



**REPORT**

# **Sport and physical activity in European prisons: a perspective from sport personnel**

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**Collaboration: 'Prisoners on the move' partners**



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## 1.-INTRODUCTION

This report is elaborated with the literature review on physical activity and sport in prison and data from a survey study addressed to prisons sport personnel of five European Union (EU) countries (Belgium-Flanders, Denmark, Romania, Spain and The Netherlands). The report is developed by the partner Universitat de València-Estudi General (UVEG), as part of the 'Prisoners on the move' project.

The comparative nature of the survey study requires acknowledging that each European country has its own history and their own penitentiary system has been organized in keeping with the development of every country. It means that commonalities and differences among countries would emerge and previous comments on several issues will be needed in order to make comparisons among the five countries of this study. Three issues are of special interest in this project, especially developed from a sport personnel perspective: 1) the centralization-decentralization of penitentiary systems organization; 2) the possible participation of institutions from outside of the penitentiary system; and 3) the role of physical activity and sport in the laws and regulations of these systems.

The degree of centralization or decentralization of penitentiary systems in European countries affects to the way sport professionals can be employed and the institution in charge of personnel's employment. For instance, Denmark and Romania have a centralized system and it means that sport personnel's employment has the same characteristics in the whole country and is strictly controlled by the institution in charge of prisons. On the contrary, Belgium presents a decentralized system in which the different landers have the sport activities and sport personnel under their own control and organization. Spain is under a decentralization process of its penitentiary system, started in Catalunya as the first region with responsibilities in the management of penitentiary system, which includes the control of sport activities and the employment of sport personnel.

Participation of other institutions from outside of the penitentiary system is linked to the centralization-decentralization issue, since countries with a centralized organization, such as Denmark and Romania, do not allow the collaboration of private institutions, Non-Governmental Organizations (NGO) or volunteers within the activities in prisons. On the contrary, more decentralized systems, such as the ones from Belgium and Spain, allow the participation of institutions from outside the prisons in the development of activities for inmates.

The role of physical activity and sport in the laws and regulations related to penitentiary system also differ among the countries under study. In this case, Belgium-Flanders and Denmark mainly assign a recreational role to physical activity and sport since their regulations assure two hours of physical activity and sport in the spare time of prison regimentation. Romania and Spain also concede an educational role to physical activities. Sport and physical activities become an official programme within the prison system and coexist with the same status as inmates' formal education/school. Although sport can also be part of school or formal education, for instance in

Denmark, it is mainly understood as informal and entertaining activity to take a break or rest from the educational activities.

## **2. PHYSICAL ACTIVITY AND SPORT IN PRISON: A REVIEW**

Physical activity and sport are nowadays part of the prisons landscape in the western democratic world as a consequence of the change in the prison role that evolved from punishment to social rehabilitation spaces (Caplan, 1996; Hagan, 1989). During these days, governments legislate about these activities and they are considered as a part of the basic principles of prison laws and policies of many countries (van Zyl & Snacken, 2009). Prisoners are human beings with rights and physical activities, either with recreational and educational focuses, are growing as part of the prison daily life necessities. Nevertheless, little is known about the meanings of these practices for people from inside, how sport and physical activity are fitted within the prisons system, in which conditions they are developed and the inmates' experiences and benefits from their participation. Classical texts on prison management for staff only mention the inmates' necessity and benefits of exercise and sport with no orientations and guides for their development (Cowley, 2002). Prison research from social life inside these institutions is limited (Crewe, 2005; Wacquant, 2002) and physical activity and sport, especially in adult prisons, have received even less attention (Williams, Walker & Streat, 2005).

The rapid growth in prison populations in most of the Western societies during the last decades (OECD, 2010) has probably increased the interest in knowing the effects of sport and physical activity on inmates and how these activities are developed in prison settings. In fact, we identify several areas of interest about these issues, basically from English, Spanish and French literature. These areas are: 1) physical activity and sport for inmates' health; 2) physical activity and sport for social rehabilitation; and 3) physical activity and sport participation and provision.

### **2.1. Physical activity and sport for inmates' health**

Imprisonment conditions, mainly linked to lockups and isolation, contribute to the emergence of many physical and mental inmates' unhealthy consequences compared to the wider community (Courtney & Sabo, 2001; Loeb & Steffensmeier, 2011; Plugge, Foster, Yudkin & Douglas, 2009; Plugge, Douglas & Kirkpatrick, 2006; Richmond et al., 2011; Tosh, 1982; Valcárcel, 2001). Therefore, health protection and health promotion activities are important issues to be addressed by the prison system of every country to attend the rights and necessities of people in confinement. International institutions, such as the World Health Organization (2007), have also developed different documents and guides addressed to the health in prisons. Under this situation, physical activity and sport has been considered one of the key activities for the health protection and promotion of inmates and research has been addressed to such purpose.

Biomedical knowledge based-research on physical activity and sport is equally applicable either to the general public or inmates. This knowledge states that higher levels of regular physical activity

are associated with lower mortality rates, even in those who participate in moderately intense activities, and favourable relationship between exercise and cardiovascular health and diabetes are also observed (Amtmann, 2001). Some other mental health benefits are also reported from general public and applied to inmates, since these issues are of particular interest in prison, as a group of studies from the last decade suggests.

In a questionnaire-based study from USA on inmates' perceptions regarding an exercise program, Nelson, Specian, Campbell & DeMello (2006) reported that participants perceive a decrease in depression, stress and anxiety, as well as an improvement in their physical shapes and fitness levels. In a cross-sectional study based on a questionnaire, Cashin, Potter and Butler (2008) pointed out a significant inverse relationship between self-reported exercise and hopelessness among a sample of 914 Australian inmates. Another recent cross-sectional study showed that self-esteem and contentment with psychological state in physically active inmates from Lithuanian correction houses were significantly higher than in physically inactive inmates, although low self-esteem was not determined in any inmates (Vaiculis, Kavaliauskas & Radisauskas, 2011). In this study, the probability that the convicts who have a strong sense of responsibility tend to be more physically active than the inmates who do not consider themselves responsible is several times higher.

There are some comparative correlation studies developed in USA that showed significantly lower levels of depression, stress and anxiety among those inmates who exercised than those who did not exercise (Buckaloo, Krug & Nelson, 2009) or identified a daily sport practice in a significantly higher percentage of non-insomniac inmates' group than the insomniac inmates' group (Elger, 2009). Another comparative study developed with inmate males reported a decrease of verbal aggression, hostility and anger in the weight-training group whereas vigour scores significantly decreased in the non-weight-training group (Wagner, McBride & Crouse, 1999). A quasi-experimental study developed in a male prison reported that a 12-week program of regular aerobic exercise decreased symptoms of depression (Libbus, 1994).

The positive relationships reported in the previous studies need more research to confirm these data since there still are other studies with no conclusive results. Among them, there is a pilot randomized control trial study, developed in Australia, that analysed the effect of a 12-week exercise and health education program on male inmates' psychological distress and results showed no statistically significant differences between pre and post-exercise program. There was also no significant correlation between total psychological distress and participating or not participating in exercise (Cashin, Potter, Stevens, Davidson & Muldoon, 2008).

## **2.2. Physical activity and sport for social rehabilitation**

Although sport and physical activity can contribute to the health of prisoners, their presence in most countries penitentiary systems is justified as part of the general strategy addressed to the social rehabilitation as the main imprisonment aim. It is so, at least, in those countries which have

signed the International Covenant on Civil and Political Rights from United Nations, elaborated in 1966, which explicitly indicates in its article 10 (3) that “the penitentiary system shall comprise the treatment of persons, the essential aim of which shall be their reformation and social rehabilitation” (UN General Assembly, 1966, p. 176).

Studies researching the rehabilitative role of physical activity and sport tend to fall, according to Day and Sparkes (2012), into three types: 1) reviews of the value of sport and physical activity and their impact on crime and social inclusion/exclusion; 2) evaluations of physical activity and sport interventions for crime/antisocial behaviour reduction and social inclusion; and 3) qualitative explorations of the role physical activity and sport play in prisons.

### **2.2.1. Reviews of the value of sport and their impact on crime and social inclusion/exclusion**

Many contributions from different places have focused on the positive effects of physical activity and sport on crime and social exclusion. A group of these contributions are based on character building logic associated to sport participation, that is to say that the participation facilitate social desirable values such as fair play, discipline, effort and teamwork. This is the case of Chamarro (1993) that referred to the positive effects of sport, if they are prepared with a therapeutic purpose, such as self-control, cooperation and rules accomplishments in the activities developed inside and outside prison. Nichols (1997) provided several rationales for reducing delinquent behaviours through active participation in sport linked to excitement, increase of self-esteem, development of cognitive competences, involving in role modelling processes and providing employment possibilities. Some authors gave an overall group of physical, psychological and social benefits of sport in prison (Castillo, 2007; Díaz, 2007) and other referred to the transmission of positive values among inmates due to the interaction and socialization potentialities of sport and physical activities when participating with different people from inside and outside prisons (Gras, 2003a; Ríos, 2004).

The therapeutic potentialities of the character building logic of sport have been used not only by specialized authors to justify sport provision in the penitentiary systems but also by the wider society and the inmates or prison staff. In a Canadian public opinion research, more than eight out of 10 citizens believe that it is very important that sports actively promote positive values in children and youth (in Donnelly, Darnell, Wells & Coakley, 2007). Moreover, in a qualitative study developed in a Spanish prison, inmates and some educators also refers to self-control, rules accomplishment and character building as key positive values transferable to ordinary social life (Martos-García, Devís-Devís & Sparkes, 2009a). Nevertheless, as the last authors stated, these ideas have been widely criticized because the rules governing sports are functional rules and not moral rules and empirical support from different fields outside prison seems to be opposite to the transmission of desirable values. In addition, there are clear differences between sport and everyday life. Although in both cases people are facing challenges, they are different challenges. In everyday life, rarely faced directly to our opponents, we do not know when the challenge has been removed or if we have finally achieved victory. However, in sports, opponents faced directly,

there are not doubts about when the game is finished and who has achieved victory. The everyday life is complex, ambiguous and uncertain and difficult to understand, while the sport is simple, somewhat ambiguous and uncertain and easy to understand. Likewise, the actions of daily life have a real moral component and its consequences are potentially very serious, while actions in sport have a moral component that is normally confined to a very particular sporting situation and its consequences do not go beyond the sport (Devís-Devís, 1995; Coakley, 2004).

Sport, like any other activity of life, transmit desirable or undesirable values and move to the daily lives of those involved, depending on the type of relationships established in the social context of their practice, in this case the prison life. Kauffman and Wolf (2010), in their analysis of sport as a vehicle for social change, even mentioned that sport can perpetuate inequalities and foster alienation, something far enough to the positive milieu of character building ethos. Despite this critique, the authors still find in their analysis arguments that can make of sport a vehicle of social change. Literature on character building concludes that there is not an automatic transmission of positive values from sports participation but from what happens around it and how it is intentionally developed to promote such values (Bredemeier & Shields, 2006; Gutiérrez, 2003). In its application to prison settings, only the existence of a sport project, purposes, content and methodological strategies, designed and explicitly addressed to the promotion of positive values will be possible to have positive social relationships and to talk of social rehabilitation (Martos-García, Devís-Devís & Sparkes, 2009a).

Some other reviews addressed to the rehabilitative potentialities of sport and physical activity, often overlapped with the character building logic, are focused on the promotion of social inclusion or avoidance of social exclusion. In fact, there is an international enthusiasm for the idea that sport can be used to promote social inclusion and youth crime reduction, according to many state and private organizations at national and international level (Central Council of Physical Recreation, 2002; European Commission, 2007; International Olympic Committee, 2000; Office of the Deputy Prime Minister, 2004; Sport England, 2005). Although many reviews are not especially developed in the relation to prison inmates but to at risk, high risk or marginalized youth, they share their main purpose and can offer an insight to social rehabilitation when no specialized prison literature is available.

The first problem that arises is a conceptual matter because many contributions consider social inclusion the same than avoiding social exclusion, but they are not synonymous. According to Donnelly and Coakley (2002), social exclusion is about eliminating boundaries or barriers among different groups of people and organizations, while social inclusion is a proactive human development approach that requires investment and action to make sure that all persons are able to participate as valued, respected and contributing members of society. Kelly (2011) considers that both concepts are contested, and processes through which sports-based interventions might promote social inclusion or address social exclusion require further investigation. According to this author, those who focus on social exclusion emphasize poverty and its social, moral, cultural and economic limitations whereas those who focus on social inclusion emphasize redistribution of resources in different areas, moral reformation and a pathway for employment issues.

Donnelly, Darnell, Wells and Coakley (2007) indicate that the first thing to promote inclusion is to overcome the structural barriers that prevent participation. After this first step, it would be necessary to provide conditions to get benefits of sport participation, as stated by Collins and Kay (2003) in a similar way than the previous contributions based on sport values. In this sense, some initiatives with a psychosocial tradition have focused on socio-moral and personal and social responsibility values (Hellison, 1995; Miller, Bredemeier & Shields, 1997). But a complete fulfilment of social inclusion through sport requires to “open up a channel for young people to obtain advice and information on a wide range of health, social, education and employment issues” (Sport England, 2005, p. 9). According to certain views, social inclusion will be achieved if sport and physical activity assist in pro-social choices and offer opportunities for an active citizenship and social capital (Cameron & McDougall, 2000). However, there is still not strong evidence of a social inclusion achievement beyond mediator values (Long, Welch, Branham, Butterfield & Lloyd, 2002). Some sociocritical views consider the exclusion effects do not facilitate the sport interest among excluded people and, although sport is part of their interests, it is not enough guarantee for eliminating exclusion because it is made by structural barriers (Maza, 2001). This situation suggests that there is a clear necessity to know more about overcoming exclusion barriers and a great deal of more research to understand the process of social inclusion in sport (Donnelly, Darnell, Wells & Coakley, 2007).

### **2.2.2. Evaluation of interventions for crime/antisocial behaviour reduction and social inclusion**

Crime and antisocial behaviour reduction is nowadays seen as a social problem that is responsive of sport-based interventions. Some influential papers have supported this view since they find evidence for crime reduction. This is the case of Seefeldt and Ewing’s (2002, no page) review of youth and sport in the USA that stated “Considerable evidence has been presented that sports participants are less likely than nonparticipants to engage in delinquent behavior”. They also pointed out that “The negative relationship between sports participation and delinquency tends to be stronger among lower-class youth” and “athletes in minor sports”, but “Unfortunately, the reason for this negative correlation is unclear”.

Many interventions have been developed in different places from the support of these evidences and the international enthusiasm to reduce exclusion, indicated in the previous section. For instance, the Probation Service in England and Wales found more than 54 programs from 34 different probation services in 1997 (Taylor, Crow, Irvine & Nichols, 1999). Similarly, the Australian Institute of Criminology identified more than 600 recreational programs aimed at preventing or reducing anti-social behaviour among young people some years later (Morris, Sallybanks & Willis, 2003). The evaluations of these interventions are promising and they may provide a useful vehicle to the development of personal and social skills and provide positive mentoring relationships. According to the Australian authors, this will be achieved through targeting and improving underlying risk factors rather than actual antisocial behaviour. In an evaluation of an intervention with 318 disadvantage and disaffected young people from United Kingdom showed that personal and social skills increased over the initial 5-days of the

intervention. Although the benefits did not appear to be maintained a year later, they were good predictors of the long-term behavioural improvements (better performance in jobs and education, stable housing arrangements, and positive attitude toward self and others) (Astbury, Knight & Nichols, 2005).

A group on intervention evaluations from different places around the world with at risk youth are based on the Hellison's social and personal responsibility model (Hellison & Walsh, 2002). Responsibility is understood as a moral obligation towards oneself and others and the model has five levels of responsibility that youngsters should learn to become adapted and efficient people in their social environment: 1) respect for the rights and feelings of others, including behaviors empathy and self-control; 2) participation and effort; 3) autonomy; 4) help others; and 5) transfer behaviors learned in the program to other contexts. Among other places, it was recently applied to Spanish physical education classes with students at risk of dropping-out school during one school year (Escartí, Gutiérrez, Pascual & Marín, 2010). It was a comparative study with two groups of adolescents that used quantitative and qualitative methodology. Quantitative results showed a significant improvement in the students' self-efficacy for enlisting social resources and in self-efficacy for self-regulated learning. Qualitative results showed an improvement in responsibility behaviors of participants in the intervention group.

In a Spanish city deprived neighbourhood intervention of 12 years, evaluated through a qualitative methodology, Maza (2006) concluded that sport, football in this case, can enrich the social interactions of participants around the program. The football field was the meeting place of these youngsters, where they knew each other and recognized between them as a group. The interactions that emerged in this place could improve the community place, education and identity processes, especially through the social interchanges and situational solutions between different capitals (social, cultural and symbolic) youngsters perform in situational contests around the sport program.

Many of the interventions with at risk youth or young offenders are developed under a diverted or deterrent rationale to separate youngsters from antisocial behaviour. When diverting is the purpose, providing activities is more important than the type of activities provided (Morris, Sallybanks & Willis, 2003). A deterrent rationale is also defended by Seefeldt and Ewing (2002) to prevent young delinquency with at risk people since they consider youth sport participation a practical substitute for gang membership. These authors suggest that delinquent behaviour by gang members was shown to be lower before and after gang membership, showing the positives for decreasing criminal activity outside of the gang. This rationale is based on social control principals that design sport interventions to occupy people in sport activities instead of other social activities more likely to stimulate crime or antisocial behaviours.

The underlying assumptions of at risk youth interventions that follow social control principals are far from the principals of social opportunity of middle-class youth and may produce a victim blaming effect. As Donnelly, Darnell, Wells and Coakley (2007) indicate, these interventions communicate the underneath message that youngsters from inner city and lower class are dangerous, need adult control, are inclined toward deviance, need protection from themselves and are better out of the streets. On the contrary the young middle-class sport interventions of

social opportunity communicate a different message to participants of personal development, teamwork, leadership and community related skills, although the crime reduction interventions would be originally conceived with such ideas.

Nevertheless, these promising avenues do not directly connect with crime reduction or prevention of antisocial behaviour. As Bailey (2005) indicated, crime reduction is indirect rather than direct process and work in a joining set of processes such as self-esteem, self-efficacy and the development of social and personal development. Therefore, there is little evidence of the effectiveness of the impact of the sport interventions in crime reduction and it is a difficult and complex adventure. Several problems and limitations are part of this adventure and need to be approached and considered here for the future. The first one is a lack of longitudinal data for evaluations of sport and physical activity interventions, partially explained by the indirect influence on crime reduction. Overuse of short term interventions or activities do not warrant time enough for meaningful impacts. The second one is a lack of control in designing evaluations because it can result in misleading or premature conclusions. Moreover, as the success of interventions need collaboration of different agents, institutions, stakeholders and also different activities beyond sport, such as outdoors, experiential, communication and job-skills training, it is extremely pretentious to attribute the possible delinquency decrease to sport and physical activity participation (Donnelly, Darnell, Wells & Coakley, 2007; Long, Welch, Branham, Butterfield & Lloyd, 2002; Morris, Sallybanks & Willis, 2003; Nichols & Crow, 2004; Taylor, Crow, Irvine & Nichols, 1999).

Previous information of this section comes from youngsters at risk and nothing is said about evaluations of interventions in prisons. Although some information can be useful for the activities and interventions in prisons there are particular conditions, institutional and personal, that recommends research efforts especially focused on these settings. For instance, participants of the interventions will be offenders in confinement not youngsters at risk that live with their families and communities and the main purpose is the avoidance or reduction of delinquent recidivism. Nevertheless, only a few documents refer to evaluations of interventions or physical activities and sports in prisons in relation to inmates' recidivism or inclusion.

The first evaluation of this review refers to youngsters in a United Kingdom correctional because it presents some similitude to prisoners in confinement. This participant-observation study, made by Andrews and Andrews (2003), found that sport provides an opportunity for these young people to display competence and develop a positive self-concept. Therefore, it showed an indirect effect of sport towards inclusion that makes authors to question this practice as primary vehicle for, and mechanism of, rehabilitation. In another study that evaluates 5 years of experience of physical activity and sport program in a Spanish youth correctional, authors indicate that most of the inmates enjoy the activities, but they did not find a transfer of an active lifestyle outside the walls of the centre (Mantecón et al., 2007). In this case, it is even difficult to find a direct connection of such behaviour as physical activity and sport in youngsters' daily life.

The evaluation of two months program in a Spanish prison through a quantitative and qualitative multi-methods study concludes that fitness improvements and other psychological and social health benefits are perceived by a sample of 117 inmates, including a motivation for drugs

consumption decrease. Other (re)educative values such as respect of the game rules, collaboration and social relationships among different people inside and outside prison are also perceived by inmates after the program. Castillo (2004), the author of this study, highlights the referee and monitor training courses offered as a labour possibility outside prison. Other two qualitative prison studies, from USA and Spain and not especially focused to evaluative purposes, refer to similar results based on the inmates' interviews and observations (Caplan, 1996; Martos, Devís-Devís & Sparkes, 2009a). Educative potential of self-control through sport and, mainly, distraction and compensation strategy to cope with boredom, time and confinement's physical and mental problems are among them. Spanish authors also refer that physical activity and sport can even play a symbolic evasion and personal liberation. Despite these benefits, the studies agree with the limitations both encounter in the social rehabilitation potential of physical activity and sport. Caplan's (1996) study pointed out that many inmates are offender recidivists and they do not continue their recreational sports involvement following their release from prison. The study developed by Martos, Devís-Devís & Sparkes (2009a) indicated that sports instructor or lifeguard titles offered and the recognition of sport inmates' participants on drugs reduction is not enough for social inclusion. It is necessary more long term follow-up studies that include before and after incarceration periods to know and understand more about social inclusion and offender recidivism.

### **2.2.3. Qualitative explorations of the role physical activity and sport play in prisons**

In addition to the qualitative studies mentioned in the previous pages of this report (Andrews & Andrews, 2006; Caplan, 1996; Martos, Devís-Devís & Sparkes, 2009a) there are a group of studies that focused on the role physical activity and sport play in ordinary prison life.

The early work of Grayzel (1978) about the functions of play and its motifs, developed in a USA prison, showed that boredom can become the worst prison punishment and activities can help to overcome it, although inside activities remain highly under control and they form part of a punishment-rewards loop for social control. In a later work from a men prison from United States, Sabo (2001) also referred how sport and exercise can help many inmates do their time and do masculinity in once. Besides, in his self-reported paper as a former prison worker, he also emphasized sports contradiction since these practices can be simultaneously a source of personal liberation and a tool for social control. Therefore, it is supposed different meanings also emerged from women inmates and other prison workers as well.

Johnsen (2001) developed a one year qualitative research in a Norwegian prison with the purpose to get insight into men's lives and identities in prison, and contribute to a better understanding of some of the multiple systems of domination that constitute Western society. Different meaning the staff and the prisoners construct on sport activities is due to the construction and reconstruction of gender and masculinity through the practice of sport in prison. To construct masculinities for the purpose of expressing hardness is the way the prisoners exercise power and claim their positions in the strategic power situation that seems to exist between the prisoners. According to prisoners, the development of large muscular bodies has a relation to their existence in prison and not with a physical capital for re-offending outside prison.

With this backdrop, Martos, Devís-Devís and Sparkes (2009b) initiated a two-year ethnographic study to portrait an account of what was going on the sports hall of a Spanish prison, and also explored the different meanings assigned to sport and physical activity practices as they are contended by women and men inmates, officials and sport monitors. They provided details of the following key themes that emerged from the analysis: (a) escaping time; (b) perceived therapeutic benefits; (c) social control; (d) gendered dimensions; and (e) performing masculinity. The findings suggested that a diverse and contradictory set of meanings are associated with sport and physical activity within this particular prison culture, and that the performance of specific kinds of masculinity is both a process and product that shapes the construction of experience in powerful ways. Among these meanings emerges the extended shared idea that physical activity is equivalent to sport outputs. In a certain way, physical activity becomes sport practice, the pavilion is the training place, and sports educators are the trainers. A macho muscularity appears, as part of the performing masculinity theme, around martial arts and body building practices. It is due to a reduced women's participation in these practices, and physical activities in general, and because physical power turns into social power and prestige, and it is used to classify people in the hierarchical world of the prison.

Gras (2003b) also developed a longitudinal study to understand the meanings of sport in the incarceration pathway of French inmates' lives through interviews, letters and reports from inmates, sport monitors and other prison staff. The author introduced the notion of sport trajectory to refer to the ways inmates interpret sport within the whole range of expectations and personal projects and how it contribute to give meaning to their lives. The main results indicated that if inmates give meaning to sports in prison they are also able to make sense of their own sentences. After the first moment of resistance, prisoners are able to experience their sports activities in a constructive and rational manner, that is to say, abandoning their progressively degraded image and reconstructing a new image of themselves.

In another observation-based qualitative research, Gras (2005) discussed sports-related prison leaves in France, and analyzed the questions these outings raised for those inmates to whom they were granted. The original goal of the sports outing, which was to compete and to share sporting values emerged other more crucial ones. They are indirect outcomes that appeared through the physical and symbolic break created by the leave itself, having to do with the way they deal with their stigmatizing status and with the legitimacy of their presence in social events.

Ozano (2008) conducted a qualitative research using a grounded theory approach through in-depth open-ended interviews to understand the role sport and physical activity play in the rehabilitation process of United Kingdom females' prisoners. Five themes emerged from the data: a) participation outcomes; b) general health awareness; c) role of sport and exercise on rehabilitation for release; d) developmental skills and experiences; and e) influence of sport, exercise or dietary awareness on plans post prison. Female inmates found different physical, psychological and social health benefits to their sport and physical activity participation since they planned their careers upon release around sport and exercise.

In a different study, Devís-Devís, Martos and Sparkes (2010) explored the construction of the professional identity of Alex (a pseudonym), a physical educator in charge of sport and physical

activity in a Spanish prison. To this end, a biographical-dialectic perspective was employed through interviews especially focused on prior experiences, contextual resources and the micropolitical strategies Alex used in his workplace. The search for better job conditions and professional recognition mediated the strategies he used during the daily negotiation of his professional identity. Yet, this identity was also constructed in a dialogue between his experiences in sport and the performance sport discourse present at the macro-social level. This study is not focused to sport benefits or how professional practice can improve sport programs. It is a different study that exemplifies a particular, although not unique case of professional socialization that helps to illuminate the (re)construction of identity of those physical activity and sport professionals who work in marginal contexts.

In a recent narrative research study, Day and Sparkes (2012) focused into the lived experience and embodied meaning of people with criminal convictions that are trying to live a pro-social lifestyle. They explore the stories told by 16 inmates' and ex-inmates participants and 14 prison staff about the change process and the role played in this by sport and physical activity. The emerging findings suggest that sport assist positively as part of the whole change process and improve subjective sense of well-being and health consciousness, as well as the embodied action for some participants in improving their self-care. In general, the research highlights the complexity of the relationships between sport and social rehabilitation.

Among the issues that arise in these studies there is a general agreement about several physical, psychological and social benefits of sport and physical activity prison but some differ with the potential social inclusion benefits, quite similar to the conclusion obtained in previous sections.

### **2.3. Physical activity and sport participation and provision in prison**

In between of the previous two big areas of knowledge, the health and therapeutic ones, we identify another one, precisely justified by the physical activity and sport relationships with health and its social therapeutic potentialities. This new area is focused in the physical activity and sport provision in the prison system and the inmates' level and maintenance of these social practices.

For instance, in a study about men leisure participation in USA, Frey and Delaney (1996) reported that the most important result was not the tension release but the social relationships and friendship. There was no relation between leisure participation and boredom, threat of physical aggression or tension. Authors found low levels of participation measured by frequency and duration, not intensity. They also indicated that an inmate is more likely to spend longer time in a frequent activity as it requires less energy.

Another questionnaire-based study was developed to know several issues about the inmates' exercise adherence from a Spanish prison. The results pointed out that enjoyment appeared as a key factor for participation, more men participated than women, the participation was reduced with a long-term imprisonment and inmates believed that exercise contribute to feeling good, release from prison tensions and making time (Chamarro, Blasco & Palenzuela, 1998).

The National Audit Office (NAO) (2006) produced a report for Her Majesty Prison Service about diet and exercise in United Kingdom with several data about physical activity and sport participation and provision. According with the law, it is allowed at least 1 hour per week for inmates' exercise; however the extent of exercise and sport provision varies between prisons, genders and ages. Prisoners' participation varied from 11% in Bristol prison to 87% in juvenile prisons with an average of 2.4 hours per week. It also varied by gender since women showed less participant rates than men. The two main benefits of physical activity and sport provision in prisons specified in the report were: 1) to occupy prisoners purposefully when they were out of their cells; and 2) to provide a positive outlet for energy if continued post prison. The reported aspects which affected participation were: 1) the range of activities and facilities available; 2) equality of access; 3) emphasis given to activities which could affect wider participation; and 4) availability of instructors and timing of activities. Finally, it is reported that 43% of prisoners participate in some form of organized physical activity.

If we concentrate on women participation specifically, Plugge, Douglas and Fitzpatrick (2006) found, in a quantitative and qualitative multi-method study with 505 inmates, that 13.3% self-reported they met government recommendations for exercise half an hour per day for at least 5 days a week prior incarceration. Moreover, authors found no significant differences between women participation before incarceration and one month following imprisonment (14.11% versus 11.1%). Authors also reported that one prison participating in the study was praised for its quality of instruction, provision of facilities and time given to use them. On the contrary, inmates from the rest of the prisons were discontent with the space for practice and the organizational regime that forced them to choose between work and exercise.

Other contributions focused on some considerations when offering sport and physical activities to prisoners. Williams, Walker and Streat (2005) highlighted that not every activity should be generally addressed to all inmates. For instance, a sex offender should not be allowed to walk or run through parks where is possible to look potential victims or a violent inmate should not encourage to participate in weight lifting. Arribas, Mantecón, Rodríguez and Sánchez (2001) propose for imprisonment contexts shared sport activities in and out of prison with groups of people coming into and inmates going out for participation, as well as professional collaboration between groups of multidisciplinary background. It is important here to highlight, as Bailey (2006) indicated, that participation in sport need of sufficient conditions for a possible success of any physical activity and sport intervention. It means that professionals in charge of these activities be aware of the risk factors, social conditions and material realities of participants, in order to have a positive impact.

In the close field of youth at risk there are intervention evaluations that emphasised pedagogical considerations and arrive to present good practice principles (Morris, Sallybanks & Willis, 2003), criteria for best practices (Donnelly, Darnell, Wells & Coakley, 2007) or orientations for professionals (Balibrea & Santos, 2011). Nevertheless, it is still a necessity in the field of physical activity and sport in prison.

### 3. OBJECTIVES

The main objectives of this survey study are:

1. To offer a general overview of sport and physical activity in prisons from five European Union countries.
2. To compare physical activity and sport situation in prisons of the five participant countries by means of different indicators such as labour and professional issues, organization, facilities and material resources, planning, teaching and assessment of activities.

### 4.-METHODS

#### 4.1. General overview of the study

Given the nature of the objectives we developed a survey study. The main methodological strategy was a quantitative one based on a questionnaire addressed to prison sport professionals. This methodology was completed with a qualitative one based on an open questionnaire addressed to the project partners and desk work by the UVEG partner (see Figure 1).

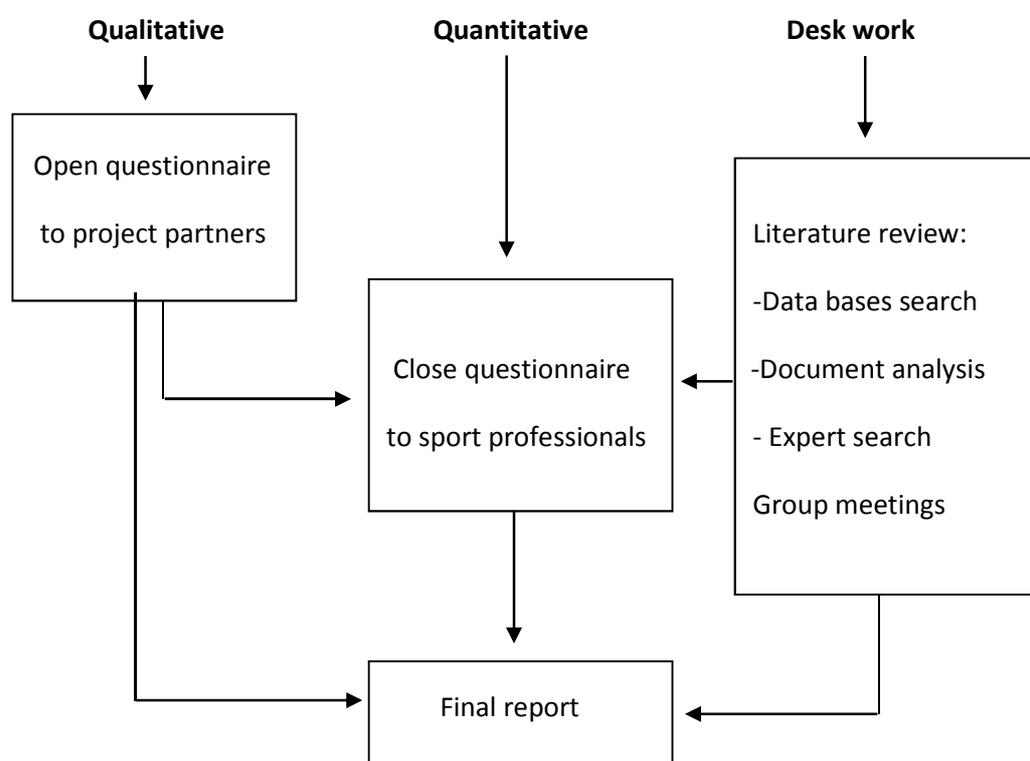


Figure 1. Research methodology overview

The open questionnaire, addressed to the project partners, was developed to obtain general information about the prison system from the participant countries. This information was useful to elaborate the close questionnaire and also to contribute to make sense to the comparative results. The close questionnaire was addressed to the prison sport professionals from five European countries in order to know the comparative situation of physical activity and sport in these countries. The documentary process to make the literature review, mainly centred in the last decade, and group meetings are the method named as desk work. It helped in the elaboration of the close questionnaire and the final report.

## 4.2. Sample

In the qualitative phase of this research several respondents participated in the open questionnaire, as partners' representatives in the 'Prisoners on the move' project from each country.

A total number of 341 close questionnaire respondents (73.2% men and 26.8% women) participated in the quantitative phase of this study. They were personnel in charge of sport activities in 153 prisons from five European Union countries with an average age of 39.78 ( $\pm 9.15$ ) years. These countries are Belgium, Denmark, Romania, Spain and The Netherlands. Although Belgium is only represented by Flanders in this study, in order to facilitate reading it will be referred to Belgium from here onwards in this report. Table 1 shows the number of respondents by countries and prisons.

Table 1. Respondents to the close questionnaire by countries and prisons

<b>Countries</b>	<b>Respondents</b>	<b>N prisons</b>	<b>% Prisons (total n)</b>
Belgium (Flanders)	23	8	47.05 (17)
Denmark	61	11	84.6 (13)
Romania	60	32	78.04 (40)
Spain	170	75	62.5 (120)
The Netherlands	27	27	93.1 (29)
Total	341	153	69.54 (220)

The number of respondents and prisons indicate a substantial variation among countries due to differences in prison population but it is interesting to note that respondents come from 69.54 % of total number of prisons from the five participant countries.

As part of the desk work, more than 24 databases were consulted from the online UVEG resources available during the research process. Other documents, obtained by expert knowledge, were also used in the literature review of the desk work after the documentary analysis. Research group attended several meetings to discuss and solve desk work issues

### **4.3. Instruments**

Two questionnaires, one open and one close, were elaborated *ad hoc* for the qualitative and quantitative phases of this research. Both were written originally in English for this study by the UVEG partner and translated by the other partners to their own national languages. The two questionnaires were theoretically driven by the main concepts linked to the objectives of the project such as social inclusion into and through sport and good professional practices. The first one was about general issues of the penitentiary system of each participant country. The second one, the close questionnaire, included different aspects such as general professional and labour conditions of work, initial and permanent professional sport training, physical education and sport organization, sport activities, inmates' participation in sport practices and organization, facilities and materials devoted to sport activities, programme planning and teaching issues for sport practices development.

### **4.4. Procedure**

The instrument of the first qualitative phase was applied during the second meeting (Valencia 6-9<sup>th</sup> June 2011) of the 'Prisoners on the move' project and completed since then by the partners' representatives of each country.

Permission for prisons access was necessary for the second quantitative phase in those countries that were necessary because the partners did not belong to the Ministry in charge of prisons. In the case of France, the permission arrived too late to gather the close questionnaires to be included in the final report of this study. The partners sent the questionnaires, in paper or digital form, to the prisons of their country to be delivered among sport personnel with the collaboration of prisons staff. The field work took place from late December 2011 to mid-April 2012. Data gathering showed a returned rate of 0.65 and a group of 21 questionnaires were separated because were spoiled or proceeded from minors' prisons or re-education centres to avoid biased comparisons among countries since all of them were adult prisons.

### **4.5. Analysis**

The following descriptive analysis was developed for this report: frequencies, percentages, means, and standard deviation. More analysis will be done in the future when necessary.

## **5.-DESCRIPTION AND INTERPRETATION OF RESULTS**

### **5.1. Characteristics of sport personnel in prisons**

The first main issue of our study was aimed to know, descriptively, the principal features of the personnel in charge of sport and physical activities in European prisons. In particular, socio-

demographic variables (i.e. gender, age, level of studies), information related to their academic and professional link to sport in prison and data about their job conditions. This study explores the above variables for the overall sample, as well as their distribution by each European country which participated, the gender and the age of the personnel in charge of the sport activities.

**5.1.1. Gender**

Total participants in our study were 341 personnel in charge of sport activities in European prisons, being 91 females and 250 males (26.7% and 73.3%, respectively). As it can be seen in figure 2, female and male respondents were distributed differently depending on the country. Belgium and Spain show a similar gender distribution to the overall sample, however, in Danish prisons half of their personnel responsible of sport activities are females and half are males. The percentage of females is considerably lower in Romanian and Dutch prisons than in the rest of the European prisons that were involved in our study.

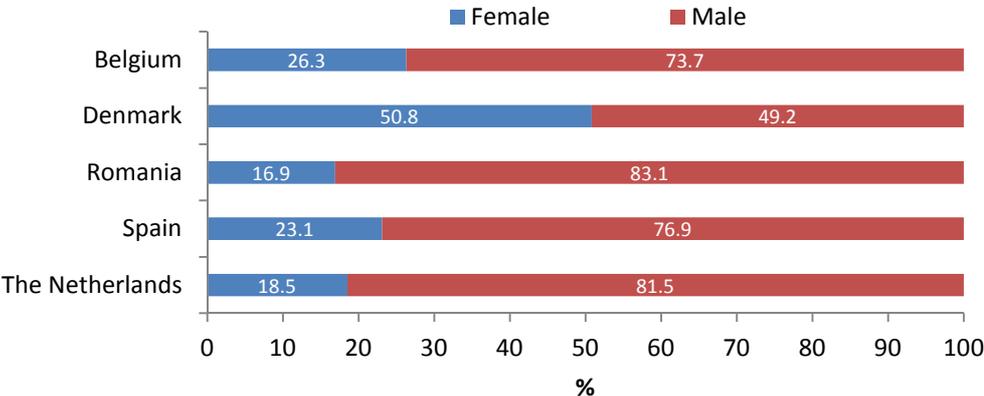


Figure 2. Percentage of females and males personnel in charge of sport activities

The higher percentage of male personnel in most of the countries is not very different from what happens in close professions, such as physical education or coaching, with a strong tradition of male domination. The exception of Denmark is probably due to a long background of popular physical activities and sport embedded in Scandinavian culture.

**5.1.2. Age**

Results of our study, regarding the age of the personnel in charge of sport and physical activity, indicate that those from Belgium were the youngest (mean age of 33.37), while the staff from Spanish prisons were the eldest, showing an average of 41.17 (±10.14) years of age. Considering the minimum and maximum of age, the greater range can be found in Spanish prisons, where it appears both the youngest and the eldest personnel (see Table 2).

Table 2. Mean age of personnel in charge of sport activities

	M (SD)	Minimum	Maximum
Belgium	33.37 (8.54)	22	55
Denmark	40.20(7.78)	26	61
Romania	38.69 (6.40)	24	56
Spain	41.17 (10.14)	19	69
The Netherlands	37.44 (9.06)	23	55

Regarding the age range, approximately half of the staff of all the countries was aged between 26 and 40 years (see Figure 3). Specifically, in Belgian prisons an 84.2% of the staff in charge of sport activities were not older than 40 years (N=16). 84.9% of the personnel in Danish prisons (N=56), 93.1% of the personnel in Romanian prisons (N=54) and 88.9 of the staff in Dutch prisons showed an age range between 26 and 54 years (N=24). Spanish prisons have the higher percentage of staff older than 55 years of age (N=18; 11.3%).

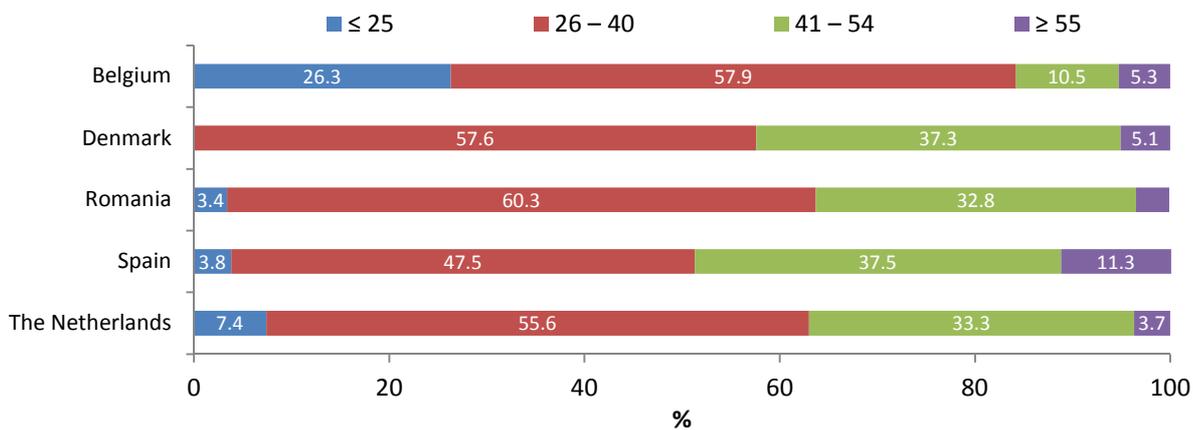


Figure 3. Percentage of personnel in charge sport activities related to their range of age

A range of different issues from national labour market and professional education linked to prisons and sport are, probably, behind this range of age. For instance, prison professional insertion in Danish labour market start approximately over-24 year old of new comers and under the strict control of the Danish penitentiary system with no participation of volunteers, private or non-governmental organizations (NGO). In Belgium, volunteers and NGO participation could have contributed, apart from other issues, to the presence of under-25 year old personnel in charge of sport and physical activities. The existence of sport personnel as part of the Flemish prison system is a matter of recent attention. On the contrary, the Spanish penitentiary system made an important effort to include professional sport personnel with university degrees in 1992, when Olympic Games took place in Barcelona. This may explain the high percentage of personnel over 40 years of age.

### 5.1.3. Age by gender

The four ranges of age were distributed differently regarding to the gender of the prison personnel in charge of sports activities in the five European countries. As it is shown in figure 4, results from our study reveal that in Belgium, the higher percentage of women in charge of sports (60%) were aged younger than 25 years, while in the rest of countries the higher percentage of women in charge of sports are between 26 and 40 years old. No women under 25 were found in Danish, Romanian or Dutch prisons. No women over 40 were in charge of sports in Belgium.

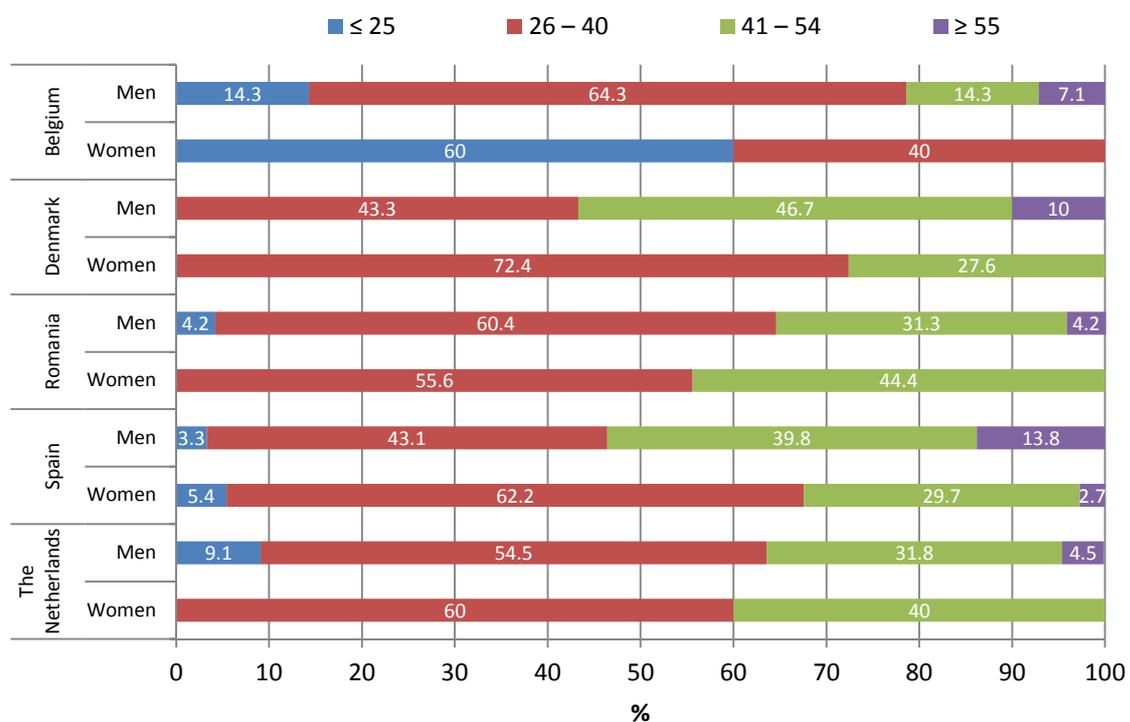


Figure 4. Percentage of female and male personnel in charge of sport activities related to their range of age by gender

Regarding to men, the higher percentage of personnel responsible of sport activities was, in most of the countries, between 26 and 40 years old, except in Denmark, where the percentage was slightly higher between the range of 41-54 years old. As indicate in the previous section, there were no women or men under 25 in charge of sports in Danish prisons. Personnel older than 55 years were men in every prison (1 in Belgium and The Netherlands, 3 in Denmark, 2 in Romania and 17 in Spain), except in one Spanish prison where there was also one woman responsible of sports activities. This predominance of older-aged men in most of the prisons of this study may suggest a delayed professional insertion of women into sport in prison compared to men.

**5.1.4. Level of studies**

An interesting descriptive variable that helped to know more about personnel in charge of sport activities in European prisons was their ‘Level of studies’. As it can be seen in figure 5, personnel in Belgium were distributed quite evenly in each level of studies, with the highest frequency in ‘High school’ and ‘Post-high school Education’ studies (N=5; 26.5%, each), and the lowest frequency in ‘University degree’ (N=2) and ‘Postgraduate degree’ (N=1). In Danish prisons, most of the personnel’s level of studies was ‘Post-high school Education’ (N=32; 53.3%), although there was also a high percentage of personnel whose level of studies was ‘Post-secondary vocational studies’ (N=18; 30%). The highest level of studies of Romanian and Spanish personnel was ‘University degree’ (N=34; 57.6% in Romania and N=139; 81.8%, in Spain) and ‘Postgraduate degree’ (N=15; 25.4% and N=11; 6.5%, respectively). The lowest level of studies of the personnel in charge of sports in Romania was ‘High school’ studies. A 50% of personnel in The Netherlands had ‘Post-secondary vocational studies’. Both, Danish and Dutch personnel had none University or master degrees.

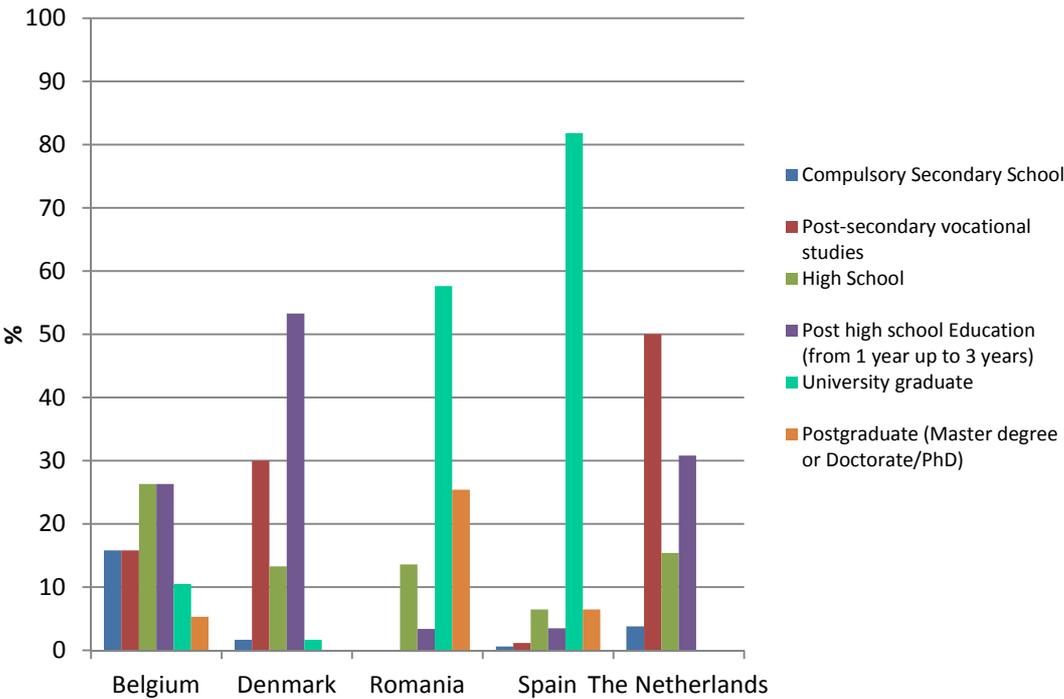


Figure 5. Percentages of personnel’s level of studies by countries

This variable was also combined with Gender. Findings indicate that, in Belgium and Denmark, women’s level of studies was ‘Post high school Education’ (see Figure 6). In the Netherlands, an 80% of woman personnel had ‘Post-secondary vocational studies’. A high percentage of Women in Romania and Spain had a ‘University degree’ (60% and 87.2%, respectively). Some of them had also a ‘Postgraduate degree’ (N=4, in Romania and N=1 in Spain)

In Belgium, men’s level of studies was quite evenly distributed, with the highest level in ‘High school’ studies. No men with ‘University degree’, but one with a ‘Postgraduate degree’. A 46.7% of Danish male personnel had ‘Post high school Education’, although a lower percentage than Danish women (60%). No ‘University’ or ‘Postgraduate degrees’ among men.

As it happened with female personnel, males personnel from Romania and Spain showed a high percentage in ‘University’ and ‘Postgraduate degrees’, while those from The Netherlands had ‘Post-secondary vocational studies’, as their highest studies. No ‘University’ or ‘Postgraduate degrees’ among Dutch males.

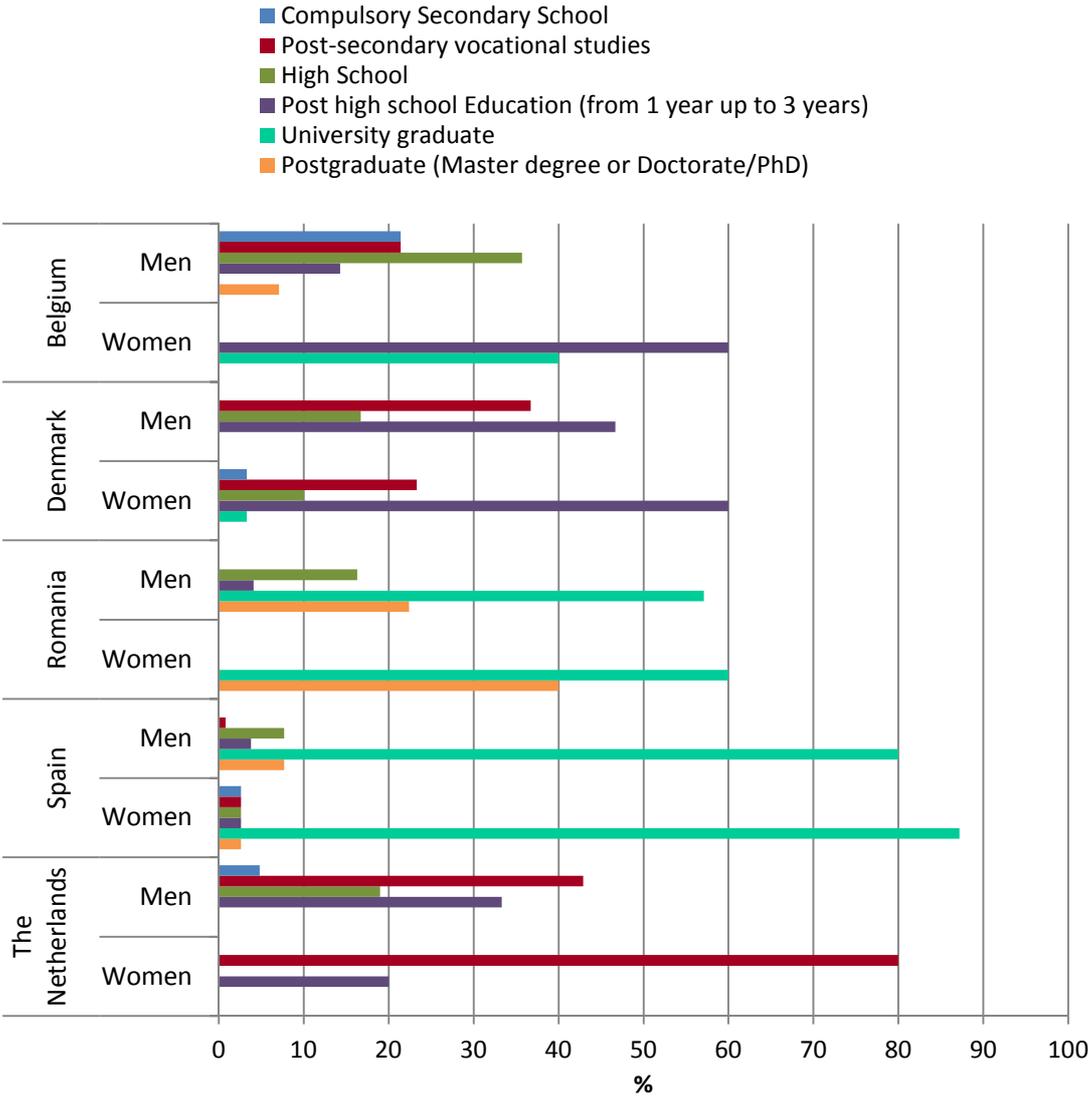


Figure 6. Percentages of personnel’s level of studies by countries and gender

These differences among countries probably depend on two main interrelated issues. The first one is the type and range of professional degrees related to sport and prison in each country, and the second one is the organization of labour market in sport and prison fields. For instance, the existence of post-high school professional education related to sport and criminal field in

Denmark contribute to the presence of many personnel with these level of studies, while the inexistence of this education in Romania and Spain explains a higher percentage of university graduates, both men and women, in their prison system.

### 5.1.5. Specialization of studies related to sport

By exploring the sport specialization held by personnel in charge of sport activities, our findings revealed that 138 participants of the overall sample (61.3%) had some kind of specialization in sports. Regarding each of the countries which participated in this study, the highest percentage of personnel with a specialization in sport activities was the Spanish personnel, followed by the Dutch personnel, the Flemish, the Romanian and the Danish (see Figure 7).

Again, probably the existence of post-higher education in the prison or criminal field in certain countries, like Denmark, makes it the preference degree to those interested in the prison labour market and, once they are into the prison system, they address their professional interest towards sport activities. On the contrary, in countries like Spain, where there are no post-high education prison studies, a specialization in sport is a labour opportunity to get a job in the prison system.

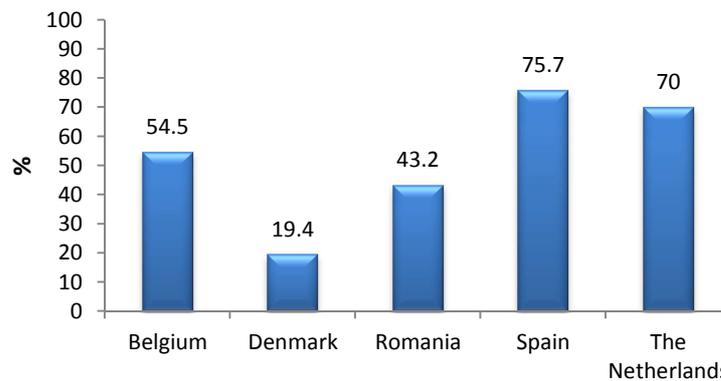


Figure 7. Percentages of personnel specialized in sport and physical activity studies

When adding the gender variable, results regarding the overall sample indicated that approximately there were the same percentage of female and male personnel specialized in sport activities in European prisons. However, if we explore this variable by each country, we find that in the case of Denmark, Spain and The Netherlands, more female personnel showed a specialization in sport compared to male personnel, while in Belgium and Romania more male personnel were specialized in sport than females (see Figure 8)

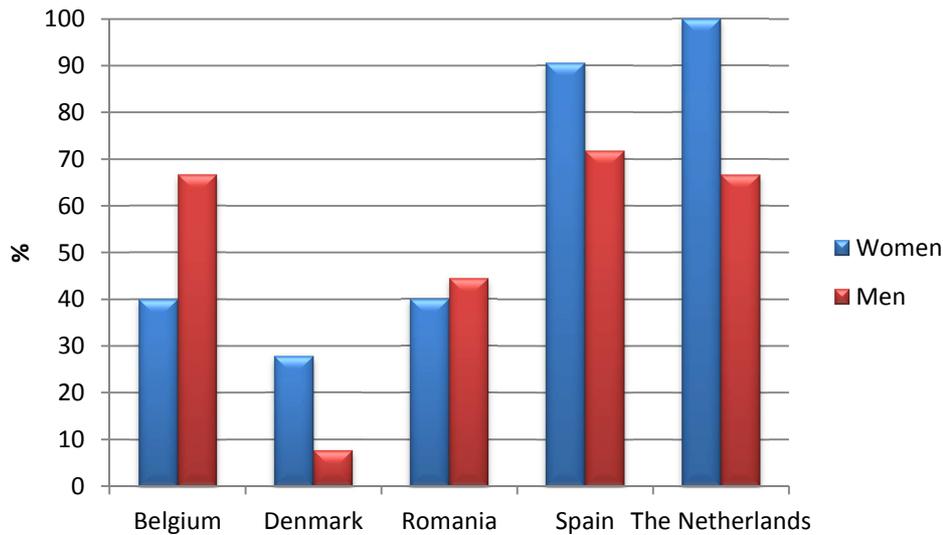


Figure 8. Percentages of female and male personnel specialized in sport and physical activity studies

### 5.1.6. Job conditions

Regarding to the employment situation of the personnel in charge of sport activities, the overall results reveal that the highest percentage of the personnel was 'Permanent' (76.9%; N=256), followed by 21.9% 'Temporary' (N=73) and only 1.2% 'Voluntary' (N=4). When exploring by countries, all the personnel had a 'Permanent' job in prisons of Denmark and The Netherlands, and also nearly all the personnel in Romanian prisons (N=58; 96.7%). 59.2% (N=100) of the personnel in charge of sport activities in Spanish prisons had a 'Permanent' job condition, with a higher percentage of males than females. A 39.1% (N=66) had a 'Temporary' job (more females than males) and 1.8 a 'Voluntary' job (N=3). A similar profile can be found in Flemish prisons, a 66.7% (N=12) of the personnel had a 'Permanent' job, a 27.8% (N=5) had a 'Temporary' job condition and 5.6% (N=1) a 'Voluntary' job.

These differences by country depend on the labour organization in the prison system of each country. In some of them, like in Denmark, The Netherlands and Romania, there is an employment policy of exclusive permanent jobs from the penitentiary system. On the contrary, in Belgium and Spain the possibility of professional participation from outside of the prison system and non-exclusive permanent employment policy, although important, offer a varied of job situations. In the case of Spain, it is even regarded as a solution for the limited human resources within the prison system.

### 5.1.7. Type of employer

Findings related to which institution employed the participants in this study revealed that a 94% were employed by the Prison system of each country. Particularly, as figure 9 indicates, personnel

from Denmark, Romania and The Netherlands were only employed by the Prison system of these countries. Although a high percentage of personnel in charge of sport activities were employed by the Prison system, Flemish and Spanish personnel were also employed by NGOs and/or private companies or they were Volunteers or Freelancer. In these countries, the prison system organization allows professional participation from outside of the official institution in charge of prisons.

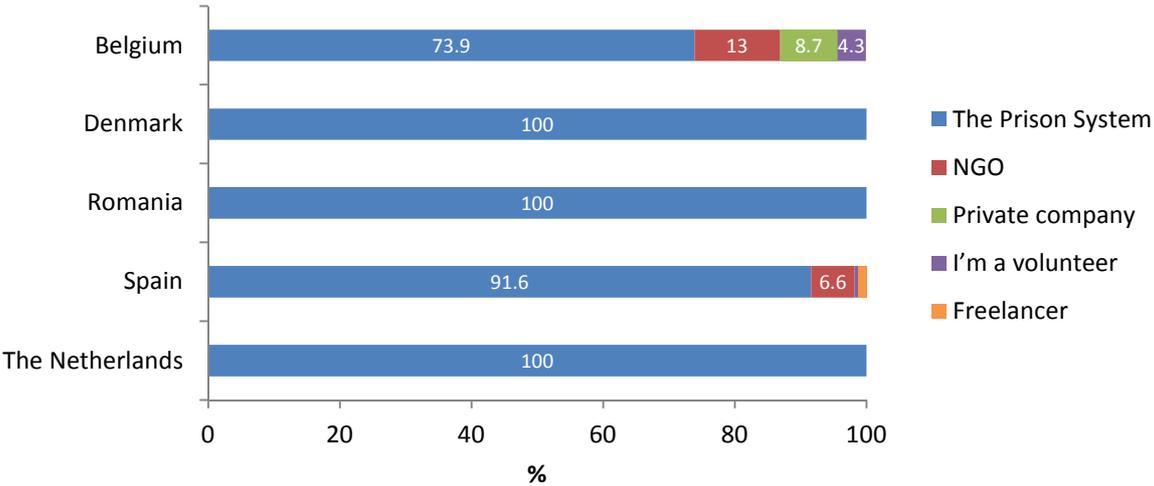


Figure 9. Percentage of participants employed by different institutions

**5.1.8. Years of experience on sport in prison**

Another important issue to consider was the personnel’s years of experience on sport activities in prisons. Results indicate that around fifty per cent of participants from Belgium, Denmark and Romania had 1 to 5 years of experience (see Figure 10). Regarding the gender variable, in these three countries more males than females were found in this range of age. However, the personnel from The Netherlands showed higher percentages of years of experience on sport activities ranging from 5 to 10 years (37%; N=10), with a higher percentage of women than men (see Figure 10), and even a higher percentage of personnel with more than 10 years of experience(48.1%; N=13), in this case more men than women. In the case of Spanish prisons, their personnel had between less than one year of experience (34.5%; N=58), with a higher percentage of women in this category than men, and more than 10 years of experience (34.5%), with the opposite regarding to gender distribution (see Figure 11).

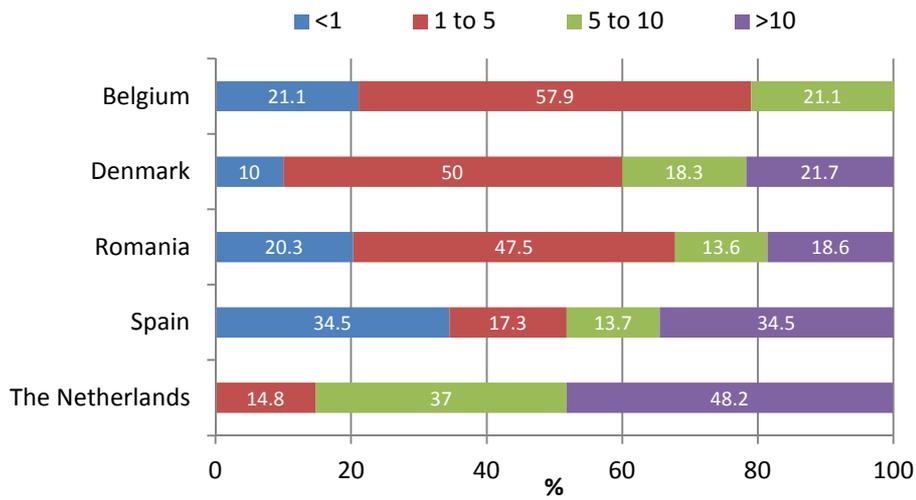


Figure 10. Percentage of participants' years of experience on sport activities in European prisons

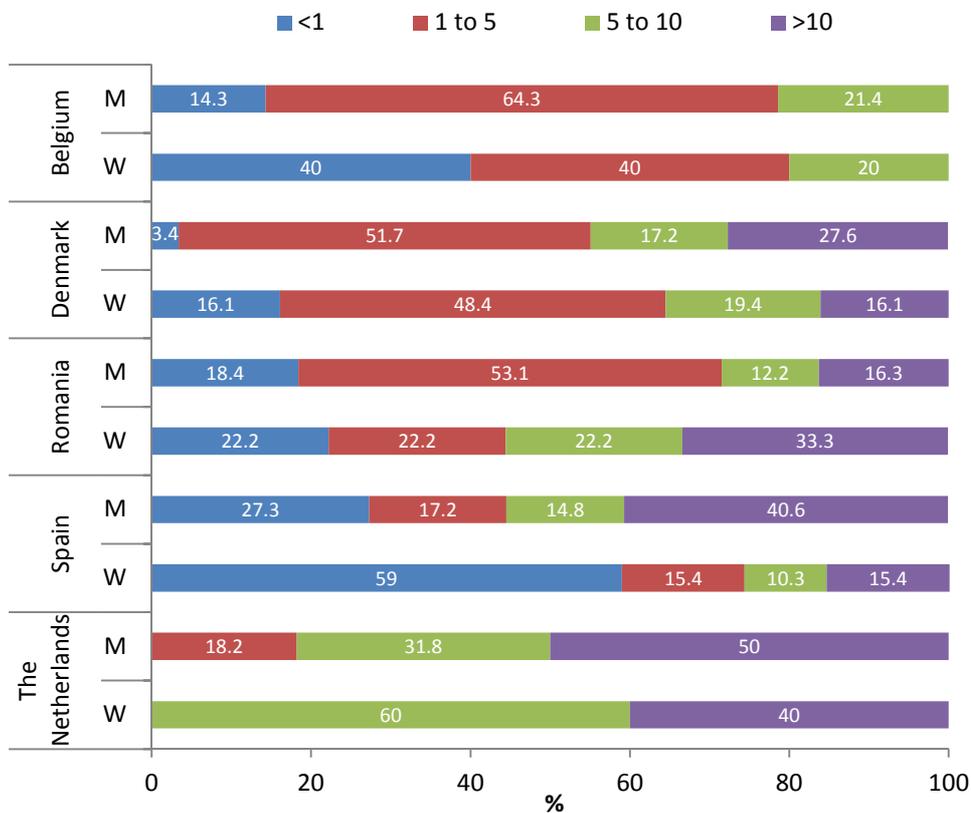


Figure 11. Percentage of female and male participants' years of experience on sport activities

## 5.2. Sport and physical activities in prison

A second important issue of our study was aimed to explore, descriptively, the main characteristics of sport and physical activities offered in European prisons, how they were

organized and the engagement of the main agents of this study (inmates and sport personnel). Consistent with the above section of this study, we analyse the overall results as well as those findings related to each European country which participated. In this section, we also examine their distribution regarding the gender, the place of origin or ethnicity of the inmates.

**5.2.1. Type of activities**

Supervised and non-supervised physical activities are developed in the prison system of every country. As it can be seen in figure 12, results from our study reveal that in nearly every country a very high percentage of prisons offer both sport and physical activities supervised by professionals and non-supervised sport and physical activities. Only in Belgium 43.5% of the prisons offer only supervised activities and 56.5% of the prisons offered both type of activities.

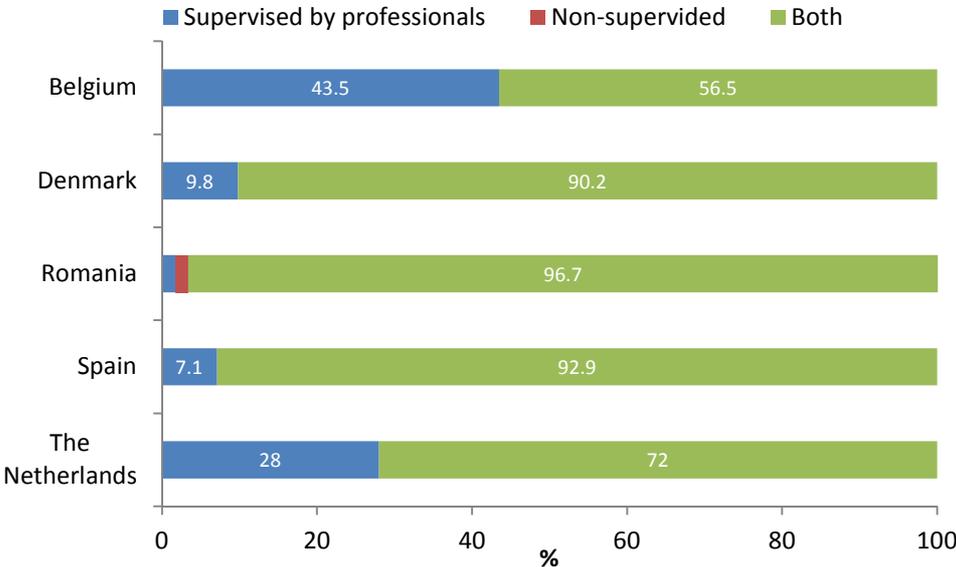


Figure 12. Percentage of prisons offering different type of sport and physical activities

**5.2.2. Supervised activities**

By exploring the sport and physical activities offered in the European prisons which participated in our study, there were a total of 61 organized activities which were practised in a different proportion by female and male inmates, as indicated by the personnel in charge of them (see Table 3). The most offered activities for females were body building/weight lifting (in a higher percentage), followed by volleyball, badminton, basketball and football, while for men were football (in a higher percentage), followed by body building/weight lifting, table tennis, basketball and volleyball.

Table 3. Activities offered in the five European prisons

	Women		Men	
	n	%	n	%
1.Body building/weight lifting	77	65.8	221	76.2
2.Boxing	9	7.7	91	31.4
3.Football	39	33.3	232	80.0
4.Penalty Tournament	4	3.4	42	14.5
5.Basketball	39	33.3	149	51.4
6.Handball	8	6.8	16	5.5
7.Floor ball (hockey)	3	2.6	16	5.5
8.Netball	3	2.6	5	1.7
9.Volleyball	48	41.0	142	49.0
10.Beach Volleyball	2	1.7	13	4.5
11.Tennis-Football	0	0	55	19.0
12.Tchoukball	2	1.7	6	2.1
13.Tennis	14	12.0	69	23.8
14.Squash	7	6.0	33	11.3
15.Badminton	45	38.5	113	39.0
16.Wall Tennis/raquetball	14	12.0	84	29.0
17.Table tennis	37	31.6	188	65.1
18.Table-Football	18	15.4	65	22.4
19.Petanque	7	6.0	22	7.6
20.Darts / Snooker	4	3.4	29	10.0
21.Curve bowl	0	0	2	0.7
22.Traditional games	11	9.4	33	11.4
23.Martial Arts	1	0.9	14	4.8
24.Yoga	11	9.4	26	9.0
25.Tai Chi	4	3.4	6	2.1
26.Chi Kung/Shiatsu	3	2.6	7	2.4
27.Relaxation or similar	26	22.2	40	13.8
28.Teambuilding games	13	11.1	13	4.5
29.Biking,	7	6.0	30	10.3
30.Swimming	15	12.8	35	12.1
31.Start2Run (learn to run 0-5 km)	24	20.5	91	31.4
32.Running 1500 m	6	5.1	28	9.7
33.Running 3000 m	5	4.3	26	9.0
34.Running 5000 m	11	9.4	27	9.3
35.Half Marathon	7	6.0	26	9.0
36.Fitness (Power)	24	20.5	71	24.5
37.Fitball	6	5.1	39	13.4
38.Cardiofitness	13	11.1	42	14.5
39.Circuit training (cardio/power)	10	8.5	23	7.9
40.Zumba	8	6.8	3	1.0
41.Spinning	10	8.6	38	13.1
42.Body control	4	3.4	2	0.7
43.Breakdance	13	11.1	9	3.1
44.Canarian fight	0	0	2	0.7
45.Batuka	2	1.7	1	0.3
46.Ballroom dance	1	0.9	1	0.3
47.Sail	0	0	2	0.7
48.Pelota vasca	0	0	2	0.7

49.Stretching	4	3.4	1	0.3
50.Dancing	1	0.9	0	0
51.Exercise cycle	1	0.9	3	1.0
52.Aerobics	3	2.5	2	0.7
53.Paddle	1	0.8	1	0.3
54.Keep-fit gymnastics	0	0	2	0.7
55.Trekking	1	0.8	4	1.4
56.Canoeing	1	0.8	1	0.3
57.Fishing	1	0.8	1	0.3
58.Pilates	2	1.7	1	0.3
59.Bumball	0	0	1	0.3
60.Step	1	0.9	0	0
61.Psychomotricity	0	0	1	0.3

The overall percentage of the most offered activities by sport personnel, women and men, in European prisons can be seen in figure 13. The distribution of the most offered sport and physical activities by sport personnel, women and men, in each country can be seen in figure 14 (Belgium), figure 15 (Denmark), figure 16 (Romania), figure 17 (Spain) and figure 18 (The Netherlands).

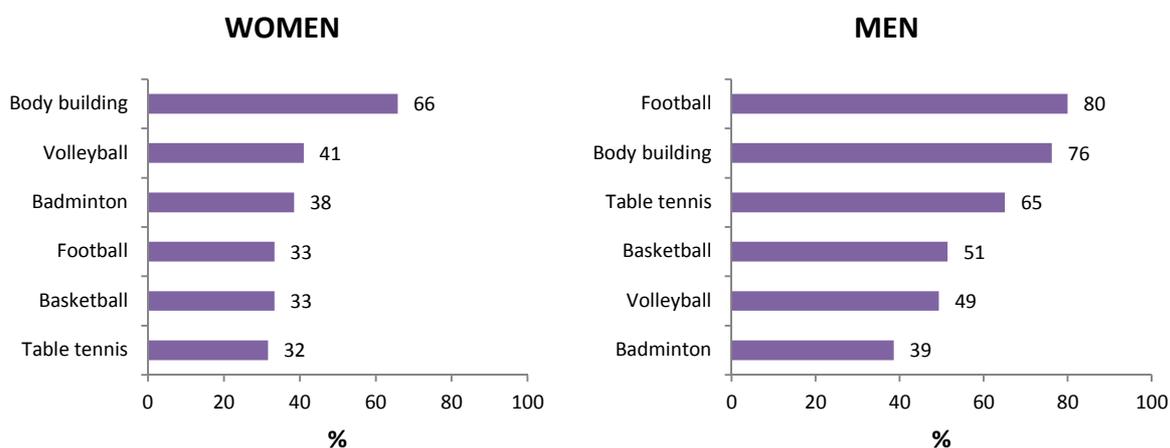


Figure 13. Overall percentage of activities offered by sport personnel, women and men

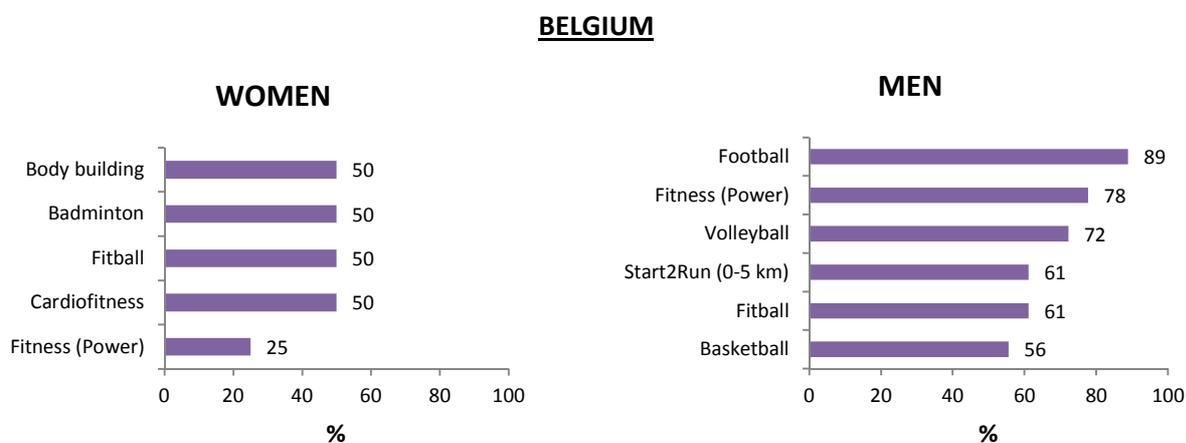


Figure 14. Percentage of activities offered by sport personnel, women and men, in Flemish prisons

**DENMARK**

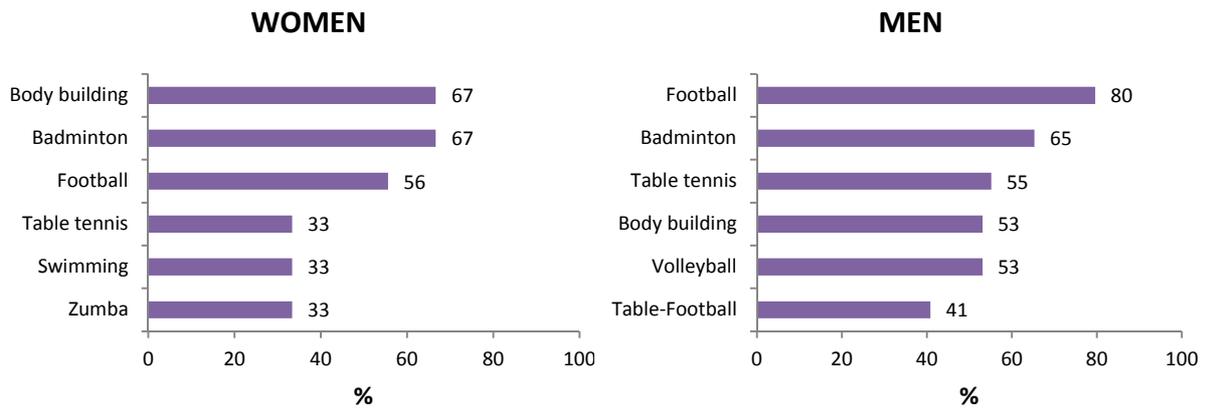


Figure 15. Percentage of activities offered by sport personnel, women and men, in Danish prisons

**ROMANIA**

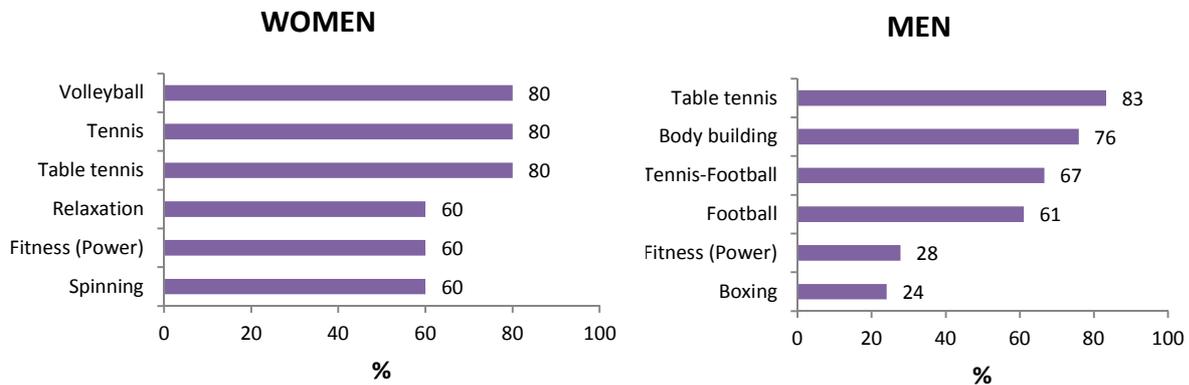


Figure 16. Percentage of activities offered by sport personnel, women and men, in Romanian prisons

**SPAIN**

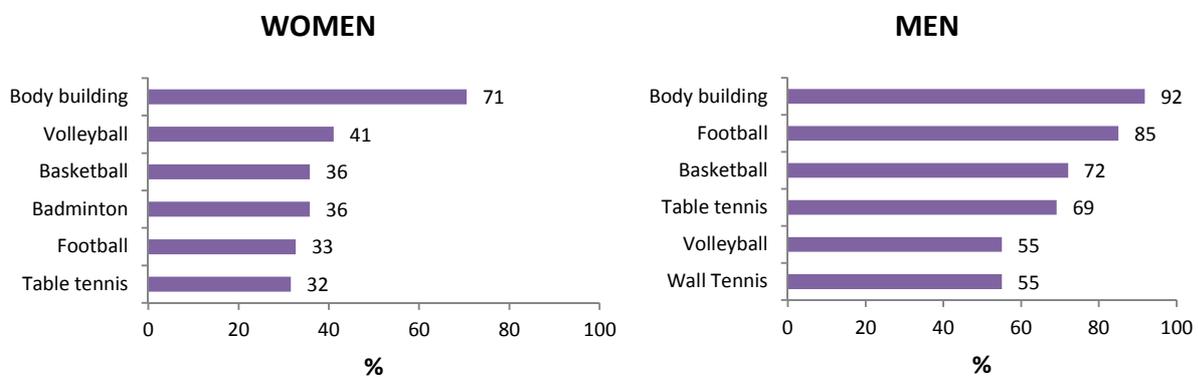


Figure 17. Percentage of activities offered by sport personnel, women and men, in Spanish prisons

## THE NETHERLANDS

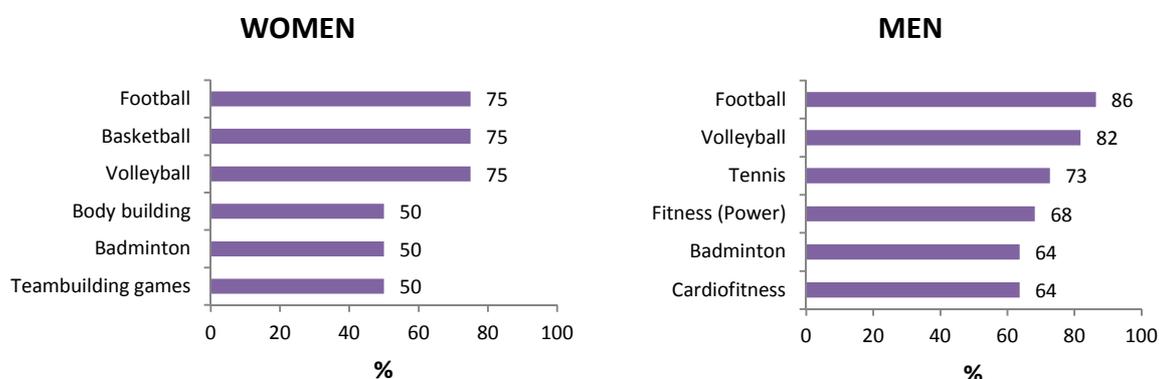


Figure 18. *Percentage of activities offered by sport personnel, women and men, in Dutch prisons*

Regarding the number of different sport and physical activities offered by type of prisons, it can be observed in Table 4 a variety between women and men prisons in those countries where sex-split prisons exist. Particularly, the bigger differences are in Spain and The Netherlands where there are more activities offered in men prisons compared to women prisons. However, in Spain the amount of activities offered are even higher in mixed prisons (N=50), but the contrary happens in The Netherlands where the amount is very low (N=4). In those countries where there are only men and mixed prisons, the amount of sport and physical activities offered is similar in Denmark, but higher in Flemish men prisons compared to mixed prisons.

Table 4. *Number of different sport and physical activities offered by type of prison*

	Women prisons	Men prisons	Mixed prisons
Belgium		23	15
Denmark		30	31
Romania	10	23	16
Spain	17	42	50
The Netherlands	17	30	4

### 5.2.3. Categories in which supervised activities are included

In an attempt to classify the supervised sport and physical activities offered in European prisons, four categories of supervised activities were identified: Therapeutic, Education, Occupational and Spare time. As it is shown in figure 19, the 'Spare time' activities are the most practised in nearly all the countries, except in Spain where the Educative activities are the most practised, but in a similar percentage to the rest of activities.

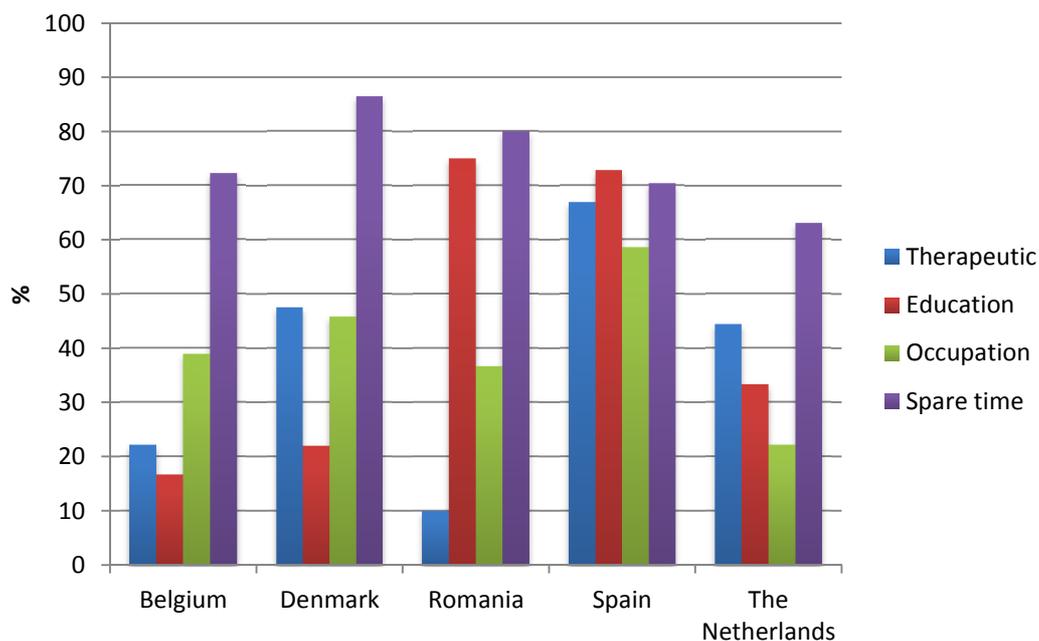


Figure 19. Percentage of practised sport and physical activities classified in four categories

These results are influenced by the way physical activity and sport is considered in the laws and regulations of every prison system. Nevertheless, two main groups of countries can be identified depending on this issue. Although all categories are present in every country, in Belgium, Denmark and The Netherlands sport and physical activities are mainly developed under the category of spare time, because these activities are regimented with a recreational role. On the contrary, these activities are mainly under the educative category in Romania and Spain because the laws and regulations of these countries assign a special role to sport activities among the educational activities, and they coexist with the same status as inmates' formal education/school.

#### 5.2.4. Staff's participation in the activities for inmates

Overall, the percentage of Staff who participates with inmates in supervised sport and physical activities is higher than the percentage of participation in non-supervised activities (64% and 32.2%, respectively). As it can be seen in Figure 23, staff from Belgium shows the lowest percentage.

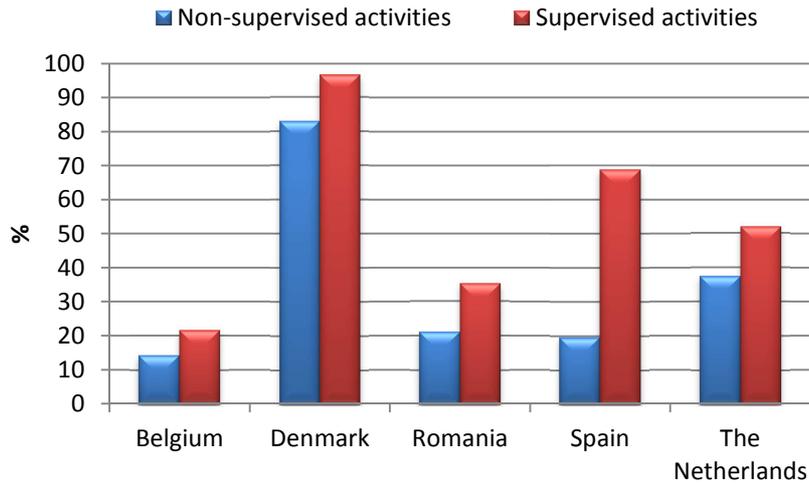


Figure 20. Percentages of staff participation in physical activities

### 5.2.5. Inmates' participation in community sport events

Our findings reveal a high percentage of inmates' participation in community sport events (41.5%), both 'when they go out of the prison with permission' and 'when community participants come into the prison'. When exploring the data by each participant country, the results of our study show that, in Flemish prisons, more than half of the inmates do not participate in community sport events, and the percentage is even higher in the case of Dutch prisons, where only a 14.8% are involved in these activities (see figure 21). In Spanish and Romanian prisons, fifty per cent or more on the inmates participate in community sport events, both when they go out of the prison with permission' and 'when community participants come into the prison', particularly in Romanian prisons, a 91.7% of inmates are engaged in any type of community sport event. Most of the inmates do participate when both situations happen (see figure 21)

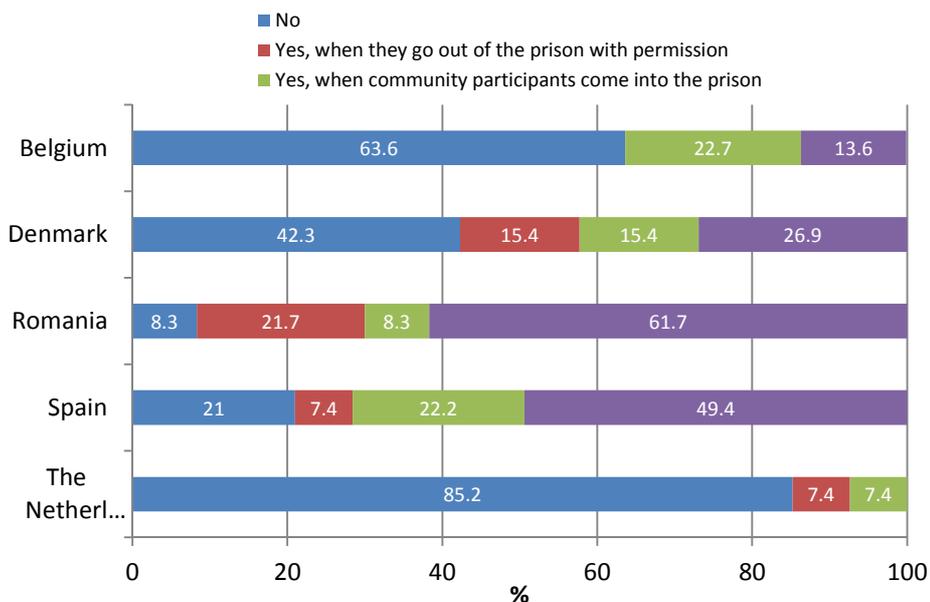


Figure 21. Percentages of inmates doing community activities outside and inside the prison

### 5.2.6. Inmates' participation in sport courses to get sport certificates

As it can be observed in figure 22, the results of our study indicate that a high percentage of inmates of Spanish prisons participate in sport activities for getting sport certificates. In contrast, no inmates in Romanian prisons participate in sport for this reason and the percentage in the other three countries ranges from 3.7% of inmates in Dutch prisons to 10.2% in Danish prisons.

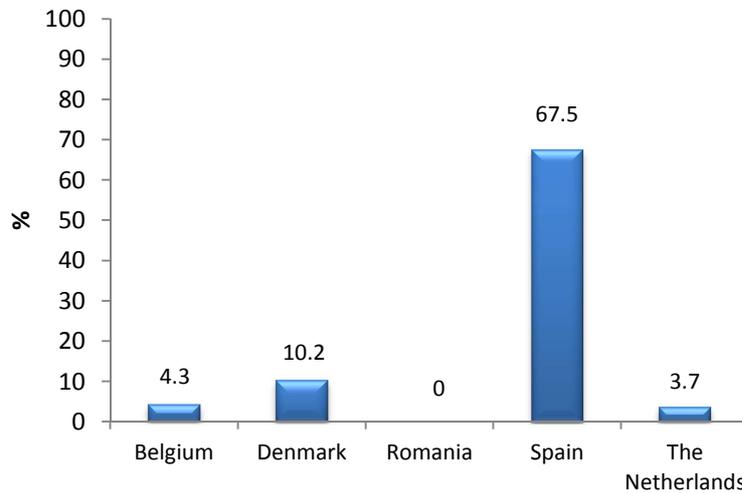


Figure 22. Percentages of inmates' participation to get sport certificate

## 5.3. Planning, implementing and evaluating activities

A third issue of our study was aimed to know, descriptively, whether the personnel in charge of sport and physical activities in European prisons plans, implements and evaluates these activities in an organized way, and to which degree of specification they plan, develop and assess these tasks. Consistent with the rest of sections of this study, in this last part we explore the overall results as well as those findings related to each participant European country, and regarding gender and age of the personnel in charge of the sport activities.

### 5.3.1. Degree of aims specification by personnel

As Table 5 shows, more than fifty per cent personnel in charge of sport and physical activities write the aims of physical activities and sport in prison documents, such as official programmes or plans and male personnel in a slight higher percentage than female personnel. However, there is also a high percentage of personnel who keeps these aims in their minds without having any written document for this purpose. In this case, women show a higher percentage than male personnel. Regarding to age, findings reveal that the older the personnel is the more they specify the aims in prison documents, and the younger they are the aims are specified in professional minds and also notes.

Table 5. Personnel in charge of sport activities who specify the aims of activities

		In professionals' minds		In professionals' notes		In prison documents (programmes, plans/other)	
		n	%	n	%	n	%
All countries		171	52.5	88	27	211	64.7
By gender	Women	51	58.0	24	27.3	50	56.8
	Men	119	50.4	64	27.1	160	67.8
By age	≤25	10	71.4	6	42.9	3	21.4
	26-40	82	49.4	48	28.9	102	61.4
	41-54	59	54.1	28	25.7	77	70.6
	≥55	12	50.0	2	8.3	19	79.2

When exploring the data by each country, findings reveal that personnel from Flemish, Danish and Dutch prisons reported that they specify the aims of their sport programmes in prison documents and notes, but predominantly they keep the aims in their minds (see Figure 23). On the contrary, personnel in charge of sport activities in Romanian and Spanish prisons specify the aims of sport programmes in prison documents, but also in professional's notes in the case of Romania, and in professional's mind in the case of Spain. These two groups correspond with the countries that classify spare time and education as the main categories under which the supervised activities are included. The more sport and physical activities are understood as informal and entertainment, the less written aims are specified by the sport personnel. Similarly, the more these activities are understood as educative and formal, the more written aims are specified by sport personnel. It is also probable that as spare time is the main category, more guards or persons with non-university education could make functions of sport personnel that are unfamiliar with written documents.

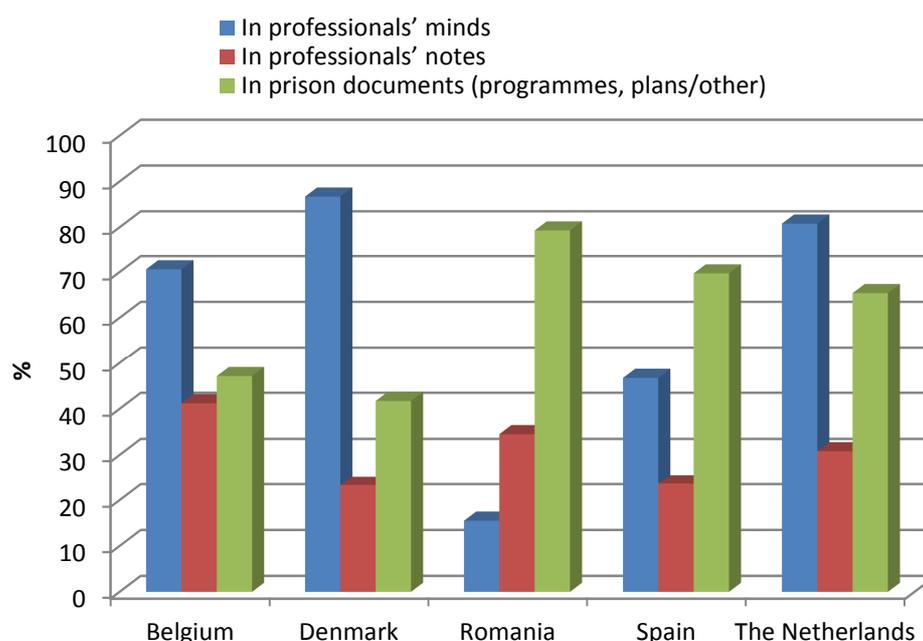


Figure 23. Percentages of personnel who specify the aims of the programme

### 5.3.2. Objectives of the supervised sport and physical activities

When asked the main aim of the supervised sport and physical activities offered in prisons, a high percentage of the personnel in charge of these activities reported that they mainly contributed to the inmates' health and to instil positive social values (see Figure 24). The lower percentage corresponds to the personnel's consideration of the sport and physical activities as important for inmates to compete.

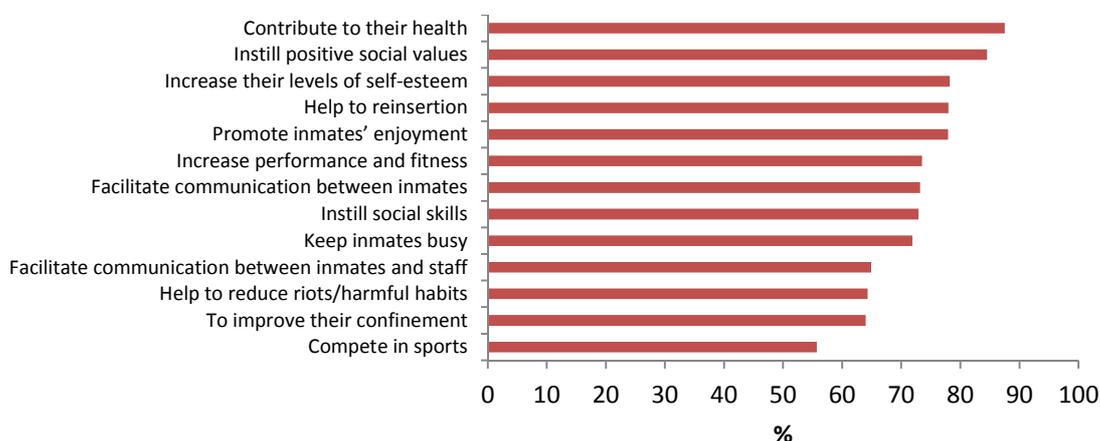


Figure 24. Percentages of personnel's consideration of the main aims of sport and physical activities

In particular, a high percentage of personnel from Flemish and Romanian prisons consider that sport and physical activities contribute to inmates' health. In the case of Danish prisons, nearly 100% of personnel consider these activities facilitate communication between inmates and staff (see Table 6). Concerning to the personnel in Spanish prisons, nearly a hundred per cent consider sports and physical activities important since instil positive social values. A hundred per cent of the personnel in Dutch prisons indicate they promote inmates' enjoyment and increase performance and fitness.

Table 6. Percentage of personnel in charge of sport activities reporting the main aims of sport and physical activities

	Belgium		Denmark		Romania		Spain		The Netherlands	
	n	%	n	%	n	%	n	%	n	%
Help to reinsertion	13	68.4	55	90.2	44	73.3	130	76.5	20	76.9
Promote inmates' enjoyment	15	78.9	56	91.8	30	50.0	134	79.3	26	100
Compete in sports	10	52.6	16	26.2	45	75.0	104	61.2	12	46.2
Increase performance and fitness	14	73.7	48	78.7	32	53.3	127	74.7	26	100
Facilitate communication between inmates	13	68.4	52	85.2	41	68.3	118	69.4	22	84.6
Keep inmates busy	15	78.9	48	78.7	40	66.7	119	70.4	19	73.1
Help to reduce riots/harmful habits	13	68.4	49	80.3	24	40.0	113	66.5	17	65.4
Instil positive social values	14	73.7	53	86.9	40	67.8	154	90.6	22	84.6
To improve their confinement	8	42.1	56	91.8	23	38.3	109	64.1	19	73.1
Contribute to their health	16	84.2	57	93.4	46	76.7	151	88.8	24	92.3
Increase their levels of self-esteem	10	52.6	55	90.2	36	60.0	140	82.4	21	84.0
Instil social skills	15	78.9	52	85.2	38	63.3	118	69.4	22	84.6
Facilitate communication between inmates and staff	11	57.9	59	96.7	27	45.0	100	58.8	21	80.8

### 5.3.3. Sections included in planning supervised activities by personnel

In an attempt to know which sections the personnel in charge of sport included when planning organized activities, findings from our study reveal that a high percentage of personnel include 'Aims' as a main category, followed by 'Content activities', 'Resources' and 'Evaluation' (see Figure 25). Specifically, in the case of Romanian prisons, their personnel follow the same pattern as the overall results. Regarding the rest of the countries, it should be outlined that, although the highest percentages of personnel consider the above mentioned categories as the most important to take into account when planning the sport activities, they also report 'Methodology' and 'Principles and values' as important categories (see Table 7).

Nevertheless, significant statistical differences were found among the five countries. While more than fifty per cent of the personnel from Spanish, Dutch and Romanian prisons value 'Inmates' characteristics' as important in planning organized sport activities, around thirty per cent of personnel from Flemish and Danish prison considered important. Also, the percentage of personnel from Flemish prisons is lower when considering 'Methodology' as important in the planning when compared to what reported personnel from the rest of European prisons.

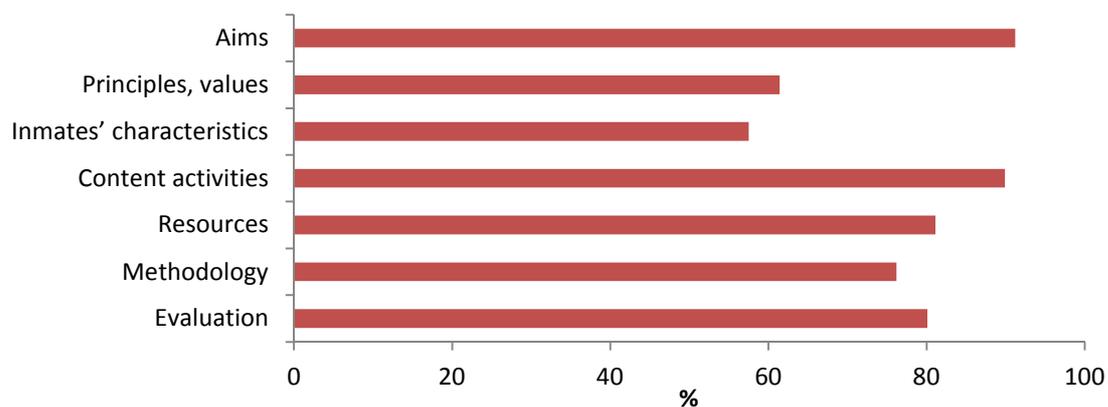


Figure 25. Percentages of personnel's consideration of the main categories to be included when planning organized sport and physical activities in prisons

Table 7. Percentages of personnel's consideration of the main categories to be included when planning organized sport and physical activities in prisons by each country

	Aims		Principles, values		Inmates' characteristics		Content activities		Resources		Methodology		Evaluation	
	n	%	n	%	n	%	n	%	n	%	n	%	N	%
Belgium	13	81.3	10	62.5	5	31.3	12	75.0	10	62.5	7	43.8	8	50.0
Denmark	43	91.5	30	63.8	15	31.9	40	85.1	33	70.2	31	66.0	31	66.0
Romania	54	90.0	30	50.0	30	50.8	50	83.3	54	90.0	46	76.7	56	93.3
Spain	149	92.5	105	65.6	113	70.2	154	95.7	137	85.1	132	82.0	131	81.4
The Netherlands	21	91.3	13	56.5	13	56.5	20	87.0	15	65.2	18	78.3	20	87.0

When exploring these data by gender, it should be noticed that in all the countries a hundred (or nearly hundred) per cent of female personnel consider 'Aims' important to be included when planning organized sport and physical activities compared to men (see Table 8). Significant

statistical gender differences were found in personnel from Danish prisons regarding ‘Inmates characteristics’, ‘Methodology’ and ‘Evaluation’. More female personnel, compared to male mates, considered important to include these categories when planning organized sport and physical activities. Also, significant statistical gender differences were found in personnel from Spanish prisons concerning ‘Inmates characteristics’, where more female personnel than male personnel regarded this category to be important in the planning of sport activities.

Table 8. Percentages of personnel’s consideration of the main categories to be included when planning organized sport and physical activities in prisons by each country and gender

		Aims		Principles, values		Inmates’ characteristics		Content activities		Resources		Methodology		Evaluation	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%
Belgium	W	3	100	2	66.7	0	0	2	66.7	1	33.3	1	33.3	1	33.3
	M	10	76.9	8	61.5	5	38.5	10	76.9	9	69.2	6	46.2	7	53.8
Denmark	W	22	100	17	77.3	11	50	19	86.4	18	81.8	18	81.8	19	86.4
	M	21	84	13	52	4	16	21	84	15	60	13	52	12	48
Romania	W	10	100	5	50	4	40	9	90	9	90	9	90	9	90
	M	43	87.8	24	49	25	52.1	40	81.6	44	89.8	36	73.5	46	93.9
Spain	W	36	94.7	29	78.4	32	84.2	36	94.7	33	86.8	33	86.8	33	86.8
	M	113	92.6	76	62.3	80	65.6	117	95.9	103	84.4	99	81.1	98	80.3
The Netherlands	W	4	100	2	50	2	50	4	100	3	75	3	75	3	75
	M	17	89.5	11	57.9	11	57.9	16	84.2	12	63.2	15	78.9	17	89.5

Differences were also found as a function of the age of the personnel in charge of sport and physical activities. In particular, the older the personnel from Romanian and Dutch prisons, the more they considered ‘Aims’ and ‘Evaluation’ as important categories to be included when planning sport activities (see Table 9).

Table 9. Percentages of personnel’s consideration of the main categories to be included when planning organized sport and physical activities in prisons by each country and age

		Aims		Principles, values		Inmates’ characteristics		Content activities		Resources		Methodology		Evaluation	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%
Belgium	≤25	4	100.0	2	50.0	1	25.0	2	50.0	1	25.0	2	50.0	4	100.0
	26-40	7	77.8	5	55.6	3	33.3	6	66.7	4	44.4	4	44.4	7	77.8
	41-54	2	100.0	2	100.0	0	0	2	100.0	2	100.0	1	50.0	2	100.0
	≥55	0	0	1	100.0	1	100.0	0	0	0	0	1	100.0	0	0
Denmark	≤25														
	26-40	22	95.7	16	69.6	7	30.4	17	73.9	16	69.6	17	73.9	22	95.7
	41-54	16	84.2	11	57.9	5	26.3	12	63.2	12	63.2	11	57.9	16	84.2
	≥55	3	100.0	2	66.7	1	33.3	2	66.7	1	33.3	1	33.3	3	100.0
Romania	≤25	0	0	1	50.0	0	0	1	50.0	1	50.0	2	100.0	0	0
	26-40	32	91.4	16	45.7	1	50.0	31	88.6	27	77.1	33	94.3	32	91.4
	41-54	18	94.7	12	63.2	20	57.1	19	100.0	15	78.9	18	94.7	18	94.7
	≥55	2	100.0	0	0	8	44.4	1	50.0	1	50.0	1	50.0	2	100.0
Spain	≤25	4	80.0	2	50.0	3	60.0	4	80.0	3	60.0	2	40.0	4	80.0
	26-40	68	94.4	51	70.8	50	69.4	62	86.1	60	83.3	60	83.3	68	94.4
	41-54	54	94.7	34	59.6	39	68.4	50	87.7	47	82.5	47	82.5	54	94.7
	≥55	15	88.2	11	64.7	13	76.5	13	76.5	14	82.4	14	82.4	15	88.2
The Netherlands	≤25	0	0	1	100.0	0	0	0	0	0	0	1	100.0	0	0
	26-40	13	92.9	11	78.6	9	64.3	9	64.3	11	78.6	11	78.6	13	92.9
	41-54	7	100.0	2	28.6	4	57.1	5	71.4	7	100.0	7	100.0	7	100.0
	≥55	1	100.0	0	0	0	0	1	100.0	0	0	1	100.0	1	100.0

### 5.3.4. Teaching strategies used by sport personnel

Different teaching strategies were defined to explore the percentage of use by personnel in charge of sport and physical activities in European prisons. As it can be observed in figure 26, the two strategies which are more used by them are the assignment of 'Tasks to follow individually or in groups' by the inmates, and the proposal of 'Physical activities by levels of skills/fitness'. On the contrary, the teaching strategy less used is the proposal of 'Physical activities where inmates have to solve problems' and other different types of strategies.

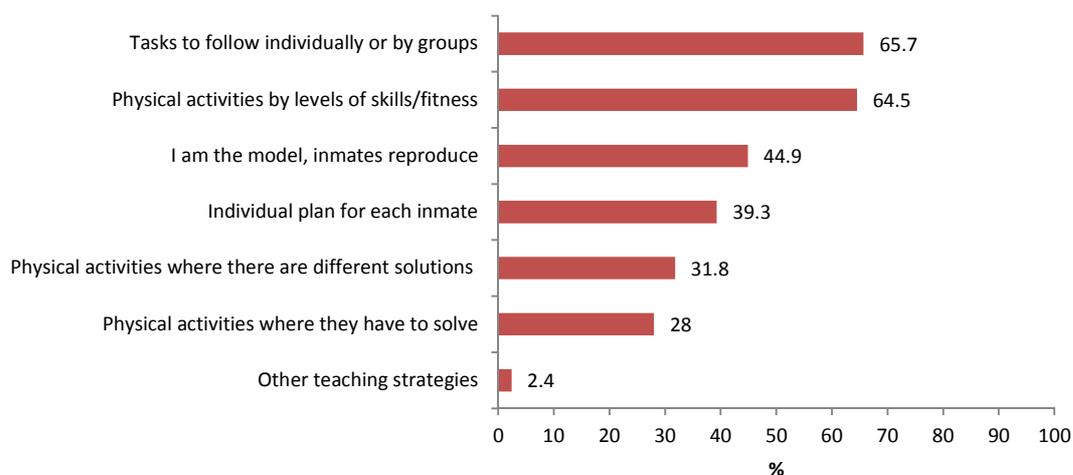


Figure 26. Percentages of use of teaching strategies by sport personnel

Regarding the use of these teaching strategies by personnel from the five different countries, significant statistical differences were found in the use of several teaching strategies. As it can be seen in table 10, the personnel from Spanish, Dutch and Flemish prisons use the teaching strategy of 'assigning the inmates tasks for them to follow individually or by groups' in a higher percentage than the personnel from Danish prisons. Also, the personnel from Danish, Dutch and Romanian prisons use the teaching strategy of proposing 'physical activities by levels of skills/fitness' in a higher percentage than the personnel from Flemish prisons. Moreover, significant statistical differences were found regarding the use of proposing an 'individual plan for each inmate to follow, although they can make modifications and suggestions' by personnel from Dutch, Spanish and Danish prisons compared to personnel of Romanian and Flemish prisons. Finally, the personnel from Dutch and Spanish prisons differed in a higher percentage from the personnel working in the rest of the European prisons in the use of the teaching strategy of proposing 'physical activities where they have to solve problems'.

Table 10. Percentages of teaching strategies used by sport personnel

	Belgium		Denmark		Romania		Spain		The Netherlands	
	n	%	n	%	n	%	n	%	n	%
I am the model and inmates reproduce/repeat what I do	9	56.3	27	48.2	26	44.1	68	41.2	14	56
I assign them tasks to follow individually or by groups	11	68.8	17	30.4	31	52.5	136	82.4	16	64
I propose physical activities by levels of skills/fitness	7	43.8	45	80.4	44	74.6	92	55.8	19	76
I propose an individual plan for each inmate to follow, although they can make modifications and suggestions	3	18.8	20	35.7	11	18.6	76	46.1	16	64
I propose physical activities where they have to solve problems	2	12.5	10	17.9	8	13.6	59	35.8	11	44
I propose physical activities where there are different solutions and inmates have to discover here are the most appropriate according to their abilities	4	25	17	30.4	24	40.7	46	27.9	11	44
I use another style: the inmates (themselves) make the classes / self-management	0	0	1	1.8	0	0	2	1.2	0	0
I use another style: The most appropriate inmates reproduce and assign exercises	0	0	0	0	0	0	1	0.6	0	0
I use another style: Reciprocal learning	0	0	0	0	0	0	2	1.2	0	0
I use another style: Micro-learning	0	0	0	0	0	0	1	0.6	0	0
I use another style: audio-visual explanations	0	0	0	0	1	1.7	0	0	0	0

### 5.3.5. Type of assessment used by sport personnel

The last type of task developed by personnel in charge of sport and physical activities in European prisons that the present study aims to examine is the use of assessment strategies. The present findings reveal that a higher percentage of personnel used the strategy of asking inmates about the activities they propose in the prison they work in (see Figure 27). In a lesser extent, they use physical tests to assess performance and prepare a final report every year. A 10.8% of personnel use a short questionnaire. A 10.8% of personnel use a short questionnaire. A 10.8% of personnel use a short questionnaire.

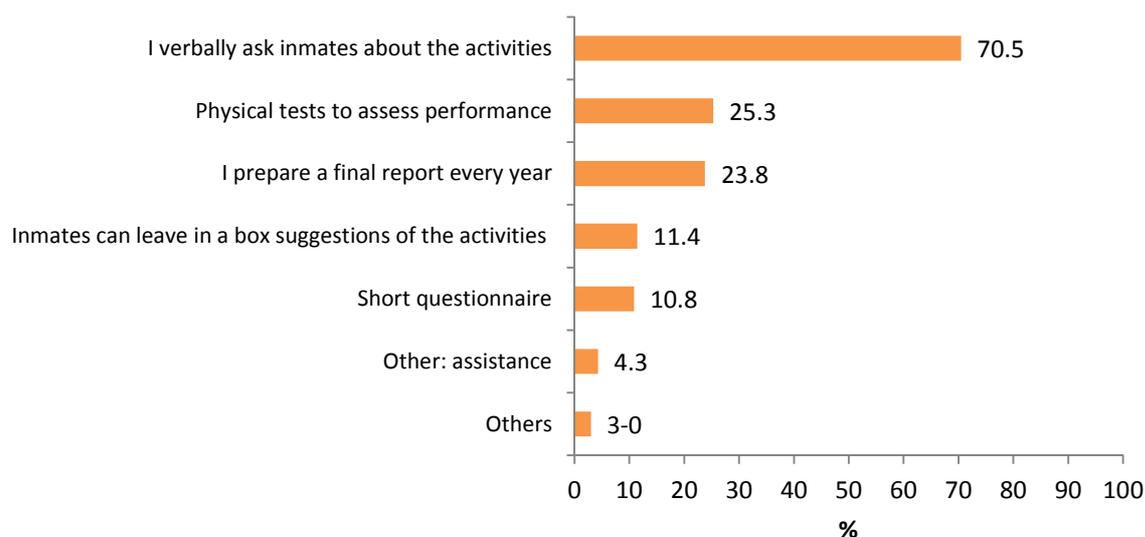


Figure 27. Percentages of use of assessment strategies by sport personnel

Regarding the use of these assessment strategies by personnel from the five different countries, no significant statistical differences were found in the use of several assessment strategies. Table 11 shows the percentages by each country.

Table 11. *Percentages of use of assessment strategies by sport personnel*

	Belgium		Denmark		Romania		Spain		The Netherlands	
	n	%	n	%	n	%	n	%	n	%
None	1	4.5	12	20.3	3	5.0	18	10.9	2	7.7
I verbally ask inmates their opinion about the activities offered	10	45.5	44	74.6	39	65.0	120	72.7	21	80.8
I administer a short questionnaire to inmates	22	0	5	8.5	10	16.7	18	10.9	3	11.5
Inmates can leave, in a box, their suggestions and opinions of the activities offered	5	22.7	0	0	7	11.7	21	12.7	5	19.2
I administer some physical tests to assess inmates' performance	2	9.1	12	20.3	19	31.7	47	28.5	4	15.4
I prepare a final report every year	1	4.5	2	3.4	22	36.7	49	29.7	5	19.2
Other: memories and assessments	0	0	0	0	0	0	1	0.6	0	0
Other: observation	0	0	0	0	1	1.7	4	2.4	0	0
Other: continuous assessment	0	0	0	0	0	0	1	0.6	0	0
Other: assistance	9	45.0	0	0	0	0	5	2.9	0	0
Other: continuity out of prison	0	0	0	0	0	0	1	0.6	0	0
Other: evaluation with colleagues of how to improve the activities	0	0	0	0	0	0	0	0	2	7.4

### 5.3.6. Inmates participation in organization and development of activities for them

Regarding the opportunity that personnel in charge of sport and physical activities give to inmates to participate in the organization and development of this type of activities, findings from our study indicate that an 88% of the respondents state that inmates participate in these tasks (see Figure 28). In particular, the highest percentage of respondents reporting the engagement of inmates in organization and development of sport activities are those working in Spanish prisons, followed by those from Romanian, Flemish and Danish prisons. Only a 57.7% of respondents from The Netherlands express inmates participate in these tasks.

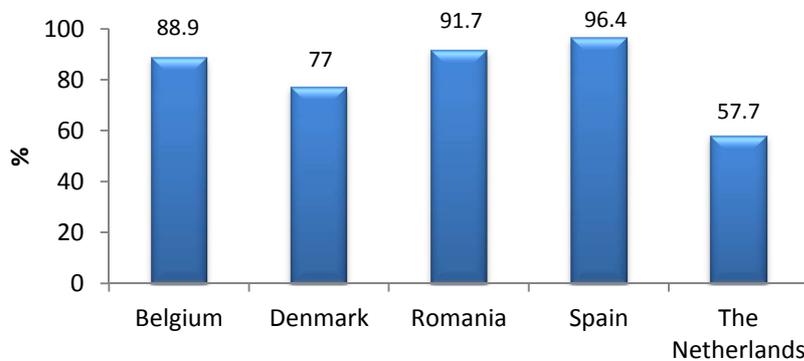


Figure 28. *Percentages of personnel reporting inmates' participation in organizing and developing sport and physical activities*

## 5.4. Facilities and equipment

In order to explore the condition of sport facilities and equipment in the European prisons which participate in this study, personnel in charge of the sport and physical activities were given five options to assess the facilities and three to value the equipment (see table 12). As can be observed in Table 12, overall findings reveal that only a 2.5% express they are in a poor condition and cannot be used and a 45% of them consider the condition is good or excellent.

Table 12. Percentages of respondents assessing the conditions of sport facilities

	n	%
Their condition is excellent	21	6.6
Their condition is good	122	38.4
They are old, but acceptable	113	35.5
Not quite adequate	54	17
Their condition is poor and cannot be used	8	2.5

In Figure 29 shows the opinion of respondents regarding the conditions of the sport facilities in the European prisons which participate in the present study. The personnel from The Netherlands are the ones who consider the condition of facilities in their prisons are good or excellent in a highest percentage (72.7% and 9.1%, respectively).

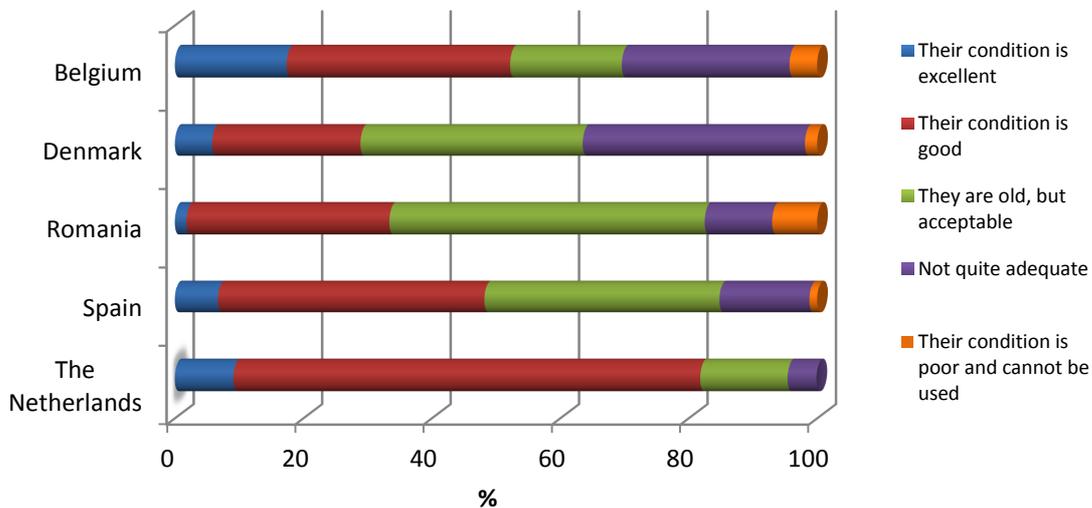


Figure 29. Percentages of respondents assessing the conditions of sport facilities in the prisons of each country

Regarding the quantity of sport equipment according to sport personnel, findings reveal that 78% of personnel from Spanish prisons report that the equipment is insufficient (see Figure 30), followed by personnel from The Netherlands (64.2%), Belgium (55%), Romania (39%), and Denmark (17.4%). On the contrary, 3.4% of the personnel from Romanian prisons indicate they

have a lot of equipment, followed by 2.7% from Belgium and 0.6% from The Netherlands. More than fifty per cent of sport personnel from Danish and Romanian prisons reported to have enough equipment.

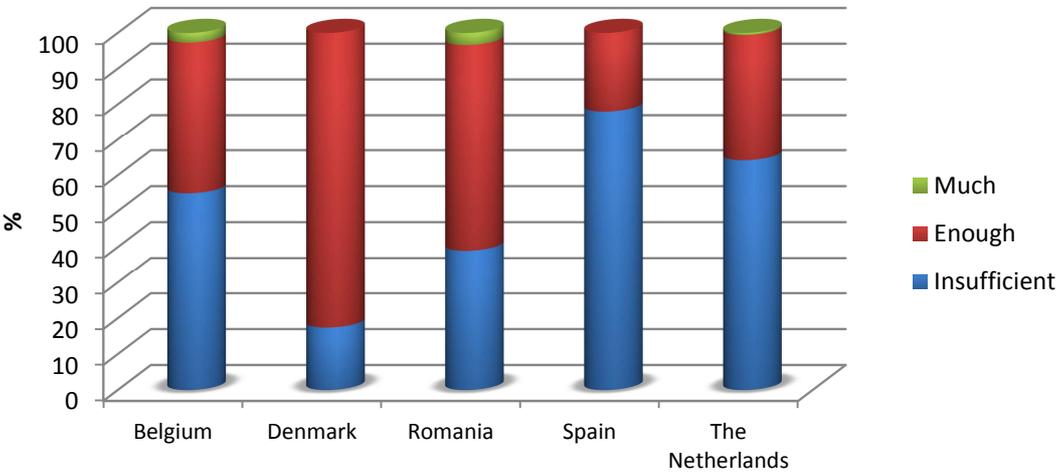


Figure 30. Percentages of respondents assessing the quantity of sport equipment in the prisons of each country

Finally, the sport personnel were asked about the sport equipment condition. As it can be observed in figure 31, findings reveal that 63.6% of personnel from Flemish prisons and 60.9% of personnel from The Netherlands report that the condition of the equipment is 'Good' (see Figure 31). On the contrary, 28.8% of the sport personnel from Romanian prisons indicate the condition of the equipment is 'Poor', followed by personnel from Denmark (17.2%), Spain (14.2%), Belgium (13.6%) and The Netherlands (8.7%). A high percentage of Sport personnel from Spain and Denmark consider the conditions of the equipment 'Acceptable' (66% and 60.3%, respectively). Only 13% of sport personnel from The Netherlands, 3.4% from Denmark, 1.9% from Spanish prisons and 1.7% from Romanian prisons report the condition of the equipment is 'Excellent'.

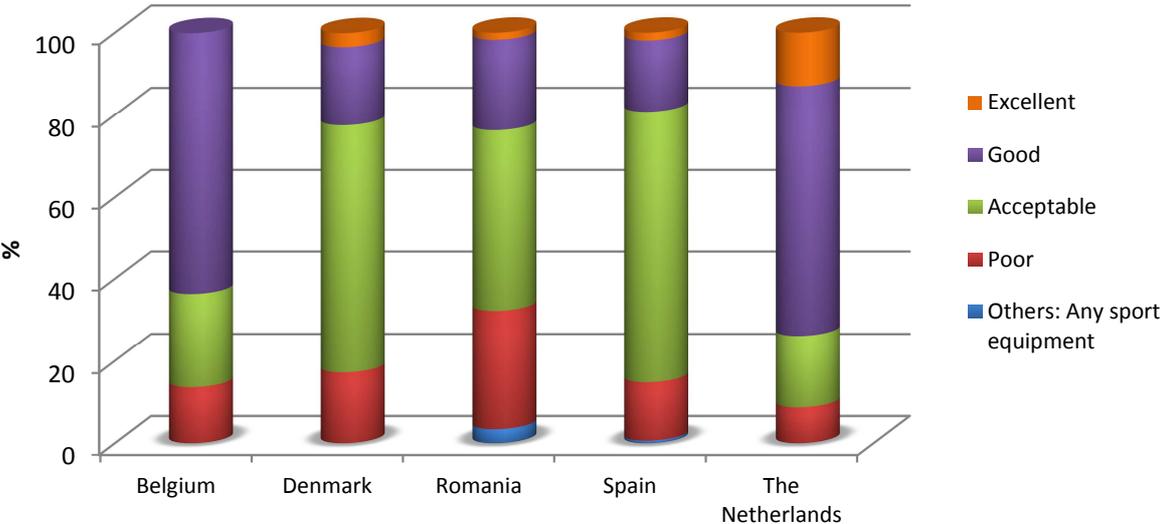


Figure 31. Percentages of respondents assessing the condition of sport equipment in the prisons of each country

## **6.- RESULTS ANSWERING ‘PRISONERS ON THE MOVE’ OBJECTIVES**

This research report, elaborated by UVEG partner with the collaboration of the rest of ‘Prisoners on the move’ partners, is linked to the following three objectives proposed in the project and sent to EU Commission (Education and Culture) in 2010:

- Collecting, sharing and analysing sport programmes and social inclusion in the field of sport and detention;
- Examining methodologies and strategies which build up the social competence of prisoners through sport;
- Making informed recommendations to decision makers and preparing future actions in the field of sport and detention

### **6.1. Collecting, sharing and analysing sport programmes and social inclusion**

This objective has been achieved through the literature review about physical activity and sport with youth at risk and prison inmates that we present in the second section of this report. It has been not achieved through empirical data because we need more time in the project to arrive to some conclusion. As we say at the end of the subsection 2.2.2: “It is necessary more long term follow-up studies that include before and after incarceration periods to know and understand more about social inclusion and offender recidivism”. One year and a half, the time devoted to ‘Prisoners on the move’ project, is not enough to arrive to any empirical conclusion about social inclusion through sport and physical activity interventions and to attend, at the same time, other objectives. We need to develop a longitudinal study that starts at prisons and follows up beyond them to evaluate social inclusion effects and to understand the process and mechanisms by which it is achieved. It is a recommended task to develop in the future through a new project lasting three or more years.

### **6.2. Examining methodologies and strategies which build up the social competence of prisoners through sport**

This objective is achieved in this report since we present in section 5 a set of professional and institutional conditions in which sport personnel develop physical activity and sport practices in their corresponding prisons. The information of this section offers a wide view, beyond the methodologies and strategies, of what sport personnel uses in their professional activity in the European prisons of the five participant countries (Belgium-Flanders, Denmark, Romania, Spain and The Netherlands).

The focus of this research has been a general overview on which the conditions of a good practice are, according to a professional's ethics perspective. That is to say, to know which are the current conditions in the professional practice of European countries about sport and physical activities. The basic conditions for a good practice in the professional codes refer to the specialized training and continuous education, in this case of personnel in charge of sport and physical activities, that assure the necessary knowledge to develop their work.

They also refer to their labour conditions that allow dedication and support their commitment with daily activities. It is obvious to find, among the basic conditions, the facilities and equipment available, which may increase or decrease their professional possibilities. But the good practice especially lies on the main working tools of practitioners around teaching planning, development and assessment tasks because good practices are highly dependent on the management of these professional tools. A conscious and explicit teaching planning with clear objectives, activities, adequate methodological strategies and assessment tools mean that professionals are doing a good job with probabilities to effectively achieve their aims.

Nevertheless, this information about the professional situation of physical activity and sport in the European prisons under study need to be completed, in the future, with other information from the inmates' perspective. Moreover, the quantitative data offered in this report need to be complemented with case studies that exemplify, through particular interventions, the best professional practices that contribute to build up the social competence of prisoners through sport.

### **6.3. Making informed recommendations to decision makers and preparing future actions in the field of sport and detention**

The informed recommendations derived from the results of this report are the following ones:

- 1.- More professional specialization in physical activity and sport is required when these activities are to be developed in European prisons, particularly in certain countries, such as Belgium-Flanders, Denmark and Romania.
- 2.- To extend the consideration of physical activity and sport beyond the recreational role assigned in the legal regulations of several prison systems. That is to say, to assign an educative role to these activities equivalent to the formal education or school.
- 3.- To promote other social values through physical activities and sport that may contribute to future inclusion, especially considering these activities part of the treatment and equivalent to formal education or school.
- 4.- Increase personal resources that can be used by inmates outside prison, such as sport certifications, to facilitate future inclusion.

5.- More participation of inmates in community events, inside and outside prison, are necessary to connect prison life with social life as bridges towards inclusion.

6.- Establish forms and strategies of professional development to improve the planning and development of physical activities and sport. The elaboration of an explicit written planning of the objectives, activities, methodological strategies and assessment tools coherently fitted should be a habitual professional activity among sport personnel.

7.- Planning should be understood as proposals for professional action and development as a practical test of the planned in order to readjust them when necessary.

8.- Sport facilities should be renewed, especially in Romania and Spain, and an increase and renewal of sport equipment is also necessary in European prisons, especially in Romania, Spain and The Netherlands.

## 7.- LIMITATIONS

As in any other research, this survey study has several limitations that need to be considered to help readers to accurately understand the results obtained. One limitation refers to the comparisons based on data from the prisons of five European countries because it needs to be extended to more countries to get a bigger scenario of the situation of this area of work in European prisons.

The sport personnel's perspective adopted in this survey is another limitation. Although it is a non-common perspective in studies of physical activity and sport in prison, it needs to be completed with the perspectives of inmates and other prison staff. In a similar way, the survey study on quantitative data also requires a qualitative complementariness, via case studies, that exemplifies the best professional practices that contribute to build up the social competence of prisoners through sport.

Another methodological limitation refers to the possible problems in the questionnaire translation from English, as original language, to Danish, Dutch-Flemish, Romanian and Spanish, since translation was not made by professionals, but by the corresponding partners from the countries involved in the 'Prisoners on the move' project.

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## ANNEX I. Close questionnaire



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### EUROPEAN PROJECT “PRISONERS ON THE MOVE. MOVE INTO SPORT, MOVE THROUGH SPORT”

**This questionnaire is part of a European Project on Sport and Physical Activity in European Prisons. Your collaboration is crucial. Please, answer sincerely the questions you will find in this questionnaire. It only takes from 20 to 30 minutes, approximately. We are committed to keep your anonymity as well as the prison anonymity. It will be only used for research purposes and not beyond the research team.**

**MANY THANKS for your collaboration in this research**

# QUESTIONNAIRE ON SPORT AND PRISON

(Elaborated by Universitat de València in collaboration with the rest of the partners)

Please, tick the appropriate box/boxes corresponding to the answers of each question below. There are questions in which you can choose several options of responding.

Example:

5.1. Woman	<input checked="" type="checkbox"/>
------------	-------------------------------------

## ABOUT THE PRISON

**1. Which type of prison do you work in?**

1.1. State Prison	<input type="checkbox"/>
1.2. Private Prison	<input type="checkbox"/>
1.3. Other	<input type="checkbox"/>

**2. Which regimes characterize the prison you work in? (Several options can be chosen)**

2.1. Restricted/Security	<input type="checkbox"/>
2.2. Closed	<input type="checkbox"/>
2.3. Semi-Open	<input type="checkbox"/>
2.4. Open	<input type="checkbox"/>

**3. Which is the type of prison by sex?**

3.1. Unisex (only males are allowed)	<input type="checkbox"/>
3.2. Unisex (only females are allowed)	<input type="checkbox"/>
3.3. Mixed (both males and females are allowed)	<input type="checkbox"/>

## PERSONAL AND PROFESSIONAL DATA

**4. Year of birth:** \_\_\_\_\_

**5. Gender**

5.1. Woman	<input type="checkbox"/>
5.2. Man	<input type="checkbox"/>
5.3. Other (specify.....)	<input type="checkbox"/>

## 6. Which is your higher level of studies?

6.1. Compulsory Secondary School	
6.2. Post-secondary vocational studies	
6.3. High School	
6.4. Post high school Education (from 1 year up to 3 years)	
6.5. University graduate	
6.6. Postgraduate (Master degree or Doctorate/PhD)	

## 7. Which is your specialization degree?

.....

## 8. How many years of experience do you have in prisons?

8.1. Less than 6 months	
8.2. From 6 to less than 12 months	
8.3. From 1 to less than 3 years	
8.4. From 3 to less than 6 years	
8.5. From 6 to 10 years	
8.6. More than 10 years	

## 9. Which are your job conditions?

9.1. My job is permanent	
9.2. My job is temporal	
9.3. Volunteer	

## 10. Who is your employer?

10.1. The Prison System of my country	
10.2. A Non-Governmental Organization (NGO)	
10.3. A private company	
10.4. Nobody (I am a Volunteer)	
10.5. Freelancer	

## 11. Which is your monthly net salary in the prison?

11.1. Less than 300 €	
11.2. Between 300 € and 700 €	
11.3. Between 701€ and 1000 €	
11.4. Between 1001 € and 1500 €	
11.5. Between 1501 € and 2000 €	
11.6. Between 2001 € and 2500 €	
11.7. Between 2501 € and 3000 €	
11.8. Between 3001 € and 3500 €	

11.9. Between 3501 € and 4000 €	
11.10. More than 4000 €	
11.11. No salary (I am a Volunteer)	

**12. Which is your time dedication in prison?**

12.1. Full-time	
12.2. Part-time	

**13. Is your time dedicated in prison devoted totally to sport?**

13.1. Yes, I am entirely in charge of sports	
13.2. No, apart from sports, I am in charge of another module	
13.3. No, apart from sports, I am involved in other issues related to life in prison	

**14. How long have you dedicated to sport issues in prison?**

14.1. Less than a year	
14.2. From 1 to less than 5 years	
14.3. From 5 to 10 years	
14.4. More than 10 years	

**15. How did you get the job of Sport Educator/Instructor?**

15.1. Internal Promotion	
15.2. External selection process	
15.3. I temporarily substitute a colleague	
15.4. Through a NGO	
15.5. I am a Volunteer	

**16. Which are the reasons you are in charge of Sports? (Several options can be chosen)**

16.1. Because it is an easy job	
16.2. Because I am keen on sports	
16.3. Because I am covering a colleague's leave	
16.4. Because the salary is higher	
16.5. Because I can be promoted more easily	
16.6. Because I gain status	
16.7. Because I have a better timetable	
16.8. Because it makes sense to me to teach it (social inclusion, etc)	
16.9. Others (specify .....)	

**17. Which professional courses have you attended for being in charge of sport in prison?**

17.1. I have attended courses on sports in prison	
17.2. I have attended courses only on prisons	
17.3. I have attended courses only on sports	
17.4. None	

**18. Have the prison system offered professional courses on sports in prison?**

18.1. Yes	
18.2. No	

**19. Which other positions/tasks have you been involved in prison? (Several options can be chosen)**

19.1. This is my first task	
19.2. I worked as a general Educator	
19.3. I worked as a social worker	
19.4. I worked as a nurse	
19.5. I worked as a physiotherapist	
19.6. I worked as a guardian	
19.7. I worked as part of administration staff	
19.8. Others (specify .....)	

**ORGANIZATION**

**20. Is the prison divided in modules?**

20.1. Yes	
20.2. No	

**21. In which ways are Physical activities and Sports offered?**

21.1. Activities are organized/supervised by professionals	
21.2. Activities are non-organized/free	
21.3. Activities are both organized/supervised and non-organized/free	

**22. Which facilities can you use in the prison? (Several options can be chosen)**

22.1. The Sports hall for the whole prison	
22.2. A Sports Hall in each module	
22.3. The Gym for the whole prison	
22.4. A gym in each module	
22.5. A swimming-pool	

22.6. A football field	
22.7. A multisport outdoor court	
22.8. The surrounding outdoor areas (i.e. forest, running tracks, etc)	
22.9. Open space inside prison	

**23. Where are the activities practiced according to the following categories?**

	Sport Hall in whole prison	Sport Hall in modules	Gym in whole prison	Gym in modules	Swimming pool	Football field	Multisport outdoor court	Surrounding outdoors (forest, etc)	Open space inside prison
Free/Non-Organized									
Organized/Supervised									

**24. In which category are physical activities and sports, organized/supervised by professionals, included? (Several options can be chosen)**

24.1. Therapeutic	
24.2. Education	
24.3. Occupation	
24.4. Spare Time	

**25. Who is the person in charge of planning and organizing any physical activity or sports organized/supervised by professionals?**

25.1. The Sport Coordinator	
25.2. The Teacher	
25.3. The Sport Instructor	
25.4. The Therapeutic/Education Director	

**26. Do any more professionals (from inside and outside) help you in the development of physical activities and sports? (Include the number)**

	Number
26.1. Yes, there are part-time specialists with me	
26.2. Yes, there are full-time specialists with me	
26.3. Yes, there are other colleagues that complete their full-time job (not related to sport)	
26.4. Yes, there are external volunteers	
26.5. Yes, there are external freelancers	
26.6. Yes, there are external NGO specialists	

**27. Do inmates help in the organization and development of physical activities and sports?**

27.1. No	
27.2. Yes	

**28. If yes, in which type of tasks do inmates collaborate? (Several options can be chosen)**

28.1. Selecting participants	
28.2. Elaborating timetables	
28.3. Proposing sport and physical activities	
28.4. Coaching/teaching	
28.5. Cleaning the facilities	
28.6. Taking care of the equipment	
28.7. Planning activities	
28.8. Evaluating activities	

**29. Which conditions are needed for inmates to participate in Free/Non-organized or Organized/Supervised physical activities and sport? (Several options can be chosen)**

	Free/Non-organized	Organized/supervised
29.1. None, anyone can participate		
29.2. Not to have blood offences		
29.3. Good behaviour		
29.4. Previous sport experience		
29.5. Not to be a drug consumer		
29.6. To be in prison for a minimum time		
29.7. Not security based restrictions (i.e. held temporarily in an isolation cell)		
29.8. Positive Medical Certificate		
29.9. Permission to participate outside the prison		

**30. Which reasons do force an inmate to quit in the participation of an activity? (Several options can be chosen)**

30.1. Not to attend activities regularly	
30.2. Participate in riots	
30.3. Take drugs	
30.4. Not to take good care of equipment/facilities	
30.5. Incompatibilities among inmates	
30.6. Other disciplinary punishments	

**31. Does prison staff participate in Free/Non-organized or in Organized/Supervised physical activities and sport with inmates?**

	Free/Non-organized	Organized/supervised
31.1. No		
31.2. Yes		

**32. Which support, from any NGO or external organizations, do sport and physical activities receive in your prison? (Several options can be chosen)**

	Public Authorities	NGO	Sport federation	Sport clubs	Other private institutions
32.1. None					
32.2. Equipment					
32.3. Professional					
32.4. Economic					
32.5. Facilities					
32.6. Others (specify 1.....)					

**33. Is any sport activity offered for mixed participation (female and male inmates)?**

33.1. No	
33.2. Yes	

**34. If yes, which ones? (Specify)**

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**35. Do inmates participate in some community sport events/championships?**

35.1. No	
35.2. Yes, when they go out of the prison with permission	
35.3. Yes, when community participants come into the prison	
35.4. Both, when going out or teams coming into the prison	

**36. Are sport courses offered to inmates to achieve professional qualification (i.e. sport coaching certificate, personal trainer certificate, etc)?**

36.1. No	
36.2. Yes	

**37. Are special physical activities or sport organized to target special groups? (Several options can be chosen)**

	No	Yes
37.1. Custody		
37.2. Condemned		
37.3. Drug abusers		
37.4. Foreigners		
37.5. Minors		
37.6. Physically disabled		
37.7. Psychiatric patients		
37.8. Women		
37.9. Old inmates		

**38. Do inmates from the following groups participate in the physical and sport activities? (Several options can be chosen)**

	No	Yes, but rarely	Yes, often	Yes, always
38.1. Central and South Africans				
38.2. North Africans				
38.3. Gipsies				
38.4. East Europeans				
38.5. Central and North Europeans				
38.6. Mediterranean Europeans				
38.7. South and Central Americans				
38.8. North Americans				
38.9. Indians (Asia)				
38.10. North Asians				
38.11. Far East (Asians)				
38.12. Middle East (Asians)				
38.13. Oceania people				

## **OBJECTIVES, METHODOLOGY, EVALUATION**

**39. Which aims do you want to achieve in the Organized/supervised professionally sports and physical activities? (Several options can be chosen)**

39.1. Help to reinsertion	
39.2. Promote inmates' enjoyment	
39.3. Compete in sports	
39.4. Increase performance and fitness	
39.5. Facilitate communication between inmates	
39.6. Keep inmates busy	
39.7. Help to reduce riots/harmful habits	
39.8. Instill positive social values	
39.9. To improve their confinement	
39.10. Contribute to their health	
39.11. Increase their levels of self-esteem	
39.12. Instill social skills	
39.13. Facilitate communication between inmates and staff	

**40. Where are these aims specified? (Several options can be chosen)**

40.1. In professionals' minds	
40.2. In professionals' notes	
40.3. In prison documents (programmes, plans/other	

**41. If you elaborate a document/programme/plan, which sections do you include? (Several options can be chosen)**

41.1. Aims	
41.2. Principles, values	
41.3. Inmates' characteristics	
41.4. Content activities	
41.5. Resources	
41.6. Methodology	
48.7. Evaluation	

**42. Which strategies or styles of teaching do you use in your Physical Activity and Sports? (Several options can be chosen)**

42.1. I am the model and inmates reproduce/repeat what I do	
42.2. I assign them tasks to follow individually or by groups	
42.3. I propose physical activities by levels of skills/fitness	
42.4. I propose an individual plan for each inmate to follow, although they can make modifications and suggestions	
42.5. I propose physical activities where they have to solve problems	
42.6. I propose physical activities where there are different solutions and inmates have to discover here are the most appropriate according to their abilities	
42.7. Other (specify 1 .....	

**43. Which kind of evaluation do you use for improving the Organized/supervised physical activities and Sports? (Several options can be chosen)**

43.1. None	
43.2. I verbally ask inmates their opinion about the activities offered	
43.3. I administer a short questionnaire to inmates	
43.4. Inmates can leave, in a box, their suggestions and opinions of the activities offered	
43.5. I administer some physical tests to assess inmates' performance	
43.6. I prepare a final report every year	
43.7. Other (specify 1.....)	

**PHYSICAL ACTIVITIES AND SPORTS**

**44. Approximately, how often and HOW MANY inmates (females and males) do participate in the following sports and physical activities? (Please, indicate the NUMBER in the appropriate boxes)**

		Females				Males			
		Less twice a week	2-3 per week	4-6 per week	Every day	Less twice a week	2-3 per week	4-6 per week	Every day
<b>Organized/Supervised</b>	44.1. Body building/weight lifting								
	44.2. Boxing								
	44.3. Football								
	44.4. Penalty Tournament								
	44.5. Basketball								
	44.6. Handball								
	44.7. Floor ball (hockey)								
	44.8. Netball								
	44.9. Volleyball								
	44.10. Beach Volleyball								
	44.11. Tennis-Football								
	44.12. Tchoukball								

44.13. Tennis									
44.14. Squash									
44.15. Badminton									
44.16. Wall Tennis/raquetball									
44.17. Table tennis									
44.18. Table-Football									
44.19. Petanque									
44.20. Darts / Snooker									
44.21. Curve bowl									
44.22. Traditional games									
44.23. Martial Arts									
44.24. Yoga									
44.25. Tai Chi									
44.26. Chi Kung/Shiatsu									
44.27. Relaxation or similar									
44.28. Teambuilding games									
44.29. Biking,									
44.30. Swimming									
44.31. Start2Run (learn to run 0-5 km)									
44.32. Running 1500 m									
44.33. Running 3000 m									
44.34. Running 5000 m									
44.35. Half Marathon									
44.36. Fitness (Power)									
44.37. Fitball									
44.38. Cardiofitness									
44.39. Circuit training (cardio/power)									
44.40. Zumba									
44.41. Spinning									
44.42. Body control									
44.43. Dancing (/breakdance)									
44.44. Others (specify 1.....)									

**45. In your prison, are there any particular Physical Activity and/or Sport that you consider is worthwhile sharing with other sport professionals working in other prisons?**

45.1. Yes	
45.2. No	

**If so, please specify its main characteristics**

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**46. What is your opinion about the facilities in the prison?**

46.1. Their condition is excellent	
46.2. Their condition is good	
46.3. They are old, but acceptable	
46.4. Not quite adequate	
46.5 Their condition is poor and cannot be used	

**47. What is your opinion about the quantity of sport equipment you dispose of?**

47.1. Insufficient	
47.2. Enough	
47.3. Much	

**48. In which condition is the sport equipment found?**

48.1. Poor	
48.2. Acceptable	
48.3. Good	
48.4. Excellent	
48.5. Other (specify.....)	

**49. Please, add any other information or suggestion related to physical activities and sports in your prison, that you consider important, and have not been included in this questionnaire**

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**MANY THANKS FOR YOUR COLLABORATION**