THE POSITION OF YOUTH INMATES IN CORRECTIONAL PENITENTIARY FACILITIES: CONTRADICTION BETWEEN AIMS AND POSSIBIITIES FOR RESOCIALISATION

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Abstract:

Juvenile crime, its causes and consequences, the system of juvenile justice, as well as the processes of re-socialization and rehabilitation of young people in the correctional penitentiary facilities are subject of interest of many criminologists, penologists, and criminal justice scholars. In the whole system of juvenile justice, the position of youth in penitentiary institutions is a special area of analysis, attention and research. Exactly, the processes of adaptation, re-socialization and rehabilitation of the youngsters accommodated in those institutions depend on their treatment, protection and disciplinary measures applied to them.

In this regard, certain respective topics are a subject matter of theoretical exploration in this paper. Those are: the specific features of the young convicted persons related to their developmental period and their impact on the imprisonment, the models of adaptation of the prison conditions, and the issue of distrust of the processes of re-socialization. In this part, three important theories have been elaborated: Sykes (1958) and Goffman (1961) theory of deprivation, Irwin and Cressey (1962) theory of importation, and Agnew (1992) general strain theory.

Key words: correctional penitentiary facilities, re-socialization, importation, deprivation, general strain theory

1. INTRODUCTION

Juvenile crime, its causes and consequences, the system of juvenile justice, as well as the processes of re-socialization and rehabilitation of young people in the correctional facilities are subject of interest of many authors within criminal justice, criminological and penal academic community. In the whole system of juvenile justice, the position of youth in correctional penitentiary institutions is a special area of analysis, attention, and research. These are juvenile perpetrators of criminal acts that are in conflict with the law, criminally responsible, who came in contact with the system and "entered" in the penitentiary institutions. Exactly, the processes of adaptation, re-socialization and rehabilitation depend on the treatment, protection and disciplinary

treatment of young people accommodated in those institutions. Therefore, the position of young inmates in the correctional and penitentiary facilities should be paid special attention, not only by those who are competent to "write" and enact the rules and policies, but even more, by those who implement them.

And, as the aims and values of the juvenile criminal law are based on the principles of the best interest of the child, of their protection, upbringing and proper development and of restorative justice in order to divert juvenile offenders from the formal criminal justice system, a number of questions are raised: (1) Are correctional penitentiary facilities suitable for young offenders, having in mind their insufficient emotional, cognitive, social, and moral maturity? (2) Is the separation of young inmates from the primary family an appropriate measure? (3) Can successful re-socialization and rehabilitation be realized in conditions of non-freedom? (4) How do young people experience the correctional facility and what are the most common ways of adaptation? (5) What does successful adaptation and re-socialization depend on?

These and similar questions have been posed for decades by criminologists, psychologists and penologists who are trying to propose strategies and treatments to reduce the pains of imprisonment. In that sense, in addition to the theories that explain the deviant and delinquent behaviour, there are also theories that explain the processes of adaptation in the correctional and penitentiary facilities. In fact, most theories within penology give arguments about their inhuman, anti-therapeutic and degrading character, which, instead of having positive impact, they further exacerbate the mental and social situation of the young inmates.

However, in analyzing such and similar issues, one should always take into consideration the influence of age, insufficient emotional, cognitive, social and moral maturity, since young people are persons in development who are most affected by the factors of socialization in that period (family, friends, or school). Additionally, the period of adolescence is a turbulent period when young people want to gain identity and to demonstrate masculinity, pride, ego, dominance and control over themselves and the environment.

2. SPECIFIC CHARACTERISTICS OF THE PERSONALITY IN THE PERIOD OF ASSOLESCENCE

Modern developmental psychology understands adolescence as a period of growth, both physically and psychologically. In that period, the contemporary social context in which young people grow is also contributing, because in the 21st century young people develop biologically earlier and socially slower. Maturation is slower because, young people need to adapt to rapid changes, to accept the novelties, and to adopt strategies to overcome emerging problems in the modern world. According to developmental psychology, adolescence is divided into three periods: early adolescence (14 to 17 years), mid adolescence (up to 17-18) and late adolescence (up to 23-25 years). According to that psychology, each developmental period in life brings special development tasks and degrees of maturity, which influence the behaviour of people and the general adaptation of the challenges of life. Therefore, each person needs to overcome them in order to successfully transit to the next stage and to face new challenges and new development tasks.

So, in the period of adolescence, there are significant changes in all areas of social life, in the family, and in contacts with the friends. Young people are expected to adapt to the bodily changes, to build emotional independence, to develop intellectual maturity, to form new and stable relationships with peers, to gain communication skills and socially responsible behaviour. Also, it is expected to form an attitude towards the profession and work, to prepare for economic

independence, for marriage and for family responsibilities, as well as to form a personal identity and a personal view of the world (Brkovik, 2011: 311). Contacts with the family are reduced, but with the peers are increased, because the later receive stronger and more complex forms (Brkovik, 2011: 316). Peers strive towards closer and true friendship, commitment, and mutual respect.

Therefore, research shows that the quality of peer and friends relationships are the best prognosis for individual adjustment at a later age, because in the group adolescents are aware of their interests, abilities and personality characteristics. By belonging, they acquire a social position, find peers who have similar interests, desires and beliefs, and thus receive emotional support (Brkovik, 2011: 317). So, in general, unsuccessful overcoming of development tasks leads to inappropriate behaviour in the peer group, and at the individual level, personal dissatisfaction arises.

Identity formation

In the process of independence, the adolescent builds identity that encompasses all previous experiences as a basis for independence and individuality. This process involves development of attributes, beliefs, attitudes, motives, values system, behaviour style, direction, and desires. Identity also includes a cognitive and affective component, of which key factor is self-esteem. As the structure of identity develops, the person is aware of their uniqueness, but also of their similarity with others. Persons with weak identity need to constantly "mirror" the others and based on their reactions to evaluate themselves and to gain self-image. On the other hand, young people with stronger identity have high self-esteem, resistance of stress, less conformity and ability to express their affection. They are certain in their life preferences and have more motives for personal achievements.

Citing the basic characteristics and development tasks in the period of adolescence, we return to the previous questions: How these characteristics of the personality of the adolescent, their expectations and developmental tasks that are expected during that period of the life cycle can "survive" under conditions of non-freedom, without causing additional disturbances to their personality? Is that possible to achieve? In response to these questions, the first thing to say is that the deprivation of liberty and the induced deprivations "diminish" or "postpone" the expected developmental tasks that either did not start or ceased. Second, they need to be aware of their age because young people are a special vulnerable category of convicted persons and they need to know and understand individual and social changes that influence the processes of adaptation and re-socialization in the correctional facilities. For example, their under-maturity, pure understanding of social relations and the increased level of aggressiveness and self-centeredness are indicated as basic differences with older inmates. Also, in terms of their status, young people often use the ability for physical attacks, as well as the possession of material goods that help them to strengthen their status. Nevertheless, their safety depends on the protection of staff that often directs the behaviour of young people (Finlay, 2003).

Regarding the aggressive and emotional state, young offenders are more likely to have inappropriate behaviour in prisons and disturbance of their emotional health (Gendreau, Goggin, & Law, 1997; Kuanliang, Sorensen, & Cunningham, 2008, Fazel, Doll, & Långström, 2008; Murrie, Henderson, Vincent, Rockett, & Mundt, 2009). Hence, they as inmates are a particularly vulnerable category and therefore the investigation of their position in the correctional penitentiary facilities is of particular interest.

3. CERTAIN MODELS OF ADAPTATION TO CORRECTIONAL FACILITIES

Imprisonment is a stressful and traumatic experience for everyone. Clemer (1940) is among the first who, in his classic work "The Prison Community", explains the changes that inmates face in the penitentiary institutions. He describes the process of imprisonment and its effects on the behaviour of convicted persons as imprisonment (Monteiro E. Carlos, 2015: 29). In particular, his concept of imprisonment refers to adoption of, to a greater or lesser extent, the customs and culture of the institution and to development of a prison code that regulates behaviour and establishes hierarchies within the prisoner subculture (Goncalves C. Leonel, 2014: 7).

Gresham Sykes (1958) also argues in his work "The Society of Captives" that psychological and social restrictions related to imprisonment force the inmates to create a social system for adapting prison life. Because of the various limitations and deprivations, the inmates accept different strategies for adaptation and coping, and one of them is the development of a subculture that opposes the conformity and the process of institutionalization (Monteiro E. Carlos, 2015: 29).

Goffman (1957) writes about the negative consequences of the imprisonment, which in literature is recognized by his thesis about prisons as total institutions. According to him, convicts must adapt to a new environment that functions independently of their individual needs and desires (Monteiro E. Carlos, 2015: 35). He points out that prisons control every aspect of life in the prison, which deprives the inmates of their individuality. There are many pressures that cause negative emotional responses: anger, anxiety, or depression, which force inmates to accept certain adaptation strategies (Monteiro E. Carlos, 2015: 96). Additionally, Goffman (1961) notes that the process of imprisonment deprives inmates of the feeling of self-identity, interrupts their autonomy, prevents to exercise certain social roles (within family, work, peer group) that they previously had and restricts their communication with the outside world. Because of that, Goffman designates this process as *depersonalization (or death) of personality* (Harvey, 2007: 30).

Apart from the above-mentioned early scholars and their first classical studies, other authors also dealt with the initial reactions or consequences of the imprisonment. According to Gibbs (1982), when they enter the prison, young inmates face psychological and physical limbo. The first stage is confronting uncertainty (Harvey, 2007: 30) because, due to the loss of control and freedom, young people are initially preoccupied with thoughts about their safety (Harvey, 2007: 38). In this regard, research shows that convicted persons when they enter prison are afraid of violence, insecurity, and therefore, fear is the dominant feeling. This stems from the loss of control over their life that they have before imprisonment. In particular, deprivation of liberty limits the ability to make decisions, which means that the control over the result (or the output) is lost. Second loss is the freedom of choice in the correctional facility, while the third loss is predictability, i.e. the ability to know and expect what would happen in the future (according to Goodstein et al. (1984), Harvey, 2007: 39). The last loss is related to reliability and to the sense of fear. So, if individuals cannot control their world, they can develop "learned helplessness" which makes them dependent (Seligman, 1975, Harvey, 2007: 39).

In addition, the entry into the correctional facility causes stress and leads to a crisis of identity that can be manifested by self-harm, sleeplessness or thoughts of suicide (Harvey, 2007: 27). In fact, the loss of freedom, personal identity and family ties is a frightening, disorienting event for any person. The imprisonment deprives them of support from family, friends, school, from various sports and other activities that help them to cope with anxiety and insecurity and exposes them to a negative peer culture.

In this regard, the literature recognizes Toch (1977) study of the psychological consequences caused by the interaction between the person and his environment (Harvey, 2007: 52). According to him, in order to successfully adapt to the environment, there should be a balance between the needs of the person and the environment. He cites seven needs: security, privacy, structure, emotional protection, support, activities, and freedom. They should be compatible, which means that the environment should possess the resources to satisfy them, as the fulfilment of individual needs also determines the adjustment in the institution. But it is a process that involves multiple phases. At first, the young person should learn the rules, the regime, other inmates and staff, which is a practical adjustment. Then they need to be socially adjusted to the environment, i.e. to develop appropriate relations and communication with the formal and informal prison system, as well as to maintain, but to reduce the relations with the outside world. The third phase is emotional management and psychological adjustment in stressful situations (Harvey, 2007: 56-57).

Handling in prison

Handling in prison implies the way in which convicts deal with stressful experiences and adapt to the new environment. The ways of dealing can be different: avoiding problems, creating friendly relationships, working, or praying. In the literature, three types of adaptation are dominantly recognized (Matthews, 1999):

- *Collaboration (or colonization).* It is a conformist behaviour of the inmates who avoid conflict situations and actively cooperate with the staff and participate in the treatment activities.
- *Retreat.* Inmates refuse to take part in treatment activities and to communicate; they retreat into themselves and may develop depression and attempted suicide.
- *Resistance and revolt.* This way of adaptation involves disobedience, resistance, use of aggression, physical and psychological violence against other inmates and against staff.

So, the inmates adopt certain strategies for adapting the prison life, some of retreat, others of deviant behaviour (Hochstetler & DeLisi, 2005: 257). What they adopt depends on the environmental and personal characteristics, as well as on their own sense of protection from victimization. Contrary to the processes of adaptation, each stay in the institution must have content, essence, and purpose. For young people characterized by inappropriate behaviours and risk factors, the imprisonment should be used to apply appropriate psychosocial treatments to help them to improve their behaviour, to learn how to cope with the problems, to reduce risk factors and to help them develop the accepted system of moral values. All this should be done by applying individual and group treatments, counselling, conversations, education, training, assistance, and support in dealing with specific problems. These activities are part of the overall process of re-socialization and rehabilitation in penitentiary institutions. But there are optimistic and pessimistic views for the success of these processes.

The optimistic view is related to the application of appropriate standards in terms of formal aspects such as: adequate categorization of institutions by type of security, classification of inmates according to their personal characteristics and degrees of risk, and existence of appropriate services in relation to accommodation, food, hygiene, contacts with the outside world and treatment. Under such conditions and with their consistent respect, supporters defend the thesis that the prison sentence is an appropriate punishment for re-education, rehabilitation and successful reintegration of inmates in the society. For example, certain studies show that rehabilitation programs, based on the personality of the convicted person, can cause positive changes in their behaviour because the

goal is not isolation, but creation of conditions for reintegration in the community. In that sense, supporters are referring to five principles that need to be respected in the processes of re-socialization: risk, need, suitability, professional discretion and integrity (Andrews & Bonta, 1998) cited in Casey & Day, 2008: 21).

The principle of risk implies the perpetrators, who are at a greater risk of repeating the crime, to be part of rehabilitation programs in the penitentiary institutions. It is necessary to identify the risk factors associated with their personality and with the social environment (family, school, neighbourhood, and friends). Adequacy means that programs need to be adapted to the specific characteristics and needs of young offenders and to their skills and abilities for change. For example, in the literature and in practice, training programs for improvement of cognitive and social skills are recognizable. The Reasoning and Rehabilitation Program (Ross & Fabiano, 1985), conducted in British prisons, pays special attention to the cognitive processes and the criminal motives of the offenders. Evaluations and findings from their running show that mental health can be improved, especially among those who are prone to self-harm (Casey & Day, 2008: 42).

Distrust in the process of rehabilitation towards inmates
The strongest argument against the effectiveness of the rehabilitation process is the contradiction between the essence (the achievement of justice and retribution i.e. just desert principle) and the purpose of the sentence (special and general prevention). A man who is isolated from the outside world cannot be re-socialized in company with persons who once or twice were in conflict with the law. The convicted person under institutional treatment learns how to properly live in society, listening advices on basic moral values, on life's freedom, how to respect other people. This experience cannot be learned in prison, because the institutional treatment of inmates is primarily required to adapt to life inside the penal institution. The example of some countries where criminological investigations were conducted in the penal institutions shows that the application of a rehabilitation treatment does not give better results than those provided by classical prisons (in which no treatment is applied), which means that the re-socialization and special prevention against convicted persons cannot be achieved in prisons (correctional penitentiary facilities).

Also, imprisonment does not only mean limiting freedom of movement but offenders are put in a state of addiction, and therefore, prisons are contradictory (Sparks & McNeill, 2009). They, as institutions of social control, exert certain influence on the individual feelings and perceptions, and inmates perceive themselves in a forced and negative way. In this context, based on certain findings regarding efficiency of the prison sentence and the success of the rehabilitation programs, several theses are confirmed: (1) the imprisonment does not reduce the rate of recidivism, (2) the imprisonment drags young people even deeper into the criminal justice system and increases their deviant behaviour, (3) there is little connection between the imprisonment and the crime rate in the community, (4) the imprisonment increases the chances for self-harming and (5) young people in the penitentiary (and educational) correctional institutions are often victimized by more aggressive inmates. Some of those theses are discussed and explained by several important theories within penology.

4. SIGNIFICANT THEORIES IN PENOLOGY

In the literature, there are many papers, books, research studies and reports related to the influence of the prison environment on the convicted persons, their mutual influence, the role and significance of the rehabilitation treatment, the characteristics of the convicted persons and their

connection with the processes of adaptation, for the "pains" of imprisonment, etc. (Clemmer, 1940, Irwin & Cressey, 1962, Sykes, 1958, Toch, 1977, Zamble & Porporino, 1988). All of them are mainly researched by several theories within criminology and penology, such as importation and deprivation theories, theories of social learning and differential association, theories of social control, general strain, social support, and life cycle.

4.1 Deprivation theory

The theory of deprivation is based on the classical work of Clemmer (1940), Sykes (1958), and Goffman (1961) according to which inadequate prison adaptation (violence, aggression, anxiety, depression, stress, and suicide) results from a restrictive prison regime. Deprivation produced by the prison itself produces aggressive and self-destructive behaviour. Sykes (1958) speaks of "pains of imprisonment" to describe deprivation. He identified five specific pains and suggests that the inmates successfully adapt to them, through the development of prison solidarity and a system of prison roles (forming a prison society). Deprivations are caused by the loss of freedom, of material goods and services, of heterosexual relations, of autonomy and security. According to him (1958), the prison is a social system in which complete social control is maintained, which forms the basis of the "pains of imprisonment". The movements of the inmates are limited, they are separated from their families, relatives and friends, and they are deprived of certain goods and services, and cannot actively participate in the decision-making process on certain issues related to them and their lives, inside as well as out of the institution. They are completely dependent on the decisions of the prison staff and, therefore, their lives are controlled, or regulated by the rules set by the prison administration. Deprivation of safety includes fear of physical aggression and exploitation, as well as fear of psychological threats and violence.

Goffman (1961) describes prisons as "total institutions" in which a large number of convicted persons are abandoned by a wider society for a certain period. Life is administered, or controlled and monitored by staff. This formal life cycle causes inability of inmates to cope with certain aspects of the institutional life and leads to death of personality. From all of these deprivations, the most difficult to experience is the discontinuation of relationships with the outside world, because life inside the penitentiary institutions is intimately connected to life outside. They are two related spheres. Convicted persons take the outside world with them when they are locked up and devote significant time and energy to preserve, and even to reinforce, the connections with the world (Ogilvie & Lynch, 2001: 336). On the other hand, deprivation requires from the inmates to adapt to imprisonment by improving their own behaviour, thoughts, and self-identity. Such negative processes in penitentiary institutions reduce the chances of a positive change in their behaviour. They are closed institutions, with a special regime and rules of conduct, with a rigid hierarchy of management, where prison staffs use coercion to control and discipline the inmates.

4.2 Importation theory

The importation theory highlights the importance of the characteristics of convicted persons (previous socialization, marginalization, deviance, value system, education, family environment, personal characteristics, etc.) and their influence on adaptation processes in penitentiary institutions (Irwin & Cressey, 1962; Irwin, 1970). In fact, it explains how the beliefs, attitudes and behaviours acquired outside, and which inmates bring with them, reflect in the correctional facilities. Its basic thesis is that in correctional facilities it is created culture which is reflection and manifestation of the world that is experienced before imprisonment. This is contrary

to the thesis that domicile (prison) culture and behaviour is dictated by deprivations caused by the imprisonment (Ogilvie & Lynch, 2001: 333).

In addition, the importation theory is focusing on the connection between the imprisonment and the sense of identity of the inmates. The question of how they perceive themselves in the correctional facilities is related to the question of how they experience themselves outside, in the community and society. If, due to the structural inequality in society, inmates position themselves as powerless, disadvantaged and with unequal chances in life, they will have similar experience in the facilities. In this context, the young inmates feel that their position and condition is subject to forgetfulness, inequality and abuse of power in society (Ogilvie & Lynch, 2001: 330).

There is still a debate in the literature about the extent to which adaptation processes are affected by: (1) the factors related to the environment and other situational factors (according to the model of deprivation) or (2) the factors that are entered by the inmates (according to the importation model) (Dhami K. Mandeep, Ayton, P., Loewestein G. (2007: 1085). Within this debate, certain scholars are more prone to the importation model (Irwin & Cressey, 1962) advocate that the individual factors of the convicted person (i.e. their individual characteristics, the criminal history, the influence of the family, friends, etc.) have greater impact on the prison adaptation. Actually, first advocates of this model (Irwin and Cressey, 1962) criticize the deprivation model as too narrow because it ignores the individual characteristics of the convicts, which largely determine their further behaviour in prison. According to them, the conduct of convicted persons cannot be understood only through consideration of "prison culture" as an isolated system which is conditioned solely by the factors related to the prison environment. In fact, the behaviour "inside" is transmitted from outside and this is influenced by the already acquired system of values, because the "prison code of conduct" can be better understood through the "street code" of the offenders. It is assumed that those risk factors that contributed to committing offenses outside are also risk factors that influence prison adjustments. So, the previous life, criminal career and other risk factors shape the way in which inmates adapt and behave in the institution. Hence, the task and purpose of the prison system is, by applying certain measures for assistance and protection, to eliminate, i.e. neutralize the negative impact of criminal factors, because in contrast, the convicts continue their criminal paths in the penitentiary institutions. The underlying thesis is that convicts bring with them their own past that implies that their criminal behaviour is repeating (Jones D. Caitlin, 2012). In other words, the behaviour of young inmates in penitentiary institutions is more a result of their individual pathology than the result of deprivation from imprisonment and from other negative consequences related to prison environment (DeLisi, Trulson, Chad, Marguart W. James, Drury J. Alan & Kosloski, 2011: 1187).

The criminal factors associated with deviant and criminal behaviour can be divided into several groups: (1) the basic risk factors that are divided into individual, family and school factors, (2) criminal peer group, (3) attitudes, values and inclinations, (4) self-perception and sense of identity, and (5) structural processes of marginalization, stigmatization, social exclusion, and prejudices.

4.3 General strain theory

Agni General Strain theory (1992) is developed in response to the limitations of the classical Strain theory by Robert Merton. He, in contrast to Merton's theory, takes the strain as a social-psychological, rather than a social-structural variable. Agni studies strain in the field of psychology and sociology, and crime as a mechanism or a way to adapt and deal with it. As major life events and chronic strain accumulate, the individual loses the ability to cope with them and

cannot avoid situations of pressure (Monteiro E. Carlos, 2015: 61-62). Regarding the sources of strain, Agni identifies three: failure to achieve positive value targets, removal of positive value stimuli and confrontation with negative stimuli. The stated sources of strain can be explained as:

(1) Inability to obtain the desired goals, i.e. to achieve the already established goals (failure to achieve positive value targets),

(2) Losing something good, something that matters (loss of positive value goals and stimuli)

(3) Experiencing something bad, negative treatment and relationship (the presence of negative goals and stimuli).

When individuals face these kinds of strain, they experience a series of negative emotions, including anger, jealousy, frustration and depression, which means that negative relationships cause negative emotions that lead to crime. If an individual cannot reduce or avoid those negative emotions through appropriate coping mechanisms, they become involved in deviant and criminal behaviour (Monteiro E. Carlos, 2015: 64). In fact, criminal behaviour is a choice and a way to deal with those emotions (Monteiro E. Carlos, 2015: 82). Hence, the strain is crucial to understand crime, which means that crime is a response to socio-psychological strain, which leads to negative emotional states, anger, jealousy, and frustration. Factors that disable or negate the individual's ability to successfully address the pressures are: poor coping skills, lack of social support, negative relationships, disposition to crime, weak self-control, or poorly developed ego and superego (Monteiro E. Carlos, 2015: 72).

In the last decade, many researchers test the General Strain theory on marginalized populations such as prisoners (Blevins, Listwan, Cullen, and Jonson, 2010; Listwan, Sullivan, Agnew, Cullen, and Colvin, 2011; Stackman, 2011; Morris, Carriaga, Diamond, Piquero, and Piquero, 2012). For example, exposure to imprisonment's strains (such as victimization, poor institutional conditions, loss of autonomy) affects inmates (Monteiro E. Carlos, 2015: 91). The hypothesis is that as prison strain increases, negative emotions increase, too. So, in addition to the previously experienced strains that have caused the criminal behaviour, the new prison strains (i.e. the inability to meet certain needs and goals in penitentiary facilities, the lack of adequate support and the absence of appropriate treatment activities (which are positive stimuli) as well as the exposure to abuse, pain, provocations, risk and danger of assault (which are negative stimuli)) are further associated with anger, anxiety, and depression, which leads to improper behaviour. In fact, in the prison environment, deviant and aggressive behaviour is chosen by the inmates as the easiest mechanism for reducing and mitigating the caused negative emotions. (Monteiro E. Carlos, 2015: 119). So, more severe prison regimes are characterized by more strains which increase the likelihood of further deviant behaviour (Morris at all, 2012, cited in Monteiro E. Carlos, 2015: 163).

5. CONCLUDING REMARKS

Criminological theories attempt to explain the failure of the penitentiary institutions to interrupt the initiated criminalization process by the contradictory aims of the punishment. Penitentiary institutions are artificially created institutions in which the convicted person is temporarily isolated from the outside world, in order to prevent them from crime committing and their empowerment for a socially useful life. In this preparation for free life, the convicted person is isolated from the society and their freedom of movement is restricted. Recognizing that contradiction, many authors consider that prison is not a suitable instrument for training the convicted person for social living, because socially acceptable norms of behaviour cannot be

learned in conditions of non-freedom. In such circumstances, two different processes are taking place: the process of institutionalization with the adoption of a standardized regime in prisons and a process of criminalization, which means acquiring criminal attitudes and behaviours as a result of the fact that the convicts spend most of their free time together, in one specific prison society, with its own sub-cultural norms of behaviour, which are contrary to the norms of the formal system. By accepting a deviant and criminal system of values, the convicted person refuses to accept the system offered by the prison staff and thus the person is gradually criminalized with other offenders. Hence, in the years after the Second World War, despite the humanitarian dimension of the prison sentence, it failed to achieve the purpose for which this sentence was reformed.

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