

**A Selection of
Rehabilitation Programmes
in Prisons
2005**



Justitsministeerium 

2005

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Foreword

Before You is a cross-section of the rehabilitative work carried out in the Estonian prisons in 2005 when ten years has passed from the time when the first social workers were assigned.

The first rehabilitation program in our prison system was taken into use in 2001, when our prison staff cooperated with the Finnish Ministry of Justice to train the prison employees in the Anger Management program. This program is now widespread in the prisons and popular among both presenters and inmates. Since then, the number of social programs has increased greatly in the Estonian prisons. We are proud to say that most programs have been developed on location and are implemented with outstanding dedication. Ideas stem from everyday work experiences and thereby correspond well to the target groups needs and the authors interests. Some ideas are still in the stage of a pilot project, others are implemented in the everyday work, still others are already becoming full-fledged programs with manuals. As our prison system keeps up its steady development, the people working in the system continue to have thoughts and the will to do their job better and with more interest.

Of course, this collection does not list all of the courses, group work sessions, individual programs and leisure time activities. Many prisons implement programs with a different name, but similar content and we simply selected a few examples based on the initiative of the authors and the presenters. Various types of activities are described: from info sessions to psychotherapy; from a focus on learning to manage public business to changing behavior, thoughts and values. Most of these programs are delivered to both Estonian and Russian-speaking groups. During the next few years, we plan to reach a stage where all used programs have been theoretically and practically thought through; where intervention effectiveness is measured, and where the program managers have manuals. That kind of considered activity will help us reach a planned influence on recurring crime.

Teete Keskküla, editor

12 steps

Tallinn, Tartu, Murru



Taavet Udso

Text authors

Taavet Udso, Maie Ilumets

Presenters

Taavet Udso - chaplain (Tallinn)

Maie Ilumets - volunteer (Tartu)

Olavi Laur - chaplain (Murru)

• *Goal*

To develop the participants' awareness of addiction (to alcohol or drugs) as a disease, and of its devastating consequences; to motivate the participants to set goals that will help to avoid future addiction.

• *Target group*

Inmates with addiction problems; especially the inmates who have committed crimes due to their addiction.

• *Duration*

The program lasts for a total of 90 days. The group assembles once a week.

- **Contet**

The program consist of 12 steps, each step is divided into days. Several meetings are usually required to complete one step.

The program's methodology:

- tutoring given by the instructors according to the study material (workbooks) for 90 days (one topical lesson per day), during which the participants will discuss and understand the issues related to the respective step, and analyze the decision required from the participant;
- individual work for the program's participant in which he participates actively in all lessons during the 90 days; b) interprets along with the instructor the content of the steps required from him as decisions; c) takes personal decisions to get rid of the problems; d) completes the workbook lesson and the related aids (personally carried test and slips with guiding words) for each day; e) completes the program by writing a self-analysis in the form of an essay;
- group work – study work/discussion with instructors in a joint meeting at the study class.

The study material consists of both theoretical and practical assignments that will help work with one's feelings, analyze the past and teach to set goals.

After the group work, individual counseling with the participant will be continued at his own request. If the person does not wish to participate in the group work, he can take the whole program as individual consultation.

About 35 people have visited the program meetings in the Tallinn Prison, a total of 12 men have completed the whole program. 19 inmates have completed the program in the Estonian prisons.

With Adrenaline Against Heroin

Viljandi



Sergei Drögin

Idea and text author

Sergei Drögin

Presenter

Sergei Drögin - leisure time manager

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● **Goal**

To show new opportunities to achieve a sense of well-being, self-fulfillment and understanding of the importance of life to the youth through extreme activities.

● **Target group**

Young inmates who are pessimistically inclined and/or suffer from addiction problems.

● **Content**

In France, the City of Bordeaux uses parachuting as a preventative program among problematic youths. When jumping from an airplane using a parachute, a person will experience a rush of adrenaline that brings about the same sense of well-being as drugs. This experience will show young people that well-being can be achieved through means other than drugs.

The statement was confirmed when I wrote my diploma thesis on the subject Common Traits in the Image of Self Through the Example of Young Viljandi Prison Inmates. The program also disciplines the inmates, since the number of people wishing to participate is significantly greater than the number of allocated places in the program.

Program structure:

■ **Preparatory stage**

- assembling an organizing team;
- formulating an action plan;



■ **Organizational stage**

- selecting participants;
- preparing an insurance policy for the participants;
- theoretical training for the participants;
- compiling a press release and sending it to the media.

■ **Implementation stage**

- theoretical and practical training;
- carrying out and coordinating the parachute jumps.

■ **Summarizing stage**

- feedback from the participants.

After this experience, the youths can find alternatives to crime and their attitude towards life will be more positive and affirmative. Reflecting the event in the media both in our country and abroad will give food for thought for the young people.

Inmates who participated in the program say that they are more self-confident and do not bow to the demands of other inmates. The number of disciplinary punishments is significantly lower for the inmates who participated in the program, when compared to other inmates. The participating inmates worked and are still working outside the prison territory. After their release, the former inmates often inquire as to how they could engage in the sport; some former inmates have made further parachuting jumps after their release.

A total of 18 inmates have participated in the 2 years that the program has been implemented.

Aggression Replacement Training

Tartu



Merle Alamaa

Text author

Merle Alamaa

Presenters

Merle Alamaa - social worker and **Malle Luik** - psychologist (Tartu Prison)

Vivian Ojastu - social worker (Tallinn Prison)

In 2006 new group leaders will join

• *Goal*

To teach the participants to understand their aggression and to replace it with positive alternatives.

• *Target group*

The program is meant for inmates with violent tendencies, low moral thinking level and few social skills.

• *Duration*

The training lasts for 10 weeks, 3 times a week for a total of 30 meetings.

• *Content*

This is an imported program called the Aggression Replacement Training (ART) and it has been implemented in Estonian prisons since 2003.

ART is a long-term group work with inmates where violent behavior is replaced and attitudes changed through three training blocks with different contents through the development of social skills and the analysis of the feeling of anger and the values of the person.

Aggression replacement is based on the idea that every act of aggression has several reasons, both internal and external. The external influence, especially by parent and peers, can be quite strong. The internal influence is based on the fact, verified by the study, that chronically aggressive people have a number of mutually related inadequacies. First, they are characterized by the weakness or lack of many personal, interpersonal and social skills that would form an effective, socially friendly behavior. Second, the frequent impulsiveness and excessive use of aggressive behavioral ways indicates their inadequate ability to manage their anger. Third, when it comes to values, these people have learned to act on a level of self-centered, specific, and relatively primitive thinking.

Social skillstreaming

Skillstreaming is a set of activities to develop pro-social skills. The set consists of a series of social learning activities: (a) model learning; (b) role-playing games; (c) role-playing game feedback, and (d) transferring the learned material to everyday life. These means teach 50 skills for coping and interaction starting from initiating a conversation and the skill of listening to understanding another person's feelings and the skill of managing tension in life or setting goals in life.

Anger management

Skillstreaming training as a behavioral component of ART teaches what to do instead of aggression. The anger management training the component directed at emotions teaches the participants what not to do.

The goal is to increase control over one's anger and aggression. The participants are trained to refrain from answering irritants or provocations with anger and instead to reply with a chain of answers that focuses on identifying the situation that causes the anger, on noticing one's own feeling of anger and on making a conscious choice to dealing with and reacting to this feeling. It is also important to evaluate one's own coping with the situation and to praise success.

Moral reasoning

Moral reasoning training is the third part of ART. In order to find out whether a person with chronically unrestrained behavior will decide to use the newly acquired skills, it is important to look at the field of moral values. Kohlberg proved in a long series of studies that contact with a series of moral dilemmas in a context of a discussion group, where the other participants have different levels of moral thinking, will create an experience of cognitive conflict the solution of which will take moral thinking to the level of the group members with a higher degree of moral thinking.

The inmates who have completed the program have become more balanced and their numbers of infringement have been reduced. The participants admit that they now will indeed think before they act.

97 inmates have completed the program in all of Estonia's prisons.

Anger Management

Pärnu, Murru, Tartu, Tallinn,
Ämari, Viljandi



Irina Ronk

Text authors

Krista Lip, Irina Ronk, Helle Nimmiksaar

Presenters

Kaire Aamisepp – Assistant Manager of Social Department; **Krista Lip** - psychologist (Pärnu)

Irina Ronk and **Irina Pogorelova** – psychologists; **Lada Raja** - social worker (Murru)

Helle Nõmmiksaar - social worker; **Ruslan Lainola** - social pedagogue (Tartu)

Ebe Pöder and **Olga Danilova** - psychologists (Tallinn)

Inga Lilienberg - social worker; **Keili Kollamaa** - psychologist (Ämari)

Lilian Söber - social worker; **Sergei Drõgin** - leisure time manager (Viljandi)

• *Goals*

To improve the participants' knowledge of what happens to them when they become angry, to explain to them why anger management is useful, and to give to the students the chance to manage their anger through role-playing exercises.

In addition, it is also important to get a group work experience and to direct the participants to monitoring and analyzing their own behavior; to create and increase the interest in self-development.

- **Target group**

Inmates with an impulsive and aggressive behavior.

- **Duration**

The course consists of 9 meetings, each session lasts for a maximum of two hours. For a less successful group one session topic may have to be discussed for two sessions which will double the course length.

- **Content**

This is an imported program called Anger Management and has been implemented in the Estonian prisons since 2001.

Anger Management is a short cognitive-behavioral course where the participants work on their thinking and behavior through lectures; watching sample situations; playing role playing games; and conducting discussions and doing their homework.

The main topics of the sessions (in the progressing order of difficulty and time):

- recognizing situations that cause anger,
- managing one's body language,
- soothing thoughts,
- relaxation,
- pragmatic, assertive style of interaction,
- coping with criticism and insults,
- coping with peer pressure,
- identifying efforts to anger oneself,
- avoiding resignation, self-motivation.

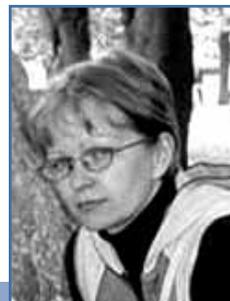
It is important to show to the participants that it is possible to avoid stereotypes of thinking and behavior. In presenting real life situations, the most suitable moment is to implement new skills and knowledge through training. The inmates get more opportunities for self-expression, including through role-playing games.

The participants have been active and motivated to take part. As feedback, the participants have mostly said that the group had a friendly and trusting environment that fosters the participants' openness and self-analysis. It has also been said that the course is too short and could be longer or go deeper into the topic with the same group. Many claim to have used the knowledge and skills gained from the course in real life: in quarrels and conflicts; that they learned to prevent problematic situations. The participants have also received a positive experience, finding valuable abilities in themselves and learning to get better contact with other people.

A total of 226 inmates have successfully completed the “Anger Management” course in the Estonian prisons.

Sober Driver

Murru



Katrin Rannaste

Idea and text author

Katrin Rannaste

Presenters

Riina Soom – psychologist; **Katrin Rannaste** - social worker

Irina Pogorelova – psychologist; **Oksana Orotsko** - social worker
an advisor-specialist from outside the prison

• *Goals*

To increase the understanding of the inmates when it comes to the nature and severity of the crime in order to reduce the chance of a similar crime occurring by as much as possible.

The abuse of alcohol is a serious problem on the Estonian society and causes a large number of traffic accidents, according to the statistics. Some inmates in the prison do not take a time out to think about this even during their detainment and prefer to avoid the uncomfortable subject that would make them realize that they had committed something bad and dangerous to themselves and the others. Another group of inmates who do consider the reasons for the punishment is in need of a self-help group so that the inmates could spend their sentence thinking about the cause and consequences of their incarceration and the possible changes made in their lives after the release.

● **Target group**

Persons serving the prison sentence under the Penal Code § 424 (driving a motor vehicle while intoxicated and having been punished for the same crime in the past).

● **Duration**

Meetings take place once a week for three months. The group work is carried out a total of 10 times. This is a pilot project.

● **Content**

As of summer 2005, the Imprisonment Registry shows that the Murru Prison has 61 inmates who are target group of this program. Since the inmates imprisoned under this paragraph serve short sentences, the group work will take place during a short period of time. The so-called drunks behind the wheel who have ended up in prison will discuss the following topics during their visits to the psychologist and the social worker: “How did I end up here (in prison)?”, “Why did I sit behind the wheel after consuming alcohol?” and “How will I live on?” This program will enable directing people in need to a specialist for help with these questions.

Topics discussed during the group work with the inmate:

- alcohol's impact on the human organism;
- when, why and how much should be drunk;
- when does a person have an alcohol addition;
- thoughts and feelings about committing their crimes while under the influence of alcohol;
- what made the inmate act the way he did;
- how does the person who drives under the influence of alcohol affect others
- the cause and effect relationship;
- different alternatives to drinking.

The presenters will not ask the inmate during the group work why he did what he did, but will rather help him reach an independent understanding through the discussions. If necessary, the group work participant will be directed to individual sessions at the psychologist or social worker.

Music and Art Therapy in Prison

Tartu



Malle Luik

Text author

Malle Luik

Presenters

Malle Luik - psychologist and musical therapist; assistant: **Inge Johanson**
- social worker

● *Goal*

To balance the status of emotionally unstable inmates, to increase self-analysis and coping with the self, to increase the motivation to change and for the personal development and problem solution, to improve relationships with loved ones, fellow inmates, and prison officials.

● *Target group*

Inmates with emotional problems.

● *Duration*

Thirteen weeks. Meetings once a week, one meeting lasts for 3 hours. A group usually includes 6-7 inmates. The length of the individual therapy session is 60-90 minutes. The total length of the individual therapy per inmate is 10 meetings as a rule, but can be extended a little, if necessary.

- **Content**

Long-term emotional problems cannot be solved with just the isolated consultation sessions or temporary treatment with medication. This is basically just an alleviation of the effect, not the search, identification and treatment of the problematic causes. A long-term, constant work with the client is required. Music and art are phenomena in the human culture that have the strongest impact on feelings and can increase a person's perception to poetic levels. In this context, the musical and art therapy help to develop and raise sensitivity that is in turn the basis for intelligence, specifically – the emotional intelligence. With emotional intelligence, a person is able to understand his or her own feelings and the feelings of others; to adequately perceive situations; to choose the appropriate interaction and behavioral means; to express him- or herself in an understandable manner; to solve problems creatively.

The therapeutic process drives the clients to analyze their own personality, to discover hidden talents and resources, to develop an autocritical attitude, to get new knowledge. The therapeutic activity enables developing different self-expression and interaction styles; redesigning the self-esteem and values, prejudices, rigid positions, black-and-white style of thinking. The musical therapy uses musical and art therapy methods and the vibroacoustic therapy (a method based on the effect of low-frequency sounds used in music on the human organism). The charm of musical and art therapy is in the fact that the meetings contain exercises that differ both in form and content and the work is not rigidly planned, but allows for spontaneous expressions of feelings. The therapeutic process is based on the individual characteristics, incl. the skills and abilities of the group members.

Used methods:

- **Improvisational and interpretative** – improvisation on various themes with voice and/or various instruments; improvisation analysis and feedback.
- **Receptive** – artistic and/or literary activity on the basis of music listening; making music; relaxation; meditative musings; activity analysis and feedback.

The therapy clients have been positive about the activity, have taken active part in therapy sessions and have relatively quickly gelled as a group. The group members gave each other plenty of positive support; developed a sincere, trusting and sometimes also humorous interaction between each other; enriched others with knowledge; increased their sensory sensitivity and the courage to express themselves. The group was dominated by a benevolent, spirited atmosphere. The client feedback has shown that they have improved awareness of their own thoughts, feelings and inner resources, their sense of reality; they have turned their self image into a more adequate representation and developed their creative self-expression, communication skills and the ability to cope with stress. Symptoms of emotional and psychosomatic disorders have also been alleviated. Many participants have expressed an increase in their motivation to improve their personality and to behave in a legally obedient manner.

The three group programs in the Tartu Prison have had a total of 20-25 participants. The therapy was abandoned by a few individuals who were not motivated enough to cooperate with the therapist and/or fellow group members.

Learn to Listen / Learn to See

Murru



Riina Soom

Idea and text author

Riina Soom

Presenter

Riina Soom - psychologist

• *Goal*

To develop attention, emphatic, listening and feeling analysis skills through classical music and social skills through group work.

• *Target group*

Inmates interested in music. It is a conscious effort to avoid labeling the inmates and to offer a new opportunity for resocializing through musical and film experiences.

• *Duration*

Once a week for 10 weeks; one session lasts for 1 hour.

• *Content*

Crowded camp-type prisons make relationships between the inmates tense; in order to avoid conflicts, the inmates suppress their emotions and interact mainly on the everyday level. This program offers an opportunity to renew one's acquaintance with the life and art values that are sometimes forgotten between the prison walls.

The program includes facts from music history and elements from musical therapy. We try to teach the distinctions between various musical styles (Baroque, the classic Vienna school, Romanticism in music) a bit of musical form analysis and the skill of expressing and describing one's feelings. As musical therapy elements, we use relaxation techniques and expression of feelings through music, for example. In addition, the group work method is also an efficient means of developing social skills in prison.

As a necessity that arose from carrying out this program, November 2005 saw the start of the program "Learn to See". The goal is to offer an opportunity to partake in the visual art experience in addition to listening to music. We mainly watch concert recordings, operas and independent movies.

The projects "Learn to Hear" and "Learn to See" are merged into one program and the activity is equally divided between listening and watching. An important part is also the ensuing discussion which creates the prerequisite for development opportunities and inspires interest in redefining human values.

When the program is carried out, the participants will experience a widening worldview and improving skills of noticing, describing and analyzing one's emotions. The participating inmates have become more open in interaction; the feedback from the participants indicates positive emotions and the continuing interest to participate in programs of this kind. The respondents have described their gain from the program in the form of new knowledge; the destruction of the myth that classical music is for "chosen" people; the change in the environment (both in terms of the actual surroundings and in terms of sound – having a break from the so-called "carpet banging" techno).

Forty inmates have completed the first part of the program in one year; the number of drop-outs has been very low.

Prison Paper

Murru



Ele Mälk

Idea author

Ele Mälk

Text author

Katrin Rannaste

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• *Presenters*

Prison staff and inmates participating in the editorial board

• *Goals*

- to engage the inmates in a useful and developing activity;
- to disseminate adequate information about what's going on in the prison by both the inmates and the administration;
- to prepare for release by offering information about jobs, domiciles, opportunities for learning, and probation topics.

• *Target group*

Inmates who want and need information in the Rummu Prison.

• *Published*

Once a month in 100 copies.

● **Content**

The newspaper will reflect on issues important to the inmate, containing the following sections:

- finding a job and a domicile; the opportunities of learning both in and outside the prison,
- introducing the scientific news,
- from an inmate to an inmate,
- news from the probation,
- the administration wishes to inform that,
- a section by the Citizenship and Immigration Board,
- family and love,
- a column by a released former inmate,
- a section for inmate creations,
- letters from the mailbox (anonymous),
- an interview with an interesting person,
- sports info and reviews etc.

The materials for the paper will be gathered and edited in cooperation with the general education school and literature club “Kulg” active in the Murru Prison, and also with the computer teacher who will guide the paper’s layout. The editing will be done by the editorial board that includes members from amongst the inmates and the prison staff. The editorial board will decide on the articles and information.

The material will appear in the language of the author (Estonian or Russian), the administration’s notices will be published in both Estonian and Russian.

The completed newspaper will be delivered to the office of the living department’s official where the potential readers can go to pick it up.

Guitar Study

Ämari



Inge Peterson

Idea and text author

Inge Peterson - leisure time manager

Presenter

Lembit Sepp - guitar teacher

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• *Goal*

Playing the guitar, like playing any instrument, is an activity that relieves stress, gives new skills and direct attention to more positive things than crime. The direct goal of the project was to teach a certain number of inmates to play the guitar, the general goal was to be a part of the reduction in crime. Playing the guitar may also have an effect that resembles musical therapy.

• *Target group*

Inmates with an ear for musical and a will to deal with music more closely than by just listening to it.

• *Duration*

The pilot project took place between October 2004 and January 2005. A new course is planned for the beginning of 2006. Lessons were given once a week to 2-4 students for 45 minutes at a time. There were parallel lessons for 7 groups.

• **Content**

Guitar playing is taught from learning the notation and the basics of guitar playing to trying out songs with varying degrees of difficulty. Most students could not play the guitar before the course but were very happy to be able to play something already during the lessons. A survey showed that they had felt inner peace and an increase in self-belief thanks to the course. The atmosphere at the course was full of primal peace. In addition to learning the guitar, the participants managed to feel something very special which was directly related to the teacher's personality.

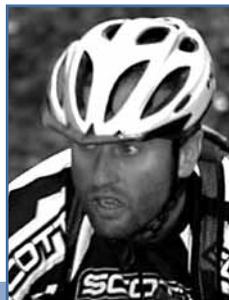
The guitar course was started by 22 inmates, though it was initially planned for a group of 12 inmates. The course was completed last year by 16 inmates. Most of the students do not feel sufficiently comfortable to play for an audience, but some are already ready for a public presentation. All of the inmates who study the guitar hope to use their skills in the future and one student even considered writing music. All of the students wish to continue learning the guitar. Interest in the course has also been expressed by other inmates who have never played the guitar before.

The course is very popular among inmates and all parties are very interested in continuing the program. We also wish to start a new group for the complete beginners.

The inmates say that they realized during the course that: "You don't have to be a tough guy to be a valued person."

Riding a Bike to a Swim

Murru



Gunnar Bergvald

Idea and text author

Gunnar Bergvald

Project managers

Katrin Rannaste - social worker; **Indrek Kõiv** - social worker

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Presenter

Gunnar Bergvald – Deputy Governor on Imprisonment

• **Goal**

To motivate the inmates to act according to the law; to promote healthy and sportive lifestyles; and to improve the relationships between the prison administration and the inmates.

• **Target group**

Primarily the inmates whose behavior and attitude is more obedient to the regime and who could serve as role models to the others.

• **Duration**

1 bicycle ride lasts for about 3 hours.

• *Content*

Prisons conduct many programs that consist mostly of talking. Physical teamwork is rarely found, though the physical and emotional experience is often the one that is remembered the best.

Activities like swimming in the sea and riding a bike are obviously completely impossible in the normal prison conditions and the offer of such opportunities has so far elicited a strongly positive emotion in the participants. Getting out of the depressing everyday routine is a thoroughly positive experience for the inmate.

Of course, an in-depth security check will precede every field trip in order to minimize the danger to the law and order, but the administration can also take the gathered information into account in the future when considering an inmate's request for a field trip or for a premature release on probation. The total distance of the bike ride has been 30 km and the participants have had about 1 hour to swim at the destination (Kurske). Both the route and swimming location are suitable for the program; the number of outside



persons who could be shocked by the activity is minimal. The program could also be carried out with practically no expenses after the creation of the initial material base (ie. purchasing the bicycles). The existing bicycles can also be used by the prison staff for spending their leisure time. So far none of the inmates or any other persons have expressed anything else apart from joy and satisfaction.

A total of 5 field trips took place this summer with 10 inmates at a time and whole prison staff, up to and including the management participated in the program (also on bikes). This year the program engages 50 inmates and we plan to increase the number next year, if the conditions and the weather will favor that. I consider it possible to organize about 10 such trips next year, bringing the number of participating inmates to about 100.

Infotechnological course

Murru



Indrek Kõiv

Idea and text author

Indrek Kõiv

Presenters

Jelena Prigodina - computer teacher

Niina Raud - computer teacher

Toomas Hinnov - computer teacher

Aivar Vals - computer teacher

Indrek Kõiv - social worker

• *Goal*

To prepare the inmates for entering the labor market and achieving better competitive abilities through acquiring the necessary infotechnological skills. The Murru Prison inmates include persons who have spent more than 15 years of their life in detainment institutions. The infotechnological society develops very quickly and the skill of using a computer is today a prerequisite of getting employed in many fields of life. Also, much of the necessary information is available electronically and not on paper. In order to get that information, one must be fluent in the basic computer programs.

- **Target group**

Inmates who have so far not yet requested to participate in the program

- **Duration**

The whole course lasts for 4 months. The completion of one module requires one month, lessons take place twice a week. Four to five courses are held during one year.

- **Content**

The training takes place in the form of modular learning. The first module is the prerequisite for completing next modules; other modules are separate and do not require the completion of prerequisite modules. Each module consists of five lessons and four hours of independent work. The module lasts for a total of 9 hours.

The modules discuss the following topics:

- Basic computer usage know-how, file management.
- Text processing.
- Spreadsheet processing.
- The terms of information and communication; using the internet programs; sending an electronic letter.

Courses have been separate for beginners and advanced users and the work has taken place in Estonian and Russian speaking groups. The program cooperates with the prison school, using the school's computer class. By October, 2005 the course has been completed by 73 inmates. All instructors have characterized their group as diligent and motivated; the desire to learn has been serious. The dedicated attitude of the inmates has been reflected by the fact that the percentage of failure to complete the course has been practically nonexistent.

Art Against Crime

Pärnu



Tiina Saidla ja Kaire Aamisep

Idea author

Heli Poobus - leisure time manager/ librarian

Presenter

Tiina Saidla - art teacher at the Pärnu House of Arts

● *Goal*

Discovering creativity and self through art. Artistic activity affects the growth of self-esteem: by seeing the finished work, the inmate becomes more self-confident; he knows he can learn and create something and will experience success. The group has always had a very diligent and peaceful ambience, the teacher is a professional who can direct and enhance the talent of the participants and keep up the interest in the activities.

The exhibition will have the goal of making the people's negative perception of inmates a bit more positive. Also, teens who visit the exhibition with the idea of inmates as "tough guys" who only draw toothy monsters or tattoos, not flowers and nature, may be able to modify their impressions. Perhaps this will also help the young people understand that developing one's interests and talent may not be a bad thing even if one's friends do not consider it to be cool.

- **Target group**

Inmates with an interest in the arts.

- **Duration**

The course will last for 3 months and will result in an exhibition of the works.

- **Content**

Activity takes place in two groups that currently have 5 and 6 participants, respectively. Both groups work two hour sessions once a week under the instructor's tutelage. Each participant will also have a chance to work once a week on his creations at the art circle.

The group has always had a very diligent and peaceful ambience, the instructor has no prejudices and is professional, directing and enhancing the talent of the participants and creating and keeping up their interest in the activities. For the instructor, this was a first-time experience in working with inmates or, indeed, with a group of adult men. She said that the 24 hours of work were merely the first step for teaching the basic skills and

Photo: Irene Mikk





Photo: Irene Mikk

knowledge, for creating interest and offering a chance to develop one's talents. In order for achieving the true skill for independent work, at least two years of instructing would be required at this level. The instructor also said that the development of the participants was visible: the more time went on, the bolder the inmates became even in mixing and selecting colors. Every author's personality became evident through their works.

During the project, the participants have learned pencil drawing; received basic knowledge in chromatics; merged colors; painted; completed portraits; dealt with form and clay modeling and compositions. At the end of the course, a selection of the works will be framed for the exhibition. The exhibition will take place in the University of Tartu Pärnu College and is opened on November 13, 2005.

The course was completed by 11 inmates during the first year.

EQUAL – New Horizons

Viljandi



Jaano Räsä

Text author

Jaano Räsä

Presenter

MTÜ Caritas

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• *Goal*

To create new and practical mechanisms to facilitate the return of the legally sentenced youngsters to the society, the arrival on the labor market and the start of their independent life.

• *Target group*

Juvenile male inmates.

• *Content*

The Crime Prevention Foundation (KESA) has been cooperating with the Viljandi Prison already since 2000 (when the cooperation was carried out by KESA's predecessors, the Caritas Crime Prevention Center). We started providing lectures and sporting events to the inmates, moving on to 3-day military walking events and developing cooperation not just to engage, but to really bring the former inmates back into social life. A big step forward was taken in 2005 when the European Union initiative EQUAL enabled us to co-finance large-scale pro-social activities.

New Horizons is only starting to bear fruit, which is why it is too early to talk about results.

However, the presenters are confident in some basic points:

- proportionally, a very large amount of the activities in bringing someone (back) into social life as a fully functioning operator must be directed towards increasing personal motivation, which is why the aspect of hobby activities is very important in work practices (the target group's young men respond well to a robust approach and want to follow specific role models and receive specific commands);
- the person must have a real chance to get a legal and permanent job, if we are to prevent his recidivism – that is why the labor market policy must be influenced (on the one hand is the person's ABILITY to perform a job requiring a certain qualification, and on the other hand is the aforementioned CHANCE that is partially beyond the person's own field of activity and requires the help of the state and the local administration);
- the person must have a chance to have a stable lodging which for the younger inmates means the need for controlled adolescent homes, and for the older inmates means the chance to get (simple) lodging in some sort of state or municipal residential area.

The practical implementation of these ideological approaches is what the NEW HORIZONS is all about.

Activities in the Viljandi Prison:

- every year, one group of at least 10 people will get B-category driver's licenses;
- a separate handicraft class where 6 men make rag carpets and learn textile work under tutelage, 6 more inmates will join them;
- more in-depth personal profile and crime sociology studies will be carried out with the target groups;

- 4 times a year, 8-member groups of inmates will take military trips, usually lasting for 3 days, which will seriously test their physical and mental resistance and enable the participants to see themselves in completely different conditions... also giving them the chance to test themselves and raise their level of self-confidence.

Activities of this capacity will last until the spring of 2008.

We estimate that the most significant of the achieved results are the following:

- the development of the participants' cognitive skills;
- the inmates' self-esteem can change thanks to their real achievements;
- the youngsters are learning skills that will help them come to the labor market;
- an improvement in the mutual relationships between the inmates and in the prison's inner climate.



One of the more interesting incidents is an example of a military walk that was carried out by the inmates on the Island of Pakri. The first day of half a day's travel ended with a Native American sweat lodge session and all of the young men were full of delight and enthusiasm for repeating the sweat lodge session on the next day. However, by the next evening, they were not able to even make dinner... the ca 45-km trip with equipment had taken its toll (the group encircled both islands in addition to various trips in straight line). Pretty much everyone said that the prison was much better than this type of freedom. However, a week later when the blisters had healed, everyone was ready to travel to anywhere and the legends are already spreading in the prison, even if the stories have turned 45 kilometers to 80 or more.

Work at the Church

Murru



Elju Grabbi

Idea and text author

Elju Grabbi

Presenter

Elju Grabbi - social worker and Harju-Madise Church contact person

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• *Goal*

The active adoption of the long-term inmates into the society.

• *Target group*

The project is directed at inmates who serve long-term sentences (more than 5 years) and who have behaved well in the prison, who lack prior work experience and/or even aversion to physical work, and who have less than one year to their release.

• *Duration*

During a year before release.

● **Content**

When long-term inmates return to the society, most lack social skills – they do not know how to be aware of their problems; how to correctly express their wishes and feelings; and how to understand the wishes and feelings of other people. Many have difficulties interacting and with self-control and relieving tension. Many lack the will to work and the long-term imprisonment cuts their working skills and will even more. Inmates with long imprisonment sentence often suffer from the broken real bond with the outside world. As the release date approaches, the inmate is confused and scared; having no idea of what expects him.

Four inmates corresponding to the above criteria will be selected for the program. The selection will be made by the security official, the living department's social worker and the project manager.

The selected inmates will ride bicycles up to 2 a week on a weekend day (on Saturday or Sunday) to the Harju-Madise Church 15 km from the Murru Prison where they will perform jobs that need to be doing at the object. The jobs include mowing the law; cutting and uprooting the brush; tidying up the cemetery, if necessary; shoveling snow and cleaning the roads; cleaning the church's vicinity; and heating the church and the pastoral building during the winter. The inmates leave the prison at 8.00 and return by 20.00. Lunch is prepared by the inmates from the groceries taken along from the prison.

This program has been completed by 8 inmates with long sentences who were all prematurely released and are still free.

Documentation and Management of Public Business

Harku



Ellen Simmul

Author and presenter

Ellen Simmul - social worker

• *Goal*

To help the inmates to develop skills that are necessary for correctly drafting the documents, applications, requests etc that are important for the inmate's coping after the release.

The program was created because independent application for personal identification and other important documents is very often hampered by the inmate's inability to navigate in the area of necessary source documents (knowing which documents are needed to apply for the ID card, living and working permit, the citizenship in the Republic of Estonia). The inmates also lack the skill to fill out forms (how and what to write where). The social workers spend most of their time trying to guide the inmate (in how to correctly fill out a form) and trying to check (the correctness of filed applications) and correct the mistakes on the forms. A lot of working hours are spent on individual guidance for inmates and the inmates themselves are often passive spectators.

- **Target group**

Inmates who either have no personal identification documents, have personal identification documents that will expire during their sentence, or persons who wish to apply for the Estonian citizenship after their release. As such, most of the inmates are engaged by the program.

- **Content**

The social worker will first compile a list of all inmates who belong to one of the aforementioned groups. Each group will be the recipient of separate group work that takes place at least once a month and the group size is 5 people at most in order to give the opportunity to guide and check each inmate and her activities.

The social worker will start the group work by presenting introductory information to the inmates.

The group that wishes to apply for the Estonian citizenship will focus on the requirements for getting a citizenship. The group will look at exam questions and legal acts related to applying for the citizenship; also, the sum of the state fee and where it should be paid, how the exams are conducted and how much the application will take time. If necessary, the social worker will guide the inmates in finding materials for preparing for the citizenship exam. The information above has been given to the social worker by the Citizenship and Migration Board.

The persons applying for and extending their living and working permits will also receive preliminary information about how to apply, what conditions are required for the application to succeed, how quickly a first-time application and an extension application is processed, what documents are needed for what purpose. The group will then fill out the necessary forms. The goal is to direct the inmates' attention to the requirements for filling out a form and to let the inmates compile all of the necessary documentation on their own.

We expect the following results from the rehabilitation program:

- 1) increase in the inmate's independence in compiling various required documents;
- 2) the skill to acquire the necessary information;
- 3) awareness of one's rights and obligations.

We presume that increasing the independence of the inmates in terms of compiling documentation, acquiring information etc will not only benefit the inmate in merely applying for personal identification documents and the Estonian citizenship. The skill of acquiring information and correctly drafting the necessary documents is also important in other fields that have significance in the inmate's coping after the release.

We plan to engage as many inmates as possible. As of the time of writing, the group work has engaged 10 people (the program started on Oct 1, 2005).

Maintaining and Restoring a Pair Relationship

Tallinn, Murru, Pärnu, Tartu, Ämari



Laura Kikas

Idea authors

Terje Maurer, Kersti Kask, Laura Kikas (based on the example of family camps used in the Finnish prison system)

Text author

Laura Kikas

Presenters

Piret Adrik - Chief Specialist of the Social Department; **Natalia Krasnopevtseva** - psychologist (Tallinn)

Sanne Käsnapu - educational coordinator; **Irina Ronk** - psychologist (Murru)

Olga Vassina - social worker (Ämari)

Kaire Aamisepp - Assistant Manager of the Social Department (Pärnu)

Tõnis Palgi - Assistant Manager of the Social Department (Tartu)
Probation officials in various regions

The program will be carried out with the probation official, because that gives the probation official the chance to meet the potential clients, on the one hand. On the other hand, it is possible to increase the cooperation between the prison and the Probation Department, to harmonize the tasks and to support each other in dealing with law-breakers, by cooperating on the program.

- **Goal**

The inmates and their families who complete the program will be aware of the emotional tensions that may occur after the release and of the opportunities to alleviate those tensions.

Even though the families may have carefully planned and thought-out economic coping possibilities, they often do not take into account the emotional crisis, the change of roles in the family and the change in relationships. Conflict solution skills are also often inadequate. Failing to manage the family relationships can turn a protection factor (having a family and its support) into a risk factor (inability to communicate, to comprehend the situation of the person and the others; which may lead to a divorce).

- **Target group**

Inmates with a working pair relationship and with an opportunity for premature release (henceforth the OPR) with the next 4-6 months.

The region of the inmate's domicile after the release is also determined. Determining the domicile region will enable bringing in the probation officials who might start working with the inmates who had participated in the program.

- **Duration**

The group work lasts 12 times 2x45 minutes each. The duration of the field seminar is 3 days.

- **Content**

The program development started in 2003 through practice. The program presenter handbook was completed by spring 2005. The current presenters from both the prisons and the probation service have completed special presenter training.

The program consists of two parts: group work in the prison with the inmates, and the field seminar. The group work discusses family and pair relationships, relationships in the inside and outside world. The field seminar will include the inmate partners so that the pairs could actively deal with their relationships as equal partners in the free atmosphere.

Group work

One group consists of 8-12 inmates. The group work is structured not as a lecture and a teaching format, the theories are presented through an exchange of experiences, role-playing games, dilemma solving etc. The group work will treat various topics through discussion and experience comparison: the human's development and lifespan; interaction and communication; determining and solving a problem; family models, development stages; divorce etc.

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Field seminar

The field seminar participants will be selected together with the other prison departments from the inmates who have completed the group work cycle. One field trip is planned for 5 inmates with their partners/spouses. The field seminar will try to raise the awareness of the inmates and their



partners of the different situations through various activities, and to fixate the knowledge and skills acquired in the group work cycle. The three-day seminar is structured as a mixture of very different and diverse activities. The pairs will compile a family budget with limited resources; will participate in discussion circles treating jealousy and fears; will solve various unexpected situations that can occur after their release; can test each other's trust and express their thoughts and feelings about each other. All pairs are also obligated to spend at least an hour with the family counselor during the three days, but it can be said that the actual time spent on the family consultation sessions is far longer. The pairs can also talk with the probation official on topics concerning the OPR. The whole activity will take place in a free and informal environment that simplifies absorbing positive experiences and new knowledge. The program for the field seminar is diverse and extensive. About 13 hours of 24 are spent on using various active methods.

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The field seminar does not include the children, since the families would spend time on them and would leave the problems of the pair relationship in the background when seeing an easier alternative. The seminar would also be a break for the wife.



The programs have so far been carried out in the Tallinn and Murru prisons and have been completed by 95 inmates. The participants have rated the program in a positive manner. Feedback from the inmates and their partners has shown that new skills have been acquired, the participants have learned to understand each other (the partner) and assess the reality better. Both the presenters and the prison officials who are in touch with the inmates have seen positive changes in the attitudes of the inmates. The program presenters have quite often seen the positive development in the inmates already during the group work. This is why the presenters consider applying the OPR for the program participants important in order to reduce the possible returning prison subculture influence.

In the second part of 2005, the program was also started in the Tartu, Ämari and Pärnu prisons. A total of 58 inmates are currently participating in the program.

In 2006 we will begin implementing a post-assessment for the inmates and their families to adequately evaluate the program's influence on the risk of recidivism.



A Day With the Child

Murru



Kersti Sau

Idea authors

Kersti Sau, Indrek Kõiv

Presenters

Kersti Sau - psychologist

Katrin Rannaste - social worker

Irina Ronk - psychologist

Natalia Zubovits - social worker

• *Goals*

To prepare the inmate to a return to his family after a long-term sentence and to enhance the positive development of the relationship between the father and the child.

• *Duration*

10-12 sessions of group work (1h 30 min per session) and a field trip per group. This is a pilot project.

• *Target group*

Inmates who have spent a long time (more than 5 years) in prison, have 10 to 17-year old children and are preparing for a premature release.

● **Content**

The primary problem for an inmate – especially for an inmate with a long sentence – is the complete or partial lack of close relationships. The long-term imprisonment and thus isolation from his family will increase the risk of destroyed family networks and reduces the possibility of retaining family ties after prison release. However, the importance of having close relationships is a universal truth for everyone.

When a child's father is sentenced to a detainment institution at the child's early age, it can cause the dissolution of the father-child bond and alienation between them. Teenage children may experience great difficulties and have many questions. However, the family must survive this change in life and this forces both the mother and the father to fulfill several roles and obligations differently from the past. The father must cope with demands and losses; be able to bear the increasing emotional toll that comes in a crisis situation, and be capable of guaranteeing the long-term functions for the child (education, everyday care, financial coping). There is a need to pay more attention to the child who is deeply affected by the incarceration of one family member, and to the father who feels guilt for his forced inactivity. A close relationship with the child will cause a feeling of pleasant satisfaction and guarantees internal balance for the child and the father, which in turn will form the basis for further positive development. The child will also surely have experienced inner tensions after hearing of father's return. The child's thoughts will be occupied by the question: how can we live together if we haven't almost communicated at all?

The project "A Day With the Child" will enable the inmate to spend purposeful time with his teenage child during the course of practical work. The father who comes to the group work session will experience an increase of purposefulness and enthusiasm for what he is doing. He will be more capable of making the correct and right decisions.

During the project the Murru Prison will hold group work sessions for long-term inmates and the skills learned will then be implemented during a two-day field trip for the inmates and their teenage children. We have planned two field trips, one for the Estonian-speaking group and the other for the Russian-speaking group. A group has about 10 inmates.

The program's structure:

I stage:

- Lectures on the topics: the child's development; solving conflicts and crises; the role of the father; interaction with the teenage child.
- Discussions: question and answers; experiences, examples.
- Individual counseling, if necessary.

II stage:

- A two-day field on bicycles into nature: group sessions for fathers and their children – both together and separately; games for ice-breaking and getting to know each other (finger paintings); games of sport (petanque, badminton, throwing, volleyball); free time; meals.

III stage:

- Back to prison: discussing the thoughts, problems and feelings that occurred during the field trip.

Conflict patterns emerging during the course will be monitored and solutions and explanations will be sought through discussion and activities. We emphasize the need to solve conflicts and defeat crises. If necessary, the person will be directed to a psychologist for individual counseling.

We plan on cooperating with the children protection officials of the local administrations, asking them about information concerning the security of the children participating in the field trip. We will also cooperate with the probation staff.

After the summer of group work there will be a two-day field trip on bicycles for the inmate and his teenage children, the social worker, the psychologist, the probation official and the guard of the incarceration department. During the field trip, the participants will deal with practical group work that occurs under the tutelage of specialists, there will also be topical games.

As a result of the program, the father will experience reduced fear in interacting with the child and the knowledge gained about the development and behavior of the child will help the participant to better understand the child.

Social Skills

Murru



Ele Mälk

Idea and text author

Ele Mälk

Presenters

Jelena Kornejeva – Head of the Social Department

Ele Mälk - social worker

Lembit Suvi - psychologist

• **Goal**

To teach and fixate additional social skills to the inmates in order to guarantee their better coping in freedom.

• **Target group**

The inmates who will be released as planned or prematurely with the year.

• **Duration**

2 times a week for 2 months, 45 minutes per session.

• **Content**

The program was developed and implemented at the beginning of 2005, two pilot groups will complete the program during the year.

Practical experience has shown that person who are released from the detainment institution often do not know how to act adequately in every situations and the misunderstandings caused by such moments may push them to new crimes. Learning and fixating social skills is planned as regular cycles and a part of the general preparatory process for the inmate's release.

The following social skill will be discussed: introducing oneself, listening, interacting, coping with taunts, the skill of negotiations, avoiding a conflict, thinking ahead, empathy, coping with another person's anger, expressing feelings and apologizing. The course participants are encouraged to think; to see things from different angles; to give scientific explanations and reasons for well-known phenomena; to enable the group members to express their opinions; to better learn about oneself through tests etc.

The video training sessions will enable monitoring one's own behavior and thereby learning the skill to analyze one's own behavior and to make the necessary conclusions.

Participation in the program will support the inmate's process of change. During the course, the inmate will experience a widening perspective and new knowledge to be used in everyday life. The inmate's diligence and interest in the group work confirm the necessity and appropriateness of this program in prison.

In the first group, 6 inmates completed the program, the second group will have 11 participants.

The compilation of the program's manual will start in 2006 on the basis of the gathered information and experiences.

On Freedom's Threshold

Viljandi



Anne Kits

Idea author

Valve Palm

Presenters

Anne Kits - Head of the Social Department

various specialists from outside the prison are engaged

• *Goals*

To rehabilitate the inmates for life in the normal society; teaching them positive thinking and outlook on life and to create opportunities for useful leisure time activities for the inmates. The program also offers various means for spending time with the family, and supports the families whose sons are in the detention institution.

• *Target group*

Juvenile detainees who have 6-12 months to their release, and their parents.

• *Duration*

Lectures for the inmates will take place during 6 months. Field trips with the family and lectures to the parents will take place at least 4 times a year.

● **Content**

Crime amongst the youths is on the increase and so is the consumption of addictive substances. The damage done by drugs is irreversible, as the person is intellectually, economically and physically devastated. About 80% of the detainees in the Viljandi Prison have tried drugs. During the program, the inmates are offered alternatives to drug use.

Parents, whose sons are in the detainment institution, often have many unsolved questions about their son's incarceration. There is a feeling of shame about the incarceration and the parents do not dare to tell other people of their problems or to ask for help. This is especially poignant when the detainee is from a rural location where anonymity is not possible – the released person may experience scorn later on in life.

During the lectures, the specialists in their fields talk about the mental and physical pressure on the inmates; the creation and working mechanisms of drug abuse; how to make the future purposeful; how to write a CV; about the work of different public institutions. There will also be interaction lessons. Lecturers include people from the Labor Market Board, the narcotics police, the University of Tartu Viljandi Cultural Academy, the NGO Abiühing "Üheksavägine", the probation office.

Field trips will offer the inmates and their parents to spend time together in a free environment and to improve their relationships. The parents will have lectures about how to help their son cope in freedom.

A total of 27 inmates have participated in the program during 2005.

The self-confidence of the inmates has increased and their interaction skill – which is generally very low amongst the detainees in our prison – has gotten better. The feedback from the inmates themselves has been very positive, they say that they have never taken trips with their families to nature and they did not even know about such beautiful places. The parents of the inmates also consider the program to be important, since it gives them the chance to talk about their problems and to ask for advice.

Preparation for Release

Tallinn



Riina Saarepera

Idea and text author

Riina Saarepera

Presenters

Riina Saarepera, social worker
other social workers

• *Goal*

To give to the inmate the knowledge and practical skills for independently managing the public business in finding a job and a place to live and in solving other social problems.

• *Target group*

Inmates who will be released within the next 6 months and have not received the skills and knowledge that are necessary to cope in freedom, while they were incarcerated.

• *Duration*

Lectures are given once a week during 2 months, after that will take place a short-term field trip.

● **Content**

The social care center representatives, the Labor Market Board specialist and the local administration specialists will give presentations to the inmates in order to enhance the cooperation with the various prison institutions and to guarantee pre-release consultations to the inmates.

The material learned during the program will be fixated through short-term field trips along with the social worker. Other prison departments will cooperate in selecting the inmates, who had participated in the program, for the short trips. The plan for the field trips will be based on the notion of replacing the theoretical acquired know-how with the practical skills.

Activities carried out during the field trips (eg. the short-term field trip plan for 2004):

- Using the public transport system.
- Visiting a bank (opening a personal account, introduction to using the bank's ATM).
- Visiting the Tallinn Labor Market Board, getting acquainted with the necessary documentation.
- Visiting a cafe (behavior in a public place).
- Getting an ID card for one inmate.
- Museum visit.
- Summaries, suggestions for independent activities.

A questionnaire was compiled in 2004 to get feedback from the program participants.

The inmate answers showed that all of the participants wanted to take part of similar courses in the future. The respondents found that this kind of consultation and presentations by guest lecturers gave them the self-confidence for the release and for offering themselves on the labor market in a competitive manner.

The inmates also received information about where to turn to if there would be problems in finding a domicile. A very important aspect was considered to be understanding attitude of the lecturers towards the inmates (treating them like human beings, not prisoners). The inmates rated the course as positive and believed that everyone scheduled to be released from prison should complete the program. The respondents could not find anything negative with the course.

The presenter believes that the program's general goal was achieved and the course was a success, inspiring further thoughts about, for example, engaging the inmate as quickly as possible after the incarceration. The first part of the program should focus on motivating the participants to change their behavior and later focus on the skills for helping the participants cope in freedom.

Among the positive results was also the fact that the cooperation with different institutions led to a change in their attitude towards the prison and its inmates.

Since 2003, 6 group activities have been carried out and the program has been completed by 86 participants.

Coping Day

Murru



Ele Mälk

Idea author

Ele Mälk

Text author

Ele Mälk, Katrin Rannaste

Presenters

Staff at the Social Department

Coordinated by **Ele Mälk** - Chief Specialist at the Social Department

• *Goals*

Giving specific know-how to the inmate for first activities immediately after his release.

• *Target group*

The inmates who have spent over 5 years in prison; are to be released after the sentence or on probation, and have no social support group after the release.

- **Duration**

The coping day takes place two or one week before the official release or the premature release on probation.

- **Content**

The inmate who has spent five or more years in prison and is to be released in a few months, will feel anxiety, often even fear before being granted his freedom. The inmate will tell the social worker and/or psychologist of his feelings and they will decide whether the specific inmate would need to prepare for release by coping with a test experience. If the field trip is considered to be useful, the inmate is appointed a so-called coping day and an escort who could be a social worker, a psychologist or a chaplain.

The coping day can include the following possible activities:

- 10.00 exiting the prison;
- 10.15-11.15 bus ride to the Tallinn Baltic Station;
- 11.15-12.15 visiting stores, getting acquainted with the prices/ visiting the social welfare institutions, if necessary;
- 12.15-14.00 visiting the Harjumaa or Tallinn Labor Market Board/ visiting the county bus station/ getting acquainted with a bank office;
- 14.00-15.00 lunch;
- 15.00-16.30 return to the Murru Prison.

The specific coping day plan will be compiled separately for each inmate, considering his specific needs. We plan to organize a coping day for 15 inmates during the year.

Carrying out the planned activities will reduce the pre-release anxiety of the long-term detainees and will offer the feeling of confidence for adapting to a changed social environment.

The specific result of the program is that a person who has spent a long prison sentence will:

- be aware of the environment that awaits him after his release;
- know how to use Tallinn's public transport;
- be able to conduct transactions in a bank office and use the ATM;
- have an overview of the prices for basic goods;
- know how to get from the Rummu habitat to the Tallinn bus station and how to buy a ticket back home (if he does not live in Tallinn).