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SYSTEMIC EXAMINATION OF THE INDIVIDUAL AND INSTITUTIONAL
PROFILE OF FEMALE PRISONERS FROM AN EDUCATION-TRAINING POINT
OF VIEW FOR THE PURPOSE OF EFFECTIVE REINTEGRATION

Theses of doctoral (PhD) dissertation

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Introduction – defining the research topic

One of the main goals of the penitentiary system is the successful reintegration of prisoners, which is based, inter alia, on education and training. For adult learners, learning is not only a natural tool for education and development (MÓCZ, 2010), but also a condition for working (MÓRÉ - SZABADOS, 2012). Acquisition and renewal of knowledge is decisive in the success of a life path, it has an influence on the development of lifestyle and the formation of personality.

The task of the penitentiary system is twofold, as in addition to temporary segregation, it is also responsible for the proper preparation for later reintegration into society, therefore the development of an impact mechanism against resocialization and social disintegration (self-image, motivation, behaviour, values) is a priority. At present, institutions – although education is highly preferred to avoid relapse – do not have an aptitude test or diagnostic assessment upon entry into prison, which would indicate the direction of individual development and the institutional and general educational paradigm.

Our study was conducted among women serving their prison sentences in Kalocsa Strict and Medium Regime Prison (Kalocsai Fegyház és Börtön). The special group forms a permanent population among the detainees. Knowing the domestic situation of the target group, the training characteristics of the system and the individual and exploring their possibilities, our research results can help to design successful reintegration activities. The topic is perhaps even more relevant today than ever before, which seeks to learn in depth and reflect on a long-standing set of problems.

Preliminary literature review reveals that female crime is a topic that cannot be neglected and its volume and etiology have been of concern to criminologists since the 1850s (LANGÓ, 1981). Publications that are sometimes speculative in nature, moralizing, relying little on empirical material or affecting certain sub-areas have since appeared with hectic frequency but can be described as regular.

United Nations Conventions IV. of 1970 and V. of 1975 also stated that female crime is not a negligible topic. In Hungary, the Ministry of Justice defined the complex examination of female convicts as an independent research topic within the main direction, the development of the penitentiary system, as early as 1980 (LANGÓ, 1981). In connection with the category research of prisoners, the importance of developing differentiation and re-education was set as a goal. In order to increase the efficiency of groups with different criminological, sociological, psychological and pedagogical characteristics and to increase the efficiency of the resocialization activities, it was considered necessary to develop category-specific educational tools, methods and procedures. However, apart from Raskó Gabriella's writings based on complex research in the 1970s, there

has been little monographic processing covering the problem since then (LANGÓ, 1981), the topic has thus remained undeveloped to this day.

The importance of the research is emphasized by the fact that the focus is on a group that is a specific category in every penitentiary system. However, the relevant legal conditions are – with few exceptions – the same as the norms for men (ÁCS-BÍRÓ, 2016). Among convicts, female offenders, although a minority, are a permanent population, an integral part of overall crime. Their group is heterogeneous, consequently, the crime of the category is differentiated. Their management in a penitentiary institute would require different treatment, however, this has not received enough attention.

Considering the number of female convicts, the effectiveness of education is not negligible from a national economic point of view. It is also decisive from a social point of view, since the mother is one of the pillars of the family, therefore her criminality has an increased impact, as she plays the most important role in the socialisation of the next generation. According to a 2012 survey by the penal institute in Eger, nearly 40 000 children are connected to the average prison population of 17 000 (NAGY, 2014). Lack of physical and emotional care and the negative pattern cause serious damage to the growing generations (KOVÁCS, 2017) – thus, we are talking not only about a criminological, legal, penitentiary, but also a societal problem.

The success of prison education lies in the fact that the greatest social and cultural impact on the individual can be made in a transitional state placed on the borders by the activities. The vulnerability, but also the permanence and strength of the target group stems from its marginality (DI BLASIO, 2014). Staying in a penitentiary institute is a stage in life that generates physical, mental and spiritual change, a different situation and new tasks with the transformation of previous roles and the emergence of a special role. This border situation easily causes the border crossing. Three phases of the transition can be observed. Prior to imprisonment, free life is a medium of existing, fixed rules and conditions from which the individual is broken away until resocialization following their release. The transition between the first and the third phases is the time spent in the penitentiary institute in this interpretation, where neither the characteristics of the past nor the future are met, the status of the individual changes (GENNEP, 2007). We can no longer talk about sensitive periods in adulthood, so this transitional state can provide an opportunity for individual development.

The results may also be of greater interest to the prison system at the international level. Our results examined along the socio-behavioural paradigm (KOZMA, 2002) aim to help the effective implementation of the principles and goals of penitentiary reintegration.

Research questions and the aim of the research

Socialization, cognitive abilities, way of thinking, interests, moral values, and problem management of an individual play a significant role in the development of criminal behaviour. Based on our knowledge so far, the entire prison population is characterised by rigid, cognitive operational level thinking, lack of abstraction and hasty decision-making (DUGUID, 1981; YOCHELSON – SAMENOW, 1976). In connection with the known life management problems, it is worth examining the cognitive functions, motivation and interests of the convict in order to assess the utilization of reintegration activities, as well as the convict's individual difficulties and opportunities.

Researcher questions

- Q1: How has the penitentiary and education paradigm evolved over the developmental history of the penal system?
- Q2: To what extent have social changes affected the volume and structure of female crime?
- Q3: To what extent does penitentiary education prepare inmates for reintegration?
- Q4: What characterizes the individual and institutional educational profile and needs of the target group?

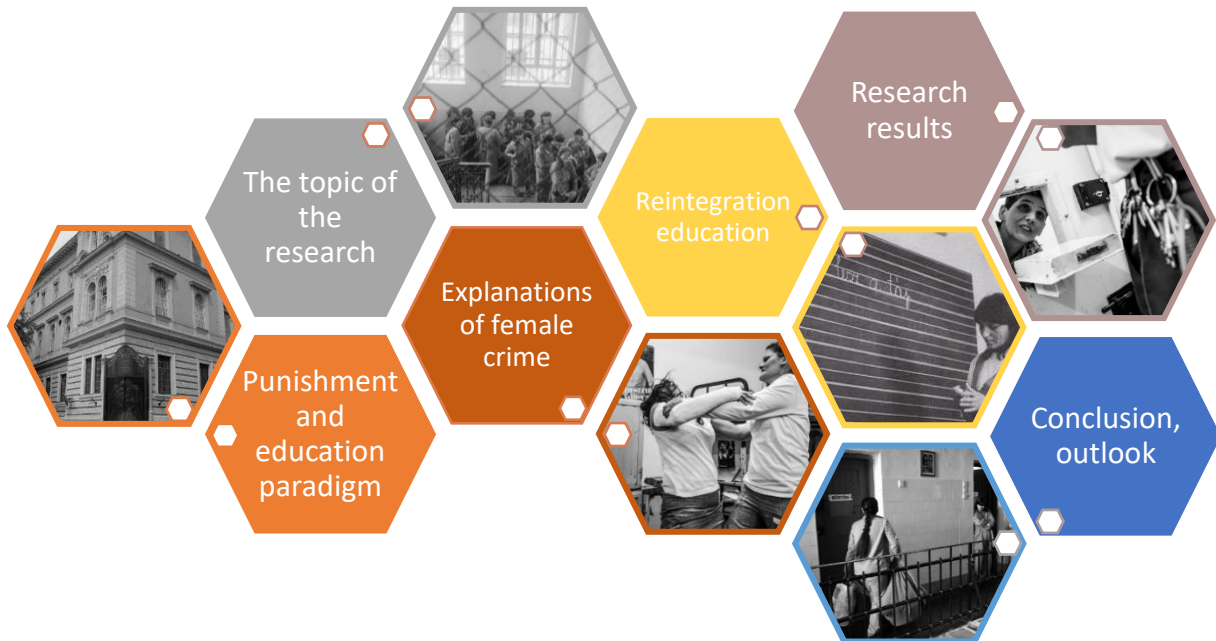
The system is shaped not only by the current legal framework, but also by its past, its actors, and changing social ideas. The interaction of multilevel variables determines the system as a whole. The real picture of prison pedagogy emerges beyond theoretical norms, regulations, or even external and internal expectations. Therefore, in addition to attributes, the dissertation explores general and target group-specific educational dilemmas, as well as the system's search for identity and limited possibilities.

It will be revealed whether the characteristics of female prisoners support their social roles, and when defining the profile, the effectiveness of education and training in the penal system will be measurable. Individual capabilities alone do not determine the development of the individual, but through an optimal developmental environment adapted to needs and external interventions in development, the activity can achieve its goal (GYARMATHY, 2019a).

Structure of the dissertation

The multi-phased research addresses issues related to the education of female criminals from an interdisciplinary approach.

Figure 1.
The structure of the dissertation¹



The first major unit reviews the changes in the penitentiary and educational paradigm in the developmental history of the penal system, which fundamentally determines its attitude towards contemporary prison education.

Exploring the criteria and background of today's penitentiary system, a brief description of the Hungarian scene, the European processes that served as its predecessor, and the penalty models provide a basis for the research.

The scope of the research is narrowed in the next chapter to female prisoners as a separate group of prison population. After a historical overview of changes in women's roles, the research focuses on domestic and international trends in crime. The description of the placement of female offenders in domestic institutes and their criminal careers is based on literature sources. The chapter describes the medium-specific characteristics of female inmates, for which the theoretical framework is provided by explanations of female crime.

The third part is about the educational opportunities from admission to release. It describes the learning environment, the development scene, and the

¹ Source: own editing, using the photos of MTVA Archives <https://archivum.mtva.hu/photobank/item/MTI-FOTO-TkNITU9ic1JOenh1WGVpRmo4SWtmdz09> and Cseke Csilla <https://www.origo.hu/foto/galeria/20180801-az-ordogkatlan-fesztivalon-allitjak-ki-cseke-csilla-noi-bortonben-keszult-fotoit.html>

actors provided for this purpose according to the regulators who provide the framework and formulate goals and expectations.

The feedback analysis of reintegration activities complements the topic based on the principles of successful integration in life and effective life management (COVEY, 2014). The situation of prisoners, but especially the specific situation of women in the penitentiary system is discussed; with a presentation of the teaching-training-educational opportunities in Kalocsa Strict and Medium Regime Prison.

In the next chapter, the empirical study will explore, in addition to the characteristics of this group, the skills and key competences that women possess. The measurement tools used, and the description of the analysis are explained in the methodological apparatus section. The analysis of the female prisoner profile is then summarized based on, among others, Bloom's (1956) taxonomy and Gardner's (1983) theory of multiple intelligences.

Methodological apparatus

In addition to cognitive ability, motivation and interest, our study covers the living conditions and value orientation of the family through questionnaires. The type of settlement, the family structure, the number of children, the social and geographical movement all help to define the specific strategy, which allows us to deduce a typical interpretation of reality and adaptation (MELEG, 2009).

An important aspect in the selection of tools for profiling is their usability by the educational professional. Thus, in cooperation with the other professionals involved, they are able to perform measurements suitable for independent recruitment and evaluation in order to develop an effective individual development plan and subsequent monitoring. With the help of the tools used in the research, the educational professional can learn the individual abilities of the prisoner and design an environment contributing to the optimal development, as well as the possibilities of external intervention specific to the target group.

The survey method involved structured, direct personal data collection using a formal questionnaire. The questionnaire played an important role in mapping emotionality, illnesses, injuries and physical characteristics among the personal variables; and for the environmental variables, learning the family background, material, cultural, educational and labour market characteristics (SUHA, 2015). An inferential, descriptive, single cross-sectional study was conducted using primary data, as the information was collected from a single sample of the population. Specific hypotheses were tested and examined using quantitative analysis.

Among the personal variables, the cognitive characteristics, the ability structure were assessed through the Cognitive Profile Test (Kognitív Profil Teszt), which is used to identify school skills. We got an idea of the interest, as well as

the learning style by drawing the Interest Map (Érdeklődés Térkép). Closely related to this is motivation, shown by the Motivation Profile (Motivációs Profil), which reveals the motivation of the individual in the learning-teaching process. The partial and aggregated results analyse the whole profile and are therefore more reliable than the evaluation expressed in single indicators.

The three selected measuring tools were introduced in Hungary by Éva Gyarmathy (2009), and based on her work (GYARMATHY-HERSKOVITS, 1999; GYARMATHY, 2007; GYARMATHY, 2010; GYARMATHY, 2019) we implemented the measurement and testing situations, taking into account the needs of the age group and the possibilities of the special environment.

The examination of the educational materials, as well as interviewing helped to explore the emotional and social-communication skills among the *personal variables*, and the family and social characteristics among the *environmental variables*. We conducted exploratory research using primary data for qualitative studies, its more flexible process produced informative results on a small sample, complementing the test results.

Summary of research results

In addition to the meta-analysis of the literature, the research questions raised in the introduction were answered by the results of visits to institutes, legal regulations and empirical research (by examining hypotheses).

The penitentiary system seeks to ensure the successful reintegration of prisoners into society through employment, therapeutic activities, education, vocational training, gaining professional experience and other reintegration programs, using methods tailored to the personality of the prisoner (Section 83 (3) of Act CCXL of 2013). However, the school framework of education does not provide effective development opportunities for inmates to reintegrate. For a non-majority population, the methods used in the majority school are not progressive.

Q1: *How has the penitentiary and education paradigm evolved over the developmental history of the penal system?*

Even in ancient times, Protagoras, the Greek philosopher believed that an intelligent being punishes for the sake of the future. Plato also writes about the ideas of correction and transformation, but we know little about the specifics of its realisation (FÖLDVÁRI, 1970:43). The idea of correction was not forgotten in medieval and modern education either, but it only received more attention from the 16th century.

While the early period was dominated by retribution and deterrence for educational purposes, the penitentiary ideal favoured education through work. The focus of the study of human behaviour and experimenting with different

criminal procedures was to identify the most effective ways to prevent repeat offending.

The 19th century concept of educational punishment was brought to its full fruition during the dualism when the greatest steps were taken towards the implementation of prison education with a modern approach, the objectives of which are still worth considering today. The moral education, training and employment that form the basis of the idea of reintegration broke with previous views. After the Second World War another decline came with the formation of the socialist type of man, the process essentially started all over again based on the Soviet model.

We cannot talk about real education neither in connection with *treatment*, nor *forced education*, nor the *re-education* of the 1960s. Education is not (cannot be) limited to the mere teaching of prisoners because its content background presupposes more than that. In particular, connection cannot be drawn with those systems where retaliation as a concept exists.

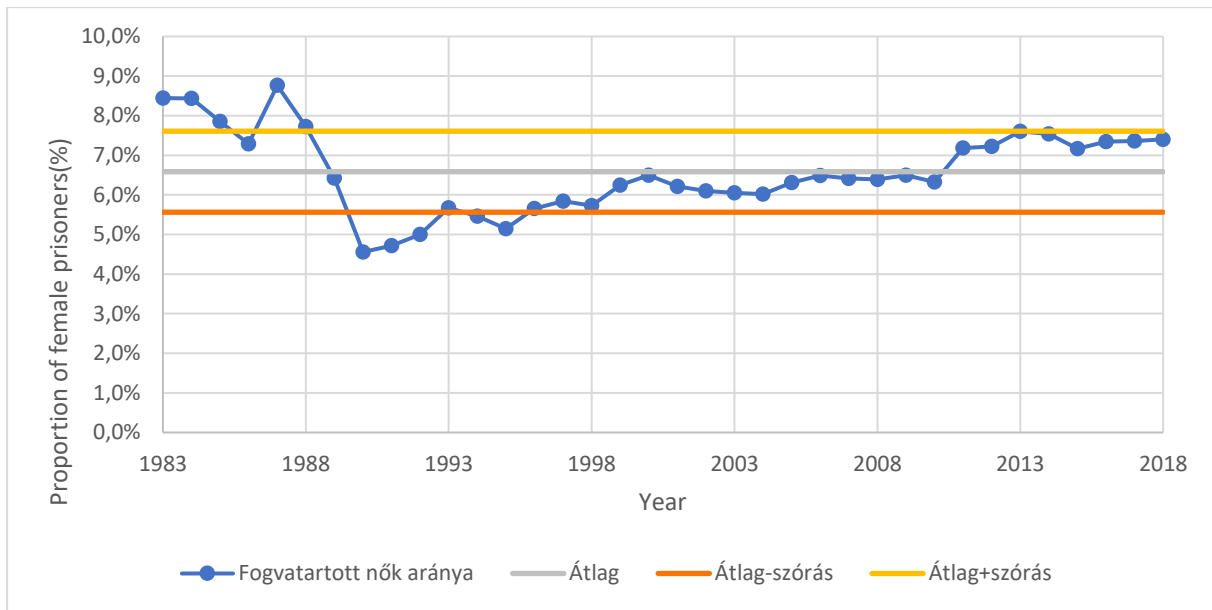
The emphasis has now shifted from the corrective-disciplinary perspective to the development of personality, as well as social skills, and although the ways of implementation are still underdeveloped and stagnant, the theoretical framework presents a positive picture. Treatment elements are typically used in closed, sometimes semi-open institutes, with a strong emphasis on segregation and differentiation. The pursuit of full employment and restorative efforts funded by various grants or foundations are commendable.

Education, as well as both general and vocational training have long played an important role in the system, although they have undergone a number of changes over the course of history in terms of the nature and purpose of the educational program. According to the educational paradigm that still prevails today, instead of facilitating later reintegration, learning to behave in accordance with moral and legal rules and duplicating harm, the goal is to reduce suffering (ZEHR – TOEWS, 2004). This can be achieved through appropriate treatment tailored to the needs of the individual, and through voluntary participation in professional and effective educational and training programs.

Q2: *To what extent have social changes affected the volume and structure of female crime?*

The proportion of female prisoners cannot be said to have remained constant over the examined period between 1982 and 2018. It appears to be fluctuating in the first 8 years, reaching a minimum in 1990 (4.6%). From there, the trend is upwards, increasing by an average of one tenth of a percent each year, while it stops at 7.4% by 2018.

Figure 2.
Proportion of female prisoners in Hungary between 1982 and 2018²



It has been proven that female crime differs in volume and structure from that of the male population. The impact of gender on crime is reflected in quantitative, intensity and category characteristics. The results show that the social effects, although to a smaller extent – for example in war years – but have an impact on the volume of female crime. The increased number of occasions for crime and the influence of legal regulations have a minimal impact only.

H1: Female offenders follow a fast life history strategy.

The existence, quality and timing of different milestones in life, such as starting school, starting independent life, getting married, having children, entering the labour market, etc. all draw different life paths. In the case of inmates, one of the most important milestones in adulthood – childbearing – was examined in terms of whether they are characterized by a general, or a differing, fast or slow life history strategy. The hypothesis was tested by *correlation calculation*, as we were interested in the closeness between the selected variables, the strength and intensity of the relationship (N=109).³ Based on the results, the hypothesis was confirmed, as the life history strategy of female prisoners in terms of childbearing takes place at a different, faster pace than the average. According to the data of a 2015 survey conducted in the European Union, Hungarian women have children on average at the age of 29, typically between the ages of 26 and 31 (EU, 2017). In contrast, the surveyed female inmates give birth for the first time at an average age of 21, but typically between the ages of 16 and 21.

² Source: own editing based on Lőrincz-Nagy, 1997; KSH, 1990-2018; MSÉ 1884-1949.

³ Selected variables: number of children, the age at which the first child was born.

H2: Women serving their sentences at strict regime enforcement grade are characterised by the role of the modern female offender.

The hypothesis was tested with *cross-tabulation* analysis, as we were interested in the relationship between the two variables (the grade of enforcement of the female offender and whether she had an accomplice), the association relationship and their combined frequency distribution (N=134). Thus, to determine whether those serving their sentences at strict regime enforcement grade are – like modern female offenders – more proactive or independent, whether the crime was committed alone or with an accomplice. Based on the results, the hypothesis was rejected, because those serving their prison sentences at the strict regime enforcement grade for more serious offences are typically not lone offenders, thus they do not represent the more independent, proactive offender embodied in the modern female role.

Q3: *To what extent does penitentiary education prepare inmates for reintegration?*

The development of constructive life management was analysed along the seven habits of Covey (2014), which includes the totality of knowledge, skill and desire. Deciding and acting on principles requires a regular, conscious presence that leads to results for all parties. After release, it can provide complex support in the world of both personal and professional lives. However, all this happens partially during imprisonment.

One of the main goals of the prison service is successful reintegration and one of the keys to this is education. The range of activities supporting reintegration is wide, and the topic of education-training is of particular importance in the process. However, without the knowledge of the target group and the use of the latest cognitive pedagogical results, the effectiveness of the training is questionable. By *organising life*, establishing *positive values* and providing a *developmental environment, independence* would develop. The penitentiary system and the institutional framework of education do not provide effective development opportunities for female prisoners to reintegrate.

There are a number of positive initiatives in the penitentiary system aimed at maintaining and improving mental health. However, the development of social skills alone is not enough. On the one hand, as a basic requirement for livelihood, a *marketable qualification* and relevant *professional experience* is needed to enter the labour market. On the other hand, in addition to the *ability*, the socially useful orientation of *behaviour* and *activity* is also a priority for the individual to lead a successful life.

Currently in penitentiary institutes, although education is highly preferred to avoid relapse, there is no general aptitude test at admittance that would identify the direction of individual development and the institutional and general

educational paradigm. The domestic prison service tries to keep pace with the overall social trends by introducing innovations to expand the opportunities of prisoners through training, vocational training, competence development and various reintegration activities, but we cannot talk about a unified concept.

H3: In the penitentiary institute, women prisoners with higher level of education are characterized by a more conscious life management than those with a lower level of education.

During imprisonment, individuals with more conscious life management tend to spend their time actively, choosing useful activities, participating in employment, training, education and other leisure programs. We tested the hypothesis with a *one-way analysis of variance*, as we were curious to see whether there were differences between groups of female prisoners with different educational attainment levels in terms of their participation in employment within the prison system (N=132). From the descriptive data and the diagram showing the averages, it is noticeable that there is a correlation, as higher education level is associated with a higher average number of activities in prison. The variances are homogeneous ($p=0.257$), the value of ANOVA significant ($p=0.000$) shows that there is a relationship between the highest level of education and the average number of activities in prison at all levels of significance.

H4: Detained women are characterized by conscious life planning in the penitentiary institute.

The hypothesis was tested by *k-means cluster analysis* (N=131), because we wondered whether it was possible to create groups of female prisoners are completely homogeneous in terms of conscious life planning.⁴ Based on the results, the alternative hypothesis was confirmed, as the majority (90-92%) of eligible female prisoners have a post-release plan – which, based on their more detailed responses, means finding a job in the labour market or claiming invalidity/retirement pension. The results were not much influenced by the time spent in the penitentiary institute, nor by the number of activities carried out in the framework of employment. There is a significant difference in the need for professional help of those with medium-level education in cluster 1, which is almost double that of the members of cluster 2. The educational extreme values of group 2 suggest that they do not need the same level of professional help due to either under- or over-education – either because they can thrive on their own, or because they have no need for it.

⁴ The variables selected were the individual's highest level of education, total time spent in a penitentiary institute, need for professional help, participation in prison employment, and post-release labour market plan.

K4: *What characterizes the individual and institutional educational profile and needs of the target group?*

Individual profile

Among the medium-specific characteristics of the target group, the life course pattern, life history strategy and cognitive profile are presented in more detail below, without discussing gender roles and female offender tendencies.

With respect to the knowledge so far, it has been proven that female convicts form a heterogeneous group due to their *characteristics* (social, psychosocial, health), *criminal attitudes* (offense characteristics, route, risk factor, motivation) and *personal needs* (integration, resources, desistance). Their mentality distinguishes them from men the most.

A complicating factor in their detention is that they require different treatment, a lot of care and attention due to their psychological characteristics. In addition to work, social relationships are a strong protective factor for them while serving their sentence, which not only strengthen psychological stability but also reintegration after release.

Due to their specificities, different treatments are recommended in their case, using special programs that pay particular attention to risk factors.

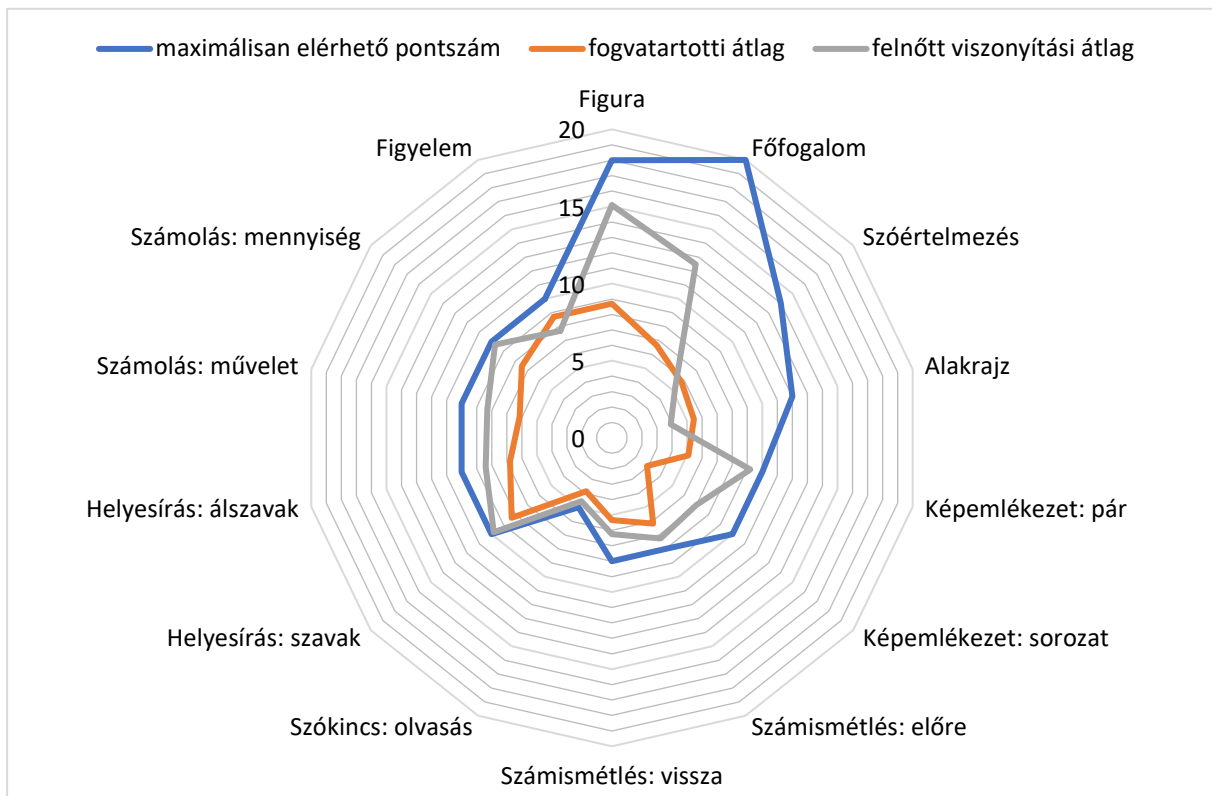
- *Trauma-sensitive programs*, which are in their early stages at the international level as well, focus on recovery, relying on the strengths and resources of the individual to achieve well-being (KING, 2015).
- Addressing substance use problems through *intervention programs* is a relatively more mature area abroad, where the proportion of women affected is higher (PALMER, 2015; GOBEIL – BLANCHETTE – STEWART, 2016). An alternative form of this, the use of medicines, has become widespread in Hungary. Women typically treat themselves with sedatives and painkillers; unlike men, not for the purpose of pleasure (PAKSI – ARNOLD, 2010; TANÁCS, 2014).
- A high proportion of female prisoners are victims of abuse (RÉDAI et al., 2004). For psychiatric disorders that cannot clearly be separated from abuse and addiction, *mental health programs* would contribute to health promotion. Their use, however, is not very typical so far, especially not in gender-specific forms (LYNCH et al., 2017).
- In terms of relationships, the most important role for women is to be a mother. Positive attitudes and identities require such *'mother' programs* that develop coping strategies, skills and communication in order to maintain an optimal mother-child relationship as much as possible (STONE – LIDDELL – MARTINOVIC, 2017; SMOYER, 2014; SCOTT et al., 2016).

An additional risk factor for maintaining physical and mental health is the limited *local, material and human* resources of the organization. Women are much more balanced where there is adequate *employment, latitude* and opportunity to *work regularly*. Hypermasculin spaces designed for men are less suited to prepare women for reintegration, adversely affecting psychosocial and health status.

cation must increasingly take into account the developmental and interest, i.e., the internal motivation, characteristics of the individual. Foreign examples show that the development of motivation/need is extremely important, and for this target group this is even more relevant. Based on our results, it can be stated that, contrary to the assumption based on the literature and the specificities of the penitentiary system, external incentives are not the most important determinants of women's motivation. Through the task/acquisition endeavour itself, performance induces the inner driving force, which is accompanied by a desire for acceptance and love. In addition to the activity and the supportive environment through the relationships, positive reinforcement and feedback are the most important for the target group. Thus, a system based on rewards and punishment designed for men cannot be very effective for women.

The specific form of motivation is interest, which is a life-organising factor that changes continuously throughout life, determining the value system of the individual. The characteristics specific to the target group are also manifested here, with the strength of the sample being the *intrapersonal* and *linguistic competence*. This represents a great potential for development, as these women are motivated, open to self-development and communication.

Figure 3.
Results of the cognitive profile of the inmates participating in the study by area⁵



In terms of ability structure, it can be stated that the studied group shows significant differences compared to the characteristics of the adult population serving as a reference point. With the exception of *attention* and *holistic thinking*, there is a large gap in terms of *vocabulary*, *abstraction*, and *sequential thinking*, in addition to the *educational skills* (reading, writing, numeracy). As the researcher question has already been answered in detail in the previous chapter, we would like to emphasize briefly that the lack of cognitive areas necessary for the development of a life management strategy supporting reintegration is significant. The possibility of recidivism into a criminal lifestyle cumulating deviance is increased, on which the efficiency of the educational and development opportunities implemented in the penitentiary institute can change little.

H5: Among female prisoners, a distinctive life-course pattern is detectable, centred on low socio-economic status.

The hypothesis was tested using *k-means cluster analysis* (N=134), as we were interested to see if groups could be created or if female prisoners were completely homogeneous in terms of socio-economic status.⁶ Based on the

⁵ Source: own editing

⁶ The selected variables are the highest education level of the father, mother or individual, addictions of the individual, place of residence by type of municipality, mental health problems, whether the individual lived in a

results, the alternative hypothesis was supported, as the majority of classifiable female prisoners (84 people) were in cluster 1. (59 people), and their characteristics support the very low socio-economic status. We also see from the sample that female inmates form a heterogeneous group. Parental background is decisive in terms of labour market situation, addiction and mental health problems.

Presumably, those with higher educational qualifications have children more consciously and they are less likely to claim benefits. Further research was conducted on model-following and childbearing.

H6: The life history strategy of female offenders is model-following in meeting academic milestones.

The hypothesis was examined by *cross-tabulation analysis*, as we were interested in the association between the education level of the prisoner and the mother and that of the prisoner and the father, and their combined frequency distribution (N=119). The examination was conducted separately for the mother-child and for the father-child to see if the individual is a model-follower, i.e. her highest level of education does not exceed that of her parents. Based on the results, the hypothesis was confirmed, as in the case of female inmates, both the mother and the father, i.e., in the case of parents, the pattern continues to be traditionalized and they are characterized by a model-following life strategy in terms of educational attainment.

H7: In the case of female prisoners, the desire to have children and the achievement of academic milestones are negatively correlated.

The hypothesis was tested using a *one-way analysis of variance* as we were interested to see whether there was a difference between groups of female convicts with different levels of education in terms of their willingness to have children (N=132).⁷ From the descriptive data and the diagram showing the averages, it can be felt that there is indeed a correlation, the higher the level of education the lower the average number of children. However, at a significance level of 5%, the relationship between the highest level of education and the average number of children cannot be verified statistically.

However, from the descriptive data and the diagram it is clear that the average number of children decreases with increasing educational attainment. Thus, although the significance level has not been reached, it has a trend value, based on which it is worth conducting another study on a larger sample in the future.

self- or family-owned property, average monthly income per capita of the family, composition of average monthly income – own income, business, aid/benefit/support, number of children, type of occupation – occasional/unskilled/ semi-skilled, skilled worker, intellectual.

⁷ By academic milestones we mean the completion of less than the 8th grade, completed 8th grade, completed 10th grade, vocational/technical school, high school graduation, completion of college/university.

H8: The ability structure forming the cognitive profile of female prisoners is unbalanced, areas that can promote reintegration are weak.

The hypothesis was tested using a one-sample *t-test* in order to compare the averages of the cognitive performance of the inmate sample completing the Cognitive Profil Test⁸ by area with the reference adult population. The test can be used to assess the structure of cognitive abilities, the results of which can be used in education and general aptitude testing. It examines cognitive functioning in three main areas: *intellectual abilities, information processing, school skills*.

Based on the results, it can be stated that the hypothesis was supported with the exception of two parts. *Shape drawing* and *attention* tasks are exceptions, because for these performance indicators, the average of female inmates was higher in a statistically demonstrable way than that of the adult reference population. So according to these aspects, the hypothesis is not true. *Word interpretation* is the aspect where the initial hypothesis must also be rejected, as the average result of the female prisoners and the adult reference population does not differ significantly. In the case of other performance indicators, however, the data supported the alternative hypothesis.

The strengths of the studied group are *attention* and *holistic thinking*, but it lags significantly behind in *school skills, abstraction and sequential thinking*. These areas of educational intelligence are not only prerequisites for success in school, but also for constructive life management, so their development is recommended prior to any treatment/education/training.

Institutional profile

In our summary, we highlight the areas that are in conflict with the principles of pedagogy, using the study of Csetneky (1984).

- The fundamental contradiction between criminal law and pedagogy is already evident during the historical overview. Since the 19th century, prison development has been a highly centralised process, difficult to adapt to legal frameworks and specific principles. In principle, the framework provided by the regulators reflected the social and philosophical views of the times, however, practice did not always provide an opportunity for their implementation.

The role of education and vocational training has changed significantly over time, undergoing a number of changes. The justice system mainly determined the punishment in relation to the nature and gravity of the crime

⁸ The Cognitive Profile Test is a revised version of the Hungarian adaptation of a test used in an international comparative study. The *International Cognitive Profil Test* (SMYTHE, 2002) developed by Ian Smythe examines the specificities of the appearance of dyslexia in different languages (GYARMATHY - SMYTHE, 2000; SMYTHE – GYARMATHY – EVERATT, 2002). The Hungarian version of this test formed the basis of the Cognitive Profile Test. The scales are developed by summarizing the results achieved in each cognitive area. The level of the scale is formed by summing up the levels in the tasks belonging to the scale. Deviation from the average shown in these indicates the standard of this area.

committed and its danger to society, so it is action-oriented. In contrast to pedagogy, which puts the individual first, it compiles the educational program and the methods to be applied focusing on the development of life and personality of the individual.

- In the process, the legal disadvantage of the judgement provides the framework, while the degree, security- and regime classification provide the differentiated detention. The limitation of reintegration activity may be, on the one hand, the excessively short imprisonment, which does not provide the necessary time for development, or, on the other hand, the harmful and distorting effect of the excessively long sentence on the personality.

However, effective education of prisoners can be achieved by taking into account special opportunities, creating groups, and understanding the type characteristics and individual abilities.

- Imprisonment is the most severe punishment for dispossession and detriment. Its principles are fundamentally at odds with the personality development goal of pedagogy. The institutional environment of the penitentiary system can thus only offer limited opportunities for education, which is unable to compensate for the restrictions. The organisation has to employ an effect system that meets the requirements of punishment and education at the same time.

All this is possible by the implementation of a coherent, consistent and educational system, in which each staff member knows the theoretical and methodological background of the operating mechanism, as well as their place and role in it.

- In the prison, the individual lives his or her daily life under duress, which provokes open or hidden resistance on his or her part. The specificity of the organization organized according to rigorous rules is the strict adherence to the daily routine, through the stay, movement and employment of the prisoner, it controls the clothing, food and habits of the prisoner for example. The constraint is mediated by the institute and its employees towards the individual.

Education, however, builds on active involvement, presupposes a personal, trusting relationship, thus showing distinctary difference. The solution can be educational methodology and clear communication, which raises awareness of the limitations and potential of the situation and the purpose of working together.

- The complete nature of the institutes is a hierarchical system that fully regulates the order of life and is under central control. This form shapes the individual in a direction that is not in line with the goal of reintegration into society. An environment markedly different from the reality outside results in the marginalization of independence, decision-making, and the true image of the personality through controls, instructions and regulations.

In addition to maintaining activity and the involvement of the individual, only unprompted or leisure activity forms provide an opportunity for choice. It is recommended to bring the living spaces, the immediate environment closer to the conditions of free life, which can reduce the negative impact of the total institute.

- As a part of the drive towards full employment, new dilemmas are formulated in relation to employment practices. On the one hand, performance-based employment of those with little experience in the labour market occasionally ignores volunteering. In terms of efficiency, this obviously severely limits the effectiveness of the activity. On the other hand, it can be an excellent field for workplace socialization where, as part of a community, the individual learns daily, weekly and work routines, as well as gain the necessary experience to be successful in the labour market. (ÁCS-BÍRÓ, 2016).

There is a limitation in the areas of specialization, which have remained unchanged since the beginning, offering women activities that correspond to traditional female roles (e.g., sewing, paper industry, gardening). Training and employment offer a narrow range of choices, which on the one hand violates the prohibition of degrading treatment (BORBÍRÓ et al., 2019), and on the other hand does not follow the needs of the labour market and the heterogeneity and needs of the population.

- The penitentiary system must simultaneously meet the requirements of the rule of law and expectations of the society, which in many cases differ. Serving a dual purpose, the uniform system of principles in the implementation of resocialization and decarcerization is not in line with the actual financial, material and personal conditions.

Thanks to the reforms of the organisation, the focus has shifted to treatment-correction procedures, with the punishment paradigm being somewhat pushed into the background by education. Nowadays, the focus is on the development of personality and social skills for reintegration purposes.

The beneficial influence of education and training is known in terms of the safe maintenance of the prison system, the operation of regimes, and individual motivation and development. The complex system of influences of pedagogy, however, is rarely visible in everyday life. In addition to the wide-ranging and multifaceted analyses and expert opinions, there is no professional representation of the educational sciences, neither during admission nor during detention.

Summary

The dissertation aims to present the training and education opportunities of female prisoners in a broad interpretation. It describes the theoretical characteristics of prison education based on the legal background and regulators, and its practical characteristics based on observations. It attempts to explore the identity problem of the organization and its relationship to training, which is one of the defining pillars of education. The dissertation formulates its proposals in the knowledge of the characteristics and interests of the target group, taking into account the specificities of the institute. Our research helps to deepen the understanding of pedagogy as a system organizing principle in the discourse of the penitentiary system and educational sciences.

Prisoners arrive with different experience, knowledge, skills and abilities, therefore the average learning-teaching methods fail in their case (ÁCS-BÍRÓ – MIKLÓSI, 2016). When planning a process that ensures optimal development, defining the goal is a priority. This requires adapting to the unbalanced knowledge, ability structure and individual characteristics of the target group (GYARMATHY, 2019b).

Knowledge of environmental conditions, prospects and framework expectations is essential. In line with the institutional profile, not only short-, but also medium- and long-term training and educational tasks can be defined, as well as the knowledge to be acquired, and the skills and abilities to be developed. In professional planning, the methods, forms of work and tools required for implementation are selected by defining the time-space dimension. This is not different in a prison environment either if we want to carry out an effective procedure.

According to Vókó (2006) pedagogically oriented change is due in three areas. On the one hand, in terms of *the transformation of the living conditions* of prisoners, on the other hand, *regulation of their actions* and *shaping their perceptions*. Cohesion can have an appropriate effect on reintegration activities if the environmental conditions, the forms of activities provided and the individual form a unit of values. Segregating offenders from society is not a solution, only a symptomatic treatment. This is because punishment does not eliminate the social conditions that created the crime or allowed it to increase.

Theoretical aspirations and educational directions are positive, forward-looking ideas which, in reality, are difficult to implement due to the personal, material, infrastructural and technical determinability of the organization on the one hand, and the limited expectations and views of the society on the other (ÁCS-BÍRÓ, 2016). (Re)integration is nothing more than an immature, intermediate solution between exclusion and inclusion. The purpose of the reintegration process is to help the detainee, under the guidance of competent professionals and in planned conditions, through targeted methods. For this, motivation, model-

following individuals, self-sufficiency and the practice of decision-making are essential (6/2015. (I.20.) professional instruction of OP (Hungarian Prison Service Headquarters)).

The penitentiary system is punishment-focused, and although it seeks to reflect the challenges and needs of the times, it is not a statement that points to real content. In reality, the identity of the system is missing, giving a distorted mixture of the extreme theories, relying on different patterns from abroad, with little history and actual experience.

The militarist, punishment-centric, and through education, individual-focused restorative justice system does not provide a congruent picture. It does matter whether segregation, punishment, exclusion from society is the focus during imprisonment, or whether the priority is on the helping function in becoming a useful member of society. In determining the methodological apparatus, the target system supported is of great importance.

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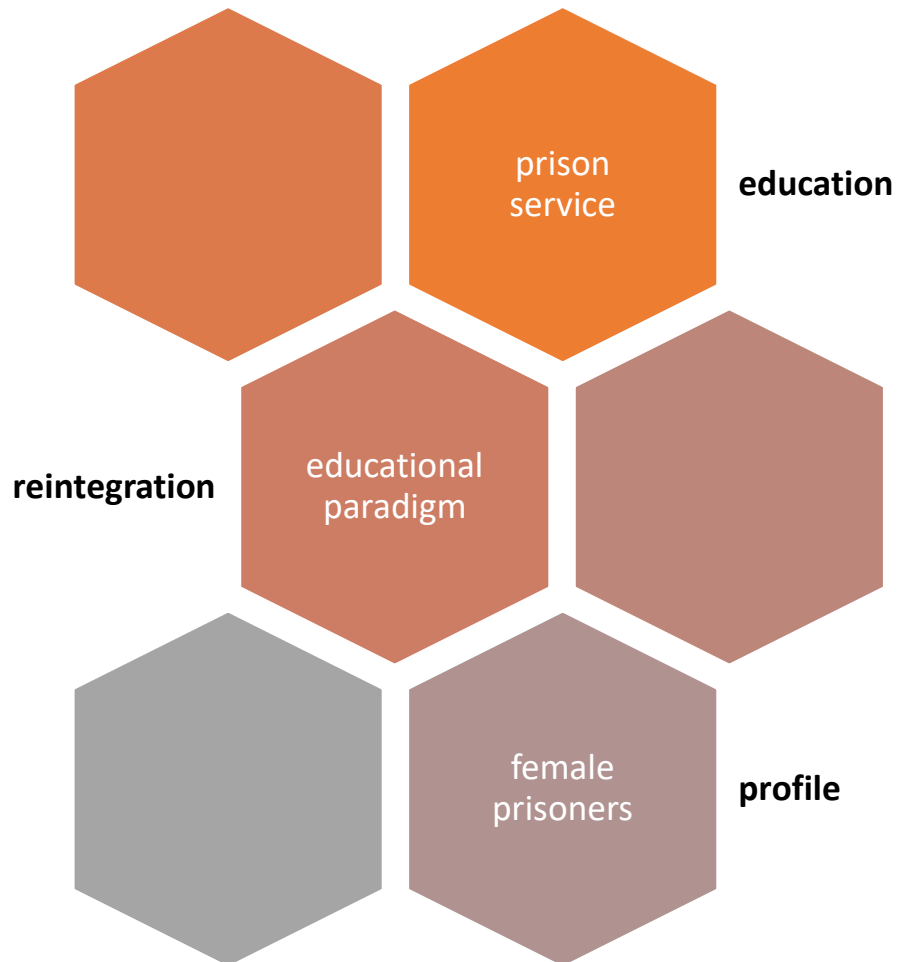
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