' the opportunity to achieve a better future after their release, discovering their talents, gaining legal/cultural/social skills and regaining their self-confidence.

An indicative curriculum for sex offender inmates should focus on:

- Drug and alcohol abuse
- Criminal thinking errors
- Victim empathy and awareness
- Deviant sexual acting –out cycles
- Assertiveness training
- Social skills training
- Stress management
- Human sexuality
- Communication relationship skills
- Stigma
- Basic literacy skills

National context example

In **Greece**, correctional education in Greece has been implemented since 1980's. Second Chance Schools (SCS) consist of an innovative educational project in prisons, established in 2004, aiming at combating social exclusion by supporting the trainees' general development and participation in the financial, social and cultural life, as well as at their more effective participation in the world of work. At the Grevena prison facility SCS was established in 2010. SCS are attended by adults who have graduated from primary school and have not completed lower secondary education. This was an important development, as SCS's curriculum is based on the principles of adult education and contributes to raising the level of education of detainees. The establishment of SCS depicts the need for a comprehensive education to inmates with ultimate priority the overall development of the trainee-inmate and their further participation in society, in the post-sentence period. Overall, Second Chance Schools main goals are the completion of compulsory education for people that have reached the minimum age of 18 years, the acquisition of current knowledge, skills and attitudes that can help to the inmates' socio-economic inclusion and advancement, the reinforcement of learners' self-esteem and the contribution to their inclusion or improvement of workplace status.

Module 5: The Risk Indicators and the Key Performance Indicators

Prison education consists of a challenging but impactful project, which might lead to effective and positive outputs towards the correctional institutions, the inmates, and the society if applied strategically. The educational and training methodologies need to be carefully designed, based on the needs of the prisons' staff and inmates, considering the respective cultural, legal, and social framework of each country in which they are applied to, as well as the facilities' provision and the financial resources. A careful risk assessment could be useful for structuring specific and individualised treatment programmes, which might consider the individual criminogenic factors and enhance the protective factors.

The main **risk factors** of sexual offending recidivism are:

- **Static:** chronic criminal lifestyle (various offenses committed over the years), psychosis, cognitive disabilities, age under 40 years old, predominance of aggressive behaviours, antisocial behavior, compulsive or deviant sexual behavior, early age of offenses, diversity of victims;
- **Dynamic:** antisocial attitudes related with the lifestyle, stereotypic attitudes, cognitive distortions and denial of responsibility, lack of or diminished emotional control, impulsiveness, conflicts in the intimate relationships or dysfunctional intimate relationships, deviant sexual preoccupation or fantasies.
- Also, contributing factors to a higher level of recidivism are: obsessions, paraphilia, cognitive distortions regarding sexual abuse and the recommendations for psychotherapeutic intervention, diminished social skills, hostility, abandonment of education or intervention programs, alcohol or drug addictions⁴¹.

The **risk indicators** of the correctional initiatives act as the predictive mechanisms, which intend to facilitate the implementation and accuracy of the educational model by minimising the risks of failure or misconduct of the educational model and by identifying the high-risk subjects. Risk indicators reflect the "risky areas" that should be continuously monitored throughout the process for the outcome be in-line with the expected results, namely the sex offenders' recidivism reduction and the effective support to prison professionals working in the rehabilitation programmes. For

⁴¹CSOM (2006). Center for sex offender management. *"Understanding treatment for adults and juveniles who have committed sex offences"*A Project of the U.S. Department of Justice, Office of Justice Program.

example, according to prominent scholars and research papers⁴², common risk indicators in prison education may include, among others:

- **Healthcare** (psychological or health status might worsen while imprisoned).
- **Law and rule violation** (sometimes such violations of internal rules or supervision might lead to withdrawal, isolation, resignation because of their punishment or violation impact).
- **Employment/unemployment** (many times in the post-sentence phase the offenders deal with discrimination or lack of skills needed, and this might lead to insecurity, exclusion, poverty, and recidivism).
- **Opportunity for education** (sometimes the post-sentence education is important for the offender’s development and ability to be included and integrated; in case they do not have financial or other resources to continue, there might be a risk of result to criminality).
- **Family reunification** (sometimes families do not accept the offender back or do not support during and after the imprisonment).

A useful method to manage risk indicators could be the monitoring of the abovementioned factors, as follows⁴³ in the example table 1:

Example 1, “Indicative table of Risk indicator monitoring– in corrective education to inmates sex offenders”

| Risk indicator | Sentence phase | Likelihood of occurrence | Indicative causes | Impact magnitude | Mitigation Strategies |
|--------------------------|----------------------------|----------------------------------|--|---|--|
| <i>e.g. Unemployment</i> | <i>e.g. Post-detention</i> | <i>e.g. High (because of...)</i> | <i>e.g. Economic and political factors</i> | <i>e.g. High – it can easily lead to offender’s choice of criminality</i> | <i>e.g. Link prison education with professional upskilling, such as education certificate, or applied educational techniques</i> |

⁴²Kristofer Bret Bucklen et al., *Guidelines for Post-Sentencing Risk Assessment*, National Institute of Justice (US, 2010) p.3, and, Kerry Chamberlain, *Troubling methodology*, Health Psychology Review (2011), 5, 48-54.10.1080/17437199.2010.520113. and, Lori L. Hall, *Correctional Education and Recidivism: Toward a Tool for Reduction*, Journal of Correctional Education (1974-) , Vol. 66, No. 2 (Christiansburg, 2015), pp. 4-29.

⁴³Based on the risk management design principles of the ISO 27001:2013 for the security of information.

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|-----|-----|-----|-----|-----|-----|

An exemplary tool of the Cypriot Prisons

The Structured Assessment of Protective Factors for violence risk- SAPROF tool⁴⁴ is used to assess the risk at the Cypriot prisons. The SAPROF is specifically developed for the assessment of protective factors for adult offenders. The tool was intended to be used in addition to risk-focused Structured Professional Judgment assessment tools, such as the HCR-20 or the HCR-20V3⁴⁵ but can also be used together with actuarial tools (i.e., statistically calculated prediction tools). Following the Structured Professional Judgment (SPJ)⁴⁶ approach, the SAPROF concludes with an overall judgment of the level of available protection in the assessed context. The SAPROF assessment is suitable for people with violent offending histories as well as for sex offenders. The tool was developed in the [Van der HoevenKliniek](#), a forensic psychiatric hospital in The Netherlands, in cooperation with the PompeKliniek and the University of Maastricht. The SAPROF contains 17 protective factors organised into 3 scales. Specifically, 15 of the factors are dynamic, allowing to detect common patterns in a set of time-series and relationships between these series and explanatory variables/factors. After coding the 17 items on a 3-point scale (0-2) or seven-point scale (adding +/- for clinical utility and more dynamic measurement of change), the assessor is asked to point out those items which are the most important protective factors for the assessed individual in his/her specific situation: Key-items (those items deemed the strongest protectors against violence risk in the assessed context) and Goal-items (those items deemed the most important targets for current treatment)⁴⁷.

The **Performance indicators** indicate which concrete and targeted characteristics, or tools (key-indicators) should be assessed to measure the performance of – for example an educational methodology or a strategy or the performance of a person or a facility⁴⁸. Once the results have been assessed (in %), there can be clear evidence regarding which knowledge/ skills/ measures need to be further supported or to be differently managed, for the mastery of the expected outcomes. In general,

⁴⁴<https://www.saprof.com/index-12.html>

⁴⁵For more information [click here](#).

⁴⁶ An analytical method used to understand and mitigate the risk for interpersonal violence posed by individual people which is discretionary but evidence-based.

⁴⁷Click here for the [coding sheet](#), which provides an overview of the protective factors in the SAPROF: <https://www.saprof.com/english-version-saprof.html>

⁴⁸Sue Bellasset al., “Quality indicators and performance measures for prison healthcare: a scoping review”, Health and Justice (2022) 10:13 Health and Justice. <https://doi.org/10.1186/s40352-022-00175-9>

performance indicators depict the quality and effectiveness; in the Educate & Support Erasmus+ project (for the educational methodology of the sex offenders’ modules), a simple performance indicator index could be used, based on the expected outcome. Such an index could be:

Example 2: “Indicative KPI Index, for sex offenders’ educators”⁴⁹

| KPI (indicator) | % |
|---|-----|
| <i>Sex offender % completing the programme</i> | |
| <i>Sex offender % entitled to certification</i> | |
| <i>Sex offender % engaged in employment</i> | |
| <i>Sex offender % justified complaints</i> | |
| <i>Sex offender % Self-harm threat-to-life</i> | |
| <i>Sex offender % Disorder event</i> | |
| <i>Sex offender % Recidivism event</i> | |
| ... | ... |

3. Training-Delivery Best Practices

3.1. EU-wide Best practice in “Training the Experts”

Webinar on managing the sexual offenders in Romania

In Belgium, an online *Webinar on managing the sexual offenders* for prison experts was organised by the European Forum for Restorative Justice of Belgium, in November 2021⁵⁰. The speakers who presented their observations, research, knowledge, and special programmes regarding the management of the sexual offenders during imprisonment and/ or post-release, which had a goal to educate specialists and promote methods of rehabilitation of sexual offenders. The webinar presented a useful method of training for educators, psychologists and other categories of staff which are directly involved in working with sexual offenders towards their rehabilitation and towards preventing recidivism after their release. Furthermore, the webinar is a source of inspiration for several practical measures which were proved efficient in reducing the sexual offences in other EU countries. As regards this specific webinar, the data regarding the efficiency of the assessment methods and programmes presented are still publicly available in the speakers’ presentations. Furthermore, the idea of having a frequent webinar or workshop with the prison

⁴⁹ Based on, Michael Scott Brick, Julie Ajinkya, *Supporting Success: The Higher Education in Prison Key Performance Indicator Framework*, Institute for Higher Education Policy (September 2020) but adjusted to the Educate & Support goals.

⁵⁰ EuroPris, CEP and the European Forum for Restorative Justice organised the webinar, more info available at the webpage of the event: <https://www.euforumrj.org/en/cjpe-webinar-managing-sexual-offenders>

experts in which they will be able to share and witness presentations of best practices focused on the rehabilitation of the sexual offenders is a valuable practice and cannot be deprived of personal and professional development for the participants. Specific programmes such as Circles of Support and Accountability (CoSA) have been developed and successfully implemented.

3.2 National Best practices in “Training the Sex offenders”

Study: Psychoeducation and Creative Employment in Prisons: An intervention-based case in the Correctional Institution of Grevena

In **Greece**, an intervention-based case study example took place at **Grevena** prison facility, in 2019⁵¹. The study highlighted the needs of a team of healthcare professionals formed in Grevena prison, regarding the groups focused

“on learning life skills, such as living in a community or accepting rules and learning to express emotions, while being applied in clinical settings to deal with social anxiety disorders, phobias, depression disorders, specific disorders and agoraphobia”⁵². The goal of these initiatives was the efficient provision of opportunities for the inmates to further develop their cognitive-social-emotional awareness and consciousness skills. In addition, the groups aimed at the creation of trust and acceptance among the group members. As the study clearly stated, “[...] the objectives were: (a) to develop social and interpersonal skills (taking initiatives, cooperation, decision-making, assertion, rules and rules of conduct), (b) to acquire the ability to express themselves (expression of feelings, feelings and ideas), (c) Learn some concepts related to human psychology, (d) Comply with the rules set by themselves and the coordinator”⁵³.

NESTOR for Father Parenting in Greece

As reported by the social worker of Grevena prison, an educational project was about to be implemented soon inside the prison facility, involving incarcerated fathers (sex-offenders included) acting as trainees and the two social workers- employees of the prison acting as adult educators/ coaches. The project’s name is “NESTOR – A National Network of Schools for Parents in Prison - Enhancing Responsive Father Parenting”

⁵¹Alexandros Itsios and Christos Psychos, “Psychoeducation and Creative Employment in Prisons: An intervention-based case in the Correctional Institution of Grevena”, *Conference paper : 5th International Conference on the Promotion of Educational Innovation*, (Larisa, 11-13 October 2019).

⁵² *Ibid.*, 233.

⁵³ *Ibid.*, 234.

and its topic is the parenting training for parents in prison, especially father prisoners. The project⁵⁴ is aiming at strengthening family ties of affected families as well as contributing to the re-integration of incarcerated fathers. It employs a three step approach: “a. the development of a tailor-made methodology for enhancing parenting skills of prisoners, with a focus on the father’s role, b. building a critical mass of key professionals and providing them with the skills and tools required to develop schools of parents in prison”⁵⁵ and create and pilot a national network of 30 parent schools in 20 Greek prisons, which will serve to support the Greek Ministry of Citizen’s Protection Strategic Plan for the creation of an Academy of schools of parents in prison.

Grevena Prisons Children visiting area

Another example of best practice from Greece is the operation of “family/ children visiting area”, established in Grevena prison facility. The purpose of this establishment is the smooth rehabilitation of inmates, since a successful social reintegration requires the prisoners to maintain family contacts. More specifically, in specially designated areas outside the detention wings, prisoners can meet with their families in free visiting areas and particularly child-friendly spaces.

*Specific psycho-social assistance program for reducing the recidivism of the sexual abuses in Romanian prisons*⁵⁶

In Romania a specific psycho-social assistance programme for reducing the recidivism of the sexual abuses in Romanian prisons is being implemented. The program proposes 14 group sessions scenarios, along with guidelines and worksheets, to be used by psychologists and educators from prisons with inmates imprisoned for sexual abuses in order to help them admit the gravity of their acts, acknowledge the suffering of the victim and their role in triggering that suffering, repent and admit the legitimacy of the punishment, develop skills to be able to interrupt the negative cycle of the abuse. The program has been proposed in 2009 and piloted in Oradea prison and since then it has been introduced as a compulsory program in the Romanian prison system. This programme is offering the educators and psychologists which are working with

⁵⁴The project involves a Consortium of 5 partners from 4 countries - Greece, Austria, Bulgaria, and Cyprus. The coordinator KEMEA (Greece) will implement NESTOR together with the Hellenic Agency for Local Development and Local Government (E.E.T.A.A.) (Greece), VICESSE (Austria), Law and Internet Foundation (Bulgaria), and KENTHEA (Cyprus). The project is implemented under the Erasmus+ Programme of the European Commission.

⁵⁵ VICESSE- Vienna Centre for Societal Security, “NESTOR – A National Network of Schools for Parents in Prison - Enhancing Responsive Father Parenting”, available at: <https://www.vicesse.eu/nestor> (accessed 10 November 2022)

⁵⁶ DECSEI-RADU, Alina-Ramona, PRIPP, Cristina (2009). Program specific de asistență psihosocială pentru reducerea recidivei în abuzurile sexuale. National Administration of Prisons (Ministerul Justiției și Libertăților Cetățenești).

sex offenders within the prisons a specific set of guidelines and ready-to-use activities that they can apply within the group sessions with the inmates. The introductory part of the program also explains therapeutic methods and techniques to be used with sexual abusers, thus having a strong educational component for the specialists' competences regarding this target group. Nevertheless, data regarding the efficiency of the program upon the recidivism rate of the sex offenders who are attending during their imprisonment are not available.

Research regarding the effect of prison visits on the prevention process of sexual recidivism in the context of Romanian penitentiary system⁵⁷

Another example of good practice from **Romania** is the research regarding the effect of prison visits on the prevention process of sexual recidivism in the context of Romanian penitentiary system. The article, published in the Revista de Practică Penitenciară (Prisons' Practice Review), presents the results of a qualitative research conducted on 10 sex offenders from one prison in Romania, focused on analyzing the impact of the family support group and visits on the recidivism rate of the inmates. The article stresses the fact that frequent family visits and the feeling of having a continuous support from the family are important elements that could have a positive impact upon the rehabilitation of the sex offenders. The research points out that frequent family visits for the prisoners and especially for sex offenders are a best practice, as it helps their correctional and educational process during imprisonment and it influences their recidivism rate post-liberation. The research brings qualitative data regarding the positive impact of family visits and family support upon the success of the educational process during imprisonment, the re-integration process post-liberation and the recidivism rate. The article also proposes specific procedural measures in order to encourage and facilitate family visits and family support for prisoners during their imprisonment.

The treatment field of sex offender: UTI (Unità di Trattamento Intensificato per autori di reato sessuale, ex DPR 230/2000, Prison of Milano-Bollate, Lombardy Region), project of Soc Coop Soc CIPM⁵⁸

This "treatment field" was realized in Milan by the CIPM at the Milan, Monza, Pavia prisons and, above all, at the "Unità di Trattamento Intensificato" at the Milano-Bollate prison. The Unità di Trattamento Intensificato (UTI) for sexual offenders was created in 2005. Treatment can take place in "independent institutes or sections of institutes

⁵⁷ For more info please visit the webpage at <https://anp.gov.ro/revista-de-practica-penitenciara/wp-content/uploads/sites/52/2019/01/Vizitele-%C3%AEn-penitenciar.pdf>

⁵⁸ For more info please visit the webpage at www.cipm.it

that guarantee an intensified treatment” in accordance with article 115 of DPR 230/2000 of the Italian Law. The participation to Project lasts one year. It has a clinical-criminological nature and, thanks to a multifactorial approach, provides the distribution of prisoners (about thirty per year, rapists, child molesters and Ped pornographies) within a specific section in the "protected" department of the C.R. of Milan-Bollate. The prisoners are known by the professionals of the CIPM (psychologists, criminologists, educators) at Lombardy region’s prisons and sent to CR of Milano-Bollate; the division into two treatment groups, identical for thematic, vehicle to favor indirect learning, comparison, growth, mutual support; the constitution of an "average reliable" environment, which facilitates psychic safety, the registration and protection of the contents of the work; the procedure of a "negotiation agreement” with the UTI team; the building a bridge between intra and extra moenia: many prisoners, in agreement with the Judiciary, continue their criminological work at the Presidio Criminologico Territoriale of Milan. The project allows for working to reduction of relapse (280 users, 12 relapses, a 4% relapse rate: an interesting and well-wishing fact); contrast to secondary victimization and work with sex offender relatives with a Treatment Group at the Presidio; creation of best practice for taking charge and treatment of sex offender: assessment, risk assessment, specific clinical and not clinical Groups.

Oltre il muro (Prison of Vercelli, Piemonte Region), project of S.I.S.S.PE. (Italian Society of sexual psychopathology)⁵⁹

The project “Oltre il muro” was created by S.I.S.S.PE. in 2010 at the Vercelli Prison. The participation to Project lasts one year. It has a psychological/sexological nature and it provides for the identification of treatable sex offender, the involvement of about 20 prisoners in a year, the use of dynamic and static risk assessment tools, the risk management thought specific groups, the dissemination and sharing of acquired experiences. This project has different strengths, such as the fact that it is created by private entity in according with public body; it is inspired by the work of Probation Service of New Castle (UK), that it’s supervised by North Umbria University; it is a combination between GLM (Good Life Model) with TIC (Trauma Informed Care). In 2015, in partnership with CNR (National Centre of Research), the Italian validation of Risk Matrix test was made. Finally, the project allows forworking to reduction of risk of relapse; creation of best practice for taking charge and treatment of sex offender: assessment, risk assessment, and for specific clinical and not clinical Groups.

⁵⁹ For more info please visit the webpage at www.sispse.it/progetti/

3.3.EU-wide best practices

CEPOL Training Workshops

The European Union Agency for Law Enforcement Training (CEPOL) has been working with national training institutes in the EU, using learning as a lever to further strengthen law enforcement cooperation. These training and learning activities encourage the development of competencies that are vital for the internal security of the Union, promote the exchange of knowledge and experiences, and support the development of long-lasting professional networks. CEPOL employs a multi-layered approach to learning, with different types of training activities and online learning resources complementing one another. One of these activities was the e-workshop: “Combating Child Sexual Exploitation - Interviewing Child Sex Offenders”, which took place on May 2021. The aim of this e-Workshop was to improve performance of law enforcement officers around interviewing child sex offenders, by sharing best practices, methods, and tools for interview procedures⁶⁰. Another example was the Online Course: “Strategies in Managing Child Sex Offenders”, which took place on December 2021. The aim of this training activity was to assist Member States in sharing knowledge on application and coordination regarding transposition of the Directive 2011/93/EU of the European Parliament and of the Council of 13 December 2011 on combating sexual abuse and sexual exploitation of children, and child pornography. The learning strategy was focused on enhancing the capacity of European law enforcement officers to deal with management of child sex offenders⁶¹.

The Spanish way to SOCP (Sexual Offending Control Program): Programa de Control de la Agresión Sexual (PCAS)⁶²

⁶⁰CEPOL, “e-Workshop 2/2021: Combating Child Sexual Exploitation - Interviewing Child Sex Offenders”, available at: <https://www.cepola.europa.eu/education-training/what-we-teach/e-workshop/e-workshop-22021-combating-child-sexual-exploitation> (last accessed 25 October 2022)

⁶¹CEPOL, Online Course 26/2021: Strategies in Managing Child Sex Offenders, available at: <https://www.cepola.europa.eu/education-training/what-we-teach/online-courses/online-course-262021-strategies-child-sex-offenders> (last accessed 25 October 2022)

⁶² Garrido, V., & Beneyto, M. J. (1996). El control de la agresión sexual. Un programa de tratamiento para delincuentes sexuales en prisión y en la comunidad. Valencia, Spain: Ed. Cristobal Serrano Villalba; A. Martínez-Catena, S. Redondo, Psychological treatment and therapeutic change in incarcerated rapists The European Journal of Psychology Applied to Legal Context 9 (2017) 41–49; Ministerio del Interior. (2006). El control de la agresión sexual: Programa de Intervención en el medio penitenciario. Un programa de tratamiento para delincuentes sexuales en prisión (Manual del terapeuta) [Control of sexual offence: A treatment program for sex offenders in prison - A therapist manual]. Madrid: Ministerio del Interior. Secretaría General Técnica.

The program was used for the first time in 1996 in Barcelona. Then, it was extended to all Spain and in 2006 about 40 prisons used it. The participation to Project lasts for maximum two years and provides group treatment for twice weekly (two and half hours), the dissemination and sharing of acquired experiences, the use of PASSO (Psychological Assessment Scale for Sex Offender) to assess the specific changes and improvements experienced by sex offenders as a result of their participation in the program, a bridge with territory thanks to COSA (circle of support and accountability). The project aims at achieving positive personal changes with respect to attitudes, values and behavior, favor the change of risk factors, thoughts, routines, emotions of sex offenders, improving the creation of best practice for taking charge and treatment of sex offender. The highlights of the project were the identification of the treatment topic: relaxation training; analysis of history and personal development of each subject; cognitive distortions; emotional regulation; violent behaviour; coping techniques; empathy with victims; training for a positive way of life; sex and health education; change of sexual impulse; relapse prevention, widespread in Spain under the direction of Ministry; many researches on the Program and consequent adjustments.

4. Challenges and Conclusions

In conclusion, out of the desktop and fieldwork research in the partner countries, with the goal to design the didactic methodology, some significant challenges became clear. Specifically, many experts expressed their difficulty in handling sex offenders during their courses, due to multiple factors, such as loss of attention, disagreement, difficulty in understanding, concentration disabilities and more. Prison population in many European countries might be huge and many times classes may be divergent, so that experts need to be *careful that the topics of their courses do not have elements that might offend them*. As a result, an inclusive interactive training methodology, which would last few hours, splitting groups in small teams, would be effective. These methods should be taught to all prison experts, including prison guards on how to be delivered to all inmates, and how to tailor them to sex offenders. In addition, it is suggested that trainings should take place inside prison facilities, providing some motives such as a certification or another relevant intrinsic incentive. Some challenges that inmates need to surpass, include among others the stigma that might provoke feelings of non-acceptance and incidents of recidivism. Regarding sex offenders training challenges, there was a focus on the difficulties there might occur in the cooperation among inmates or when they should manage their emotions.

Consequently, most prison experts focused on the urgent need for the cultivation of daily communication skills, with empathy as a core skill, when handling with the inmates, as well as for more creative activities and sex education in terms of respect

of the human dignity and in terms of the informed consent issues. Experts agree on that they should all undergo introductory training as well as continuous training regarding all inmates, and especially sex offenders' management, as well as concerning the intercultural mentality they need to obtain, to better understand the path of sex crimes. In general, it was widely accepted that there is a need of information-based activities regarding legal framework and psychological assessment.

Most inmate interviewees expressed their interest to participate in targeted educational and psycho-educational programmes designed for sex offenders, suggesting that these modules focus on basic needs after their release such as: employment, housing, effective and realistic tools to use to erase the stigma of their offence when dealing with social outcry and punitive behaviours. Training should focus on relational and social skills as well as on strategies to recognise one's own emotions and those of the victim, namely a psycho education. Also, by developing proper communication skills, inmates will be rendered capable of better realise legal norms and prevent misunderstandings. Lastly, accessibility factors such as their ability to have access to such courses are considered vital, so relevant dissemination activities or initiatives are needed.

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Appendix 1 – Experts TNA Results (short version)

The experts as learners: Their role and background are multi-divergent. On some occasions, such as the Greek prison department of Grevena, they do not have expertise. Curricula should follow a balanced structure targeted both to beginners and advanced experts.

Key features of the methodological approach: tailor-made for training delivery in prison facilities, targeting experts who often have limited resources, in a comprehensive curriculum (units of 45’-60’ duration).

Engagement: Trainers of the trainers should promote participation via written, oral, or action-based activities, focus on interactive and collaborative learning for the experts to be engaged.

For Module 1: Legal Framework in National & E.U. context (see pp. 21-32)

✓ **Structure logic:** *Follow the training needs’ assessment, and fill-in the content based on the theoretical part input pp. 21-32 & indication of best practices in p.50.*

✓ **Module components and methods**

- **Unit about “The definitional challenge”**

Address definitions of rape, sexual assault, sexual aggression, sexual harassment, pedophilia, sexual abuse, consent, sexual violence, sexual exploitation, crime against sexual freedom, crime against the person, legal sexual misconduct, maltreatment.

Method: *Presentations*

- **Several Units for Experts Legal Trainings: they should address among others** *national legal framework and main definitions about sex offences, national Penal Code, EU framework: Framework Decision of 22 December 2003, Directive 2011/36/EU of the European Parliament and of the Council of 5 April 2011, Directive 2011/93/EU of the European Parliament, Directive 2011/99/EU of the European Parliament and of the Council of 13 December 2011, Directive 2012/29/EU of the European Parliament and of the Council of 25 October 2012.*

Method: *Seminars, and digital / printed theory to study at home.*

✓ **Learning objectives**

Upon completion of this module, experts should have a clear understanding of:

- *the overall methodological principles of prison adult-education training delivery;*
- *the needs in relation to legal framework about sex offences in the beneficiary countries and in the EU;*

- *the key penal sanctions and the key definitional terms.*

For Module 2: Intercultural Awareness (see pp. 32-36)

✓ **Structure logic:** *Follow the training needs' assessment, and fill-in the content based on the theoretical part input & indication of best practices in p.50.*

✓ **Module components and methods**

- **Units for Experts Intercultural Trainings:** *they should address among others the national cultural background regarding religious differences, dress code for women, marriage of minors and children rights, the position of women in society, moral laws in the EU and third countries, Islam traditions, cross-cultural courses including key words, basic concepts,*
Method: Seminars (drafted in a way to foresee the direct involvement of cultural mediators) and digital / printed theory to study at home.

✓ **Learning objectives**

Upon completion of this module, the experts should:

- *Be able to discern cultural traits and backgrounds and teach intercultural awareness effectively;*
- *Be fully aware of the different intercultural traditions, societal norms, moral laws, and basic cultural concepts in the EU countries*
- *Be able to design gender equality modules.*

For Module 3: The Psychology behind the Sex Offence (see pp.36-40)

✓ **Structure logic:** *Follow the training needs' assessment, and fill-in the content based on the theoretical part input pp.36-40 & indication of best practices in p.50.*

✓ **Module components and methods**

- **Units for Experts Psychology-Education Trainings:** *they should address among others, to learn how to train sex offenders for a successful rehabilitation > stress and emotion management for experts; psychological and personality disorders informative class; de-sensitisation techniques for experts; learn how to tailor the course based on a sex offender with specific psychological disorder, for example anti-social disorder differs from depression, and they might need tips for better adjustment.*
Method: Seminars (drafted in a way to foresee that they could also be taught to experts who are not psychologists) and digital / printed theory to study at home. Seminars to be designed for in-prison delivery.

✓ **Learning objectives**

Upon completion of this module, the experts should have:

- *Comprehended the most psychological disorders;*
- *Empathised with the psychological challenges faced by the sex offenders and be able to de-sensitise themselves from the situation;*
- *Learned how to identify potentially significant behaviours which sign for an alarming behaviour (signs of self-harm, etc.);*
- *Learned how to apply data protection measures in a manner appropriate for this type of training which might consist of important personal data exchange;*
- *Reflected on the topics at hand and their own capacity to address them as trainers.*

Curriculum suggestion: *Neuroeducation tools could be proved useful to reconstruct the current distorted beliefs. Please see Eye Movement Desensitisation and Reprocessing (EMDR) techniques and relevant applicability in prisons, where there are accredited psychologists available.*

For Module 4: Communication Skills for experts working with Sex Offenders (see pp. 40-44)

✓ **Structure logic:** *Follow the training needs' assessment, and fill-in the content based on the theoretical part input pp. 40-44 & indication of best practices in p.50.*

✓ **Module components and methods**

Units for Experts Communication Upskilling: *training curricula should contain among others, to learn how to work effectively with sex offenders and deliver trainings with a positive impact of rehabilitation, non-recidivism and relationship building, the answers were mainly focused on: Mental endurance and elements of character such as patience, persistence, diplomacy, non-discrimination or empathy; Fostering neutral approach to prevent any prejudice that may influence them; Capacity for unconditional acceptance.*

In general, it was concluded that experts / prison educators should be:

- *Stable and self-conscious, by keeping the proper emotional neutrality and not engaging to the situation described by the inmate though recognising their feelings;*
- *Authentic and non-biased, by not being prone to prejudice;*
- *Bounded, by overcoming the maneuvers – schemas of languages of the inmate trainee and keeping equal distances, i.e., without creating false expectations or selective attention relationships;*

- *Resilient and Flexible, by managing effectively conflicts that may arise and discussing with logical argumentation and rational syllogism, offering applicable solutions and advice and be able to recover easily from a possible shock cause from a sexual crime of a trainee;*
- *Adaptive, by using simple and understandable speech adapted to the inmate group dynamics*
- *Empathetic, by listening attentively to the inmate trainee with interest, developing dialogue-based discussion (dialectic strategy);*
- *Independent, by recognising signs and symptoms but solve problems independently, by believing in their knowledge and skills with confidence.*
Method: Lecture, Interactive discussion, Role playing exercises and Seminars to be designed for in-prison delivery.

✓ **Learning objectives**

Upon completion of this module, the experts should have:

- *Gained general knowledge of the principles of adult learning and of the communication skills required to facilitate heterogeneous small classes;*
- *Acquired the necessary soft skills for the delivery of culturally sensitive and context-relevant trainings to sex offenders;*
- *Gained the capacity to create training material for participatory learning and communicate effectively;*
- *Reflected on cases they have experienced and create a back-up of communication behaviours to use.*

Method: Discussion in breakout groups with physical presence; individual courses for special occasions; considering to engage external actors, such as Civil society organisations that provide for lifelong learning sessions and collaborate with them in the design and implementation of interactive courses.

For Module 5:

For prison experts, it is important to learn how to use risk assessment tools (please see page 52 of this document for in-depth presentation of examples and templates to create).

Project result 3 should thus focus on effective risk assessment tool design for experts, self-assessment templates and effective monitoring.

Appendix 2 – Sex Offenders TNA Results (short version)

The sex offenders as learners: Their profile consists of a diverse multi-divergent group.

Key features of the methodological approach: tailor-made for training delivery with limited resources – short curriculum.

Engagement: Focus on interactive and collaborative learning, less on lecture and more in activities.

For Module 1: Legal Framework in National & E.U. context (see pp. 21-32)

✓ **Structure logic:** *Follow the training needs' assessment, and fill-in the content based on the theoretical part input pp. 21-32 & indication of best practices in p.50-56.*

✓ **Module components and methods**

- **Unit about “The definitional challenge”**

[definitions of rape, sexual assault, sexual aggression, sexual harassment, pedophilia, sexual abuse, consent, sexual violence, sexual exploitation, crime against sexual freedom, crime against the person, legal sexual misconduct, maltreatment]

Method: Presentations

- **Units for Sex offenders Legal Trainings:** *national legal framework and main definitions, national Penal Code, EU legal framework.*

Method: icebreakers/ sharing of experience in workshops/ Presentations/ Video class/ audiovisuals.

✓ **Learning objectives**

Upon completion of this module, all trainees (both experts and sex offenders) should have a clear understanding of:

- *the overall methodological principles of prison adult-education training delivery;*
- *the needs in relation to legal framework about sex offences in the beneficiary countries and in the EU;*
- *the key penal sanctions and the key definitional terms, in order to avoid misunderstandings and misconduct.*

For Module 2: Intercultural Awareness (see pp. 32-36)

✓ **Structure logic:** Follow the training needs' assessment, and fill-in the content based on the theoretical part input pp. 32-36 & indication of best practices in p.50-56.

✓ **Module components and methods**

- **Units for Sex offenders Intercultural Trainings:** national cultural background regarding religious differences, dress code for women, marriage of minors and children rights, the position of women in society, moral laws in the EU

Method: icebreakers/ sharing of experience/ Presentations/ Video class/audiovisuals.

✓ **Learning objectives**

Upon completion of this module, the sex offenders should:

- Be able to integrate easily in the national context of their current location;
- Be aware of cultural traits that are not legally accepted (for example child marriage);
- Be fully aware of the core EU values.

For Module 3: The Psychology behind the Sex Offence (see pp.36-40)

✓ **Structure logic:** Follow the training needs' assessment, and fill-in the content based on the theoretical part input pp.36-40 & indication of best practices in p.50-56.

✓ **Module components and methods**

- **Units for Sex offenders Psychology-Education Trainings:** emotional management strategies, schema therapy of Young; understanding the impulsion, understanding the schemas, understanding denial; motivations to deviant sexual acts; single-factor and multiple-factor theories of sexual offending; Integrated theory; labeling theory.

Method: Presentations, Video class, dialogue.

✓ **Learning objectives**

Upon completion of this module, the sex offenders should:

- Feel able to re-integrate and manage family or society disapproval;
- Be aware of emotional management strategies;

- *Have received self-awareness and self-improvement courses.*
- *Reflected on the topics at hand and their own capacity to address them as trainers.*

Curriculum suggestion:

*Neuroeducation tools could be proved useful to reconstruct the current distorted beliefs. Please see Eye Movement Desensitisation and Reprocessing (EMDR) techniques and relevant applicability in prisons, **where there are accredited psychologists available.***

For Module 4: Communication Skills for Sex Offenders (see pp. 44-46)

✓ **Structure logic:** *Follow the training needs' assessment, and fill-in the content based on the theoretical part input pp. 44-46 & indication of best practices in p.50-56.*

✓ **Module components and methods**

In general, it is concluded that sex offenders have urgent need for social – relational – professional skills and soft skills training, to easily re-integrate and prevent recidivism.

Based on the findings, the Indicative units shall include among others:

- *Basic literacy & communication skills*
- *Psychology classes designed for sex offenders, including: stress management, emotion management, class for drug and alcohol abuse, criminal thinking errors, victim empathy and awareness, assertiveness training, repressed impulses recognition and schemas, language and communication for better self-expression*
- *Legal education, designed in simple language, easy to beginners*
- *Foreign languages designed for all levels*
- *Course on European values and ethics, designed for beginners*
- *Art-therapy sessions*
- *Sports*
- *Sexual education*
- *Social skills and how to manage the stigma*
- *Healthy relationships*

Method: CoSA, the volunteer-driven and community-based circle of support and accountability, Discussion in breakout groups with physical presence; individual courses for special occasions; considering to engage external actors, such as Civil society organisations that provide for lifelong learning sessions and collaborate with them in the design and implementation of interactive courses.

✓ **Learning objectives**

Upon completion of this module, the sex offenders should have:

- *Been engaged to interactive discussions related to the indicative curricula;*
- *Worked collaboratively and understood the legal, cultural, psychology-oriented classes and feel able to rehabilitate and manage their thoughts, develop their learned skills and recognise the thinking errors.*

For Module 5:

For sex offenders, it is important to learn how to assess their performance, development and showcase their effort as well as to assess the experts' training and indicate further needs (please also see page 52 of this document for risk and performance assessment examples and templates to create).

Project result 4 should thus focus on effective self-assessment templates to be used by sex offenders and training assessment templates for the continuous training development and optimisation.