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University of Dublin

Trinity College

An Investigation into the Potential Benefits of Introducing Guidance and Counselling to Corrective Educational Programmes.

By
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A thesis submitted to the School of Education at Trinity College Dublin, the University of Dublin, in fulfilment of the requirements for the award of the Degree of Doctor of Philosophy

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CHAPTER NINE

Research Results

Introduction

During the course of this pilot exploratory study, the author visited seven detention centres for research purposes. Data propagated through a course of thirty interviews are now documented in this chapter. The thirty interviews referred to consist of:

1. **Three one-to-one encounters with inmates.**
2. **Three group meetings with inmates.**

Total of Six Interviews: Twenty Four Inmates

3. **One head chaplain.**
4. **One senior prison officer.**
5. **Three prison governors.**

Total of Five Prison Officials

6. **Five principal/supervising teachers.**
7. **Fourteen subject teachers.**

Total of Nineteen Educators.

Overall Total of Thirty Interviews

The following table summarises the total number of consultations that took place between the author and detainees, between the author and staff/authorities, within the various institutions.

Table 2: Total number of interviews conducted during this study.

Institution	Group Interviews With Inmates	One-to-One Interviews With Inmates	School Principal Consulted	Subject Teachers Consulted	Chaplains Consulted	Senior Prison Officers Consulted	Prison Governors Consulted
HMP Wormwood Scrubs	2	3	1	2	1	-	-
HMP Wandsworth	1	-	-	-	-	1	1
Trinity House Education Centre	-	-	1	5	-	-	-
Oberstown Education Centre	-	-	1	3	-	-	-
St. Patrick's Institution	-	-	1	4	-	-	-
Dóchas Centre	-	-	1	-	-	-	1
Midlands Prison	-	-	-	-	-	-	1

9.1 Main Issues Affecting Prisoners.

During the course of the author's research, six correctional facilities were chosen for examination. In addition, the governor at a seventh establishment was interviewed. The following issues were raised pertaining to the factors which precipitate criminal activity. The following table summarises the main issues which affect the greater number of prisoners as indicated by those whose views are included in this study. Where a particular group of individuals have not been specifically mentioned, this implies that the subject in question did not arise for discussion with that particular group.

Table 3: Factors which Influence Crime Rates.

	Participants					
Issues Affecting Prisoners	Governors Total of three	Principal/ Coordinating Teachers: Total of five	Group Discussions with Inmates/Students Total of twenty one Inmates/Students	Senior Prison Officer Total of one	Subject Teachers Total of fourteen teachers	One-to-One Interviews with Inmates Total of three interviews
Social Disadvantage/ Unemployment	* * *	* * * * *	**	*		
Lack of Education	* * *	* * * * *				
Lack of Literacy and Numeracy Skills	* * *	* * * *			*	
Substance Abuse	* * *	* * * *				
Cultural Differences	* *	*				
Need to segregate prisoners	*	* * * *		*		
Criminogenic Environment	* * *	**	*			
Prisoners would make good use of Second Chance	** Confident * Not Confident			*		
Prisoners Victims of Circumstances	*	* *	*			
Need for Psychiatric Care	**	*				
Lack of Social Empathy	***				*	* * *

* School Principals in Trinity House, Oberstown Education Centre and St. Patrick's Institution.

* School Principal at HMPWS.

* School Principal working within the Irish Prison Service.

* Governors working within the Irish Penal System.

* Governor working within the British Penal System.

* Group discussions with Inmates at HMPWW and HMPWS.

* Senior Prison Officer at HMPWW.

* Subject Teachers.

* One-to-one interviews with inmates.

Note: The number of asterisks represents the number of individuals/groups who addressed this particular issue. Each asterisk represents one individual or one group of individuals in cases where the data was generated through group interview. A blank means that the subject matter at hand was not addressed by any individual in the respective group.

1) **Social disadvantage as a main cause of crime**.

Educators: Five educators[1] noted that social disadvantage precipitates criminal activity. *(Five educators include five principal/supervising teachers).* All five educators argued that social disadvantage should not be restricted to material deprivation. According to all five educators, social disadvantage includes lack of affirmation, lack of proper parental supervision, social exclusion, the lack of opportunities and inadequate facilities.

Inmates: This issue of social disadvantage as a potential cause of crime was also highlighted by one inmate in one group discussion. He maintained that, on occasions, individuals may have no option but to turn to crime in order to survive.

Prison Officials: This point was highlighted by four prison officials. *(Prison officials in this case include three governors and one senior prison officer).*[2] Three prison officials associated social disadvantage with issues such as the lack of family support, lack of parental supervision, unemployment and emotional trauma. *(Three prison officials include three prison governors).* The three prison officials also observed, however, that social disadvantage should not be restricted to material deprivation.

2) **The lack of education which is associated with social disadvantage**.

Educators: The link between social disadvantage and lack of academic achievement was made by five educators. *(Five educators include five principal/supervising teachers).* In fact, all five educators noted that the majority of detainees lack adequate numeracy and literacy skills.

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[1] **Note:** For the purpose of this chapter, the term "educator" will apply to principal/coordinating teachers and subject teachers.

[2] **Note:** For the purpose of this chapter the term "prison official" will apply to prison governors, one senior prison officer and one head-chaplain.

Prison Officials: These observations have been supported by four prison officials. *(Four prison officials include three governors and one senior prison officer).* All four officials associated the lack of education with social disadvantage.

3) **The Lack of Literacy and Numeracy Skills.**

Educators: Five educators stated that special teaching aids are required within correctional facilities to help detainees overcome the affects of literacy and numeracy deficiencies. *(Five educators include four principal/supervising teachers and one subject teacher).*

Prison Officials: These findings were confirmed by three prison officials. *(Three prison officials include three prison governors).* They also noted that literacy and numeracy skills help offenders to pursue other opportunities in life.

4) **The problem of substance abuse among offenders.**

Educators: There is a serious problem with substance abuse among offenders, according to four educators. *(Four educators include four principal/supervising teachers).*

Prison Officials: These comments were supported by one prison official. *(One prison official includes one prison governor).* Interestingly, three prison officials stated that alcohol abuse among offenders is a far greater problem that drug abuse. *(Three prison officials include three prison governors).* In the view of the three prison officials, alcohol is more easily attainable. However, they argued that the problem of drug abuse should not be underestimated. Two prison officials suggested that some of those affected by social disadvantage turn to drugs. *(Two prison officials in this case include two prison governors).*

5) **Different cultural ideologies between offenders and non-offenders.**

Educators: There is a distinct difference in cultural ideologies between offenders and non-offenders, according to one educator. *(One educator includes one principal/supervising teacher).* In the light of this conjecture, interactions between detainees are not always constructive on occasions. In fact, four educators spoke of the need to segregate inmates as a result of the dominant principles existing among the prison population. *(Four educators include four principal/supervising teachers form a total of five).* Two educators *(two principal/supervising teachers)* spoke of the necessity of providing special educational programmes for vulnerable prisoners. Prisoners judged to be "at risk" are unable to attend classes with the greater number of inmates. Subsequently, as part of their reform process, inmates are taught the very basics in social protocols and competencies, according to four educators. *(Four educators include four principal/supervising teachers).*

Prison Officials: Two prison officials also discussed the culture differences between the offending and non-offending population. *(Two prison officials in this case include two governors).* Two prison officials addressed to need to segregate prisoners occasionally as a result of the ideologies existing within the prison population. *(Two prison officials include one prison governor and one senior prison official).* Three prison officials spoke of the provision of social skills programmes within their respective facilities. These programmes are designed with a view to helping prisoners to function normally as social beings, according to all three officials. *(Three prison officials in this case include three prison governors).*

6) **Offenders are often the Products of Criminogenic Environments.**

Educators: Recidivism rates among centres' detainees, as directed by two educators, stand at 70% and 75% respectively. *(Two educators include two principal/supervising teachers).* Children exposed to criminal behaviour or prison life may, in fact, turn to crime themselves according to and one educator. *(One educator includes one principal/supervising teacher).* It was also noted by two educators that most inmates would have progressed through the justice system from an early age. *(Two educators in this case include two principal/supervising teachers working with younger offenders).*

Inmates: This issue was reinforced by one inmate in one group discussion. *(From a total of twenty four inmates interviewed).* This particular inmate stated that the children of prisoners often become "unruly." He also noted that prison succeeds in breeding other criminals.

Prison Officials: Three prison officials observed that many offenders are socialised an environment from a young age. *(Three prison officials include three prison governors).* Two of the officials added that children who frequently visit prisons become victims of the crime culture themselves.

7) **Offenders are often the victims of circumstances.**

Educators: Two educators have suggested that inmates/students are often the victims of circumstances. Both educators suggested that a number of offenders are, from a young age, subject to criticism, dysfunctional family dynamics and lack of proper family support. *(Two educators include two principal/supervising teachers).*

Inmates: This issue also arose during one group interview. One inmate stated that, in his case, he involved himself in criminal acts at a very young age. Subsequently it is hard for him to escape from the criminal lifestyle.

Prison Officials: One prison official has suggested that inmates/students are often the victims of circumstances. *(One prison official includes one prison governor).* In a separate interview, another prison official noted that many sex offenders are themselves the victims of sex abuse. Consequently, part of the "Sex Offenders Treatment Programme" currently provided to sex offenders aims to treat the affects of sexual abuse in the offenders themselves.

8) The need for psychiatric care among offenders.

Educators: One educator observed that a number of adult inmates are in need of psychiatric care. *(One educator includes one principal/supervising teacher).* This educator noted that the needs of such inmates would be more appropriately accommodated in a therapeutic facility

Prison Officials: Two prison officials noted that a number of those currently detained in prisons are in need of psychiatric care. *(Two prison officials in this case include two prison governors).* The officials in question did not specifically state that crime as the product of psychiatric illness in these cases. However, they maintained that the needs of those individuals requiring psychiatric care would be better accommodated with extra psychiatric resources.

9) Society remains indifferent to the plight of offenders.

Educators: One educator referred to the obstructions to social reintegration placed before offenders by society. *(One educator includes one subject teacher).* This particular educator has suggested that interventionist programmes offer too little too late in order to help the reform process for offenders. In order that they should transform their vision of themselves and of the world, are required to develop students to develop new social, vocational and academic skills. In short, inmates/students often lack the very basics in social protocols.

Inmates: Three inmates noted, in one-to-one interviews, that society cares little for the welfare of offenders. All three inmates further added that society often places obstacles before ex-prisoners thus hindering the reform process. One of the inmates stated that he has no family to which to return.

Prison Officials: Three prison officials argued that society cares little for the welfare of offenders. They maintained that society provides few opportunities to aid prisoners in the rehabilitation process. *(Three prison officials included all three prison governors interviewed).* It was noted by one prison official that obstacles which prevent further social reintegration are placed before prisoners who are about to be released. Many prisoners have no families, no homes and no jobs to which to return. This would be particularly the case with newly released sex offenders. *(One prison official in this case refers to one prison governor).* Three prison officials have observed that most offenders desire a second chance in life and would transform their lifestyles if given the opportunity to do so. *(Three prison officials include two prison governors and one senior prison officer).* However, a fourth prison official *(a prison governor)* argued that, for offenders, crime has become a way of life. Subsequently, he would not be over-confident that, if given an

opportunity, that many offenders would disassociate themselves from criminal activity.[3]

9.2 Some Structures Already In Place to Aid the Process of Offender Rehabilitation.

Details provided by those interviewed of structures already in place to facilitate the process of offender rehabilitation within the respective facilities are contained in this section. The following table summarises some of the provisions already employed by each institute researched in order to aid the rehabilitation process for offenders.

[3] Please see Appendix Five: Interview with the governor of Midlands Prison for comments made pertaining to offenders' disassociation from criminal activity.

Table 4: Some Programmes and Modules already employed to aid offenders in the Rehabilitation Process.

	Participants					
Provisions already Employed to Reduce Recidivism Rates	**Governors Total of three**	**Principal/ Coordinating Teachers Total of five**	**Group Discussions with Inmates/Students Total of twenty one inmates/students**	**Senior Prison Officer Total of one**	**Subject Teachers Total of fourteen teachers**	**Head Chaplain Total of one**
Education and Vocational Training	* * *	***	*	*		
Special provision to develop literacy and numeracy skills		* * * *			*	
Holistic educational policy		* * *				
Student-centred educational structures		* * *				
English for Speakers of Other Languages		*		*	*	
Use of Psychometric Tests		*			* * *	
Setting Realistic Goals for Inmates		* *				
Provision of Open University Courses		* *		*		
Policy of empowering ex-prisoners to be self-employed		*		*		
Life-Skills programmes		* * * * *		*		
Modules provided to develop prisoners' self-responsibility	*	* *			*	
Reliance on Inmates by Prison/School Staff	**	** *		*		
Incentives to prisoners who refrain from taking drugs	*	* *		*		*
Health Promotion Modules	*	* * * *				
Support to Inmates from Outside Agencies	*	**		*	*	
Mutual Respect between staff and inmates/ Behaviour Contracts	**	* * *	**	*		
Multi-Disciplinary Child Protection Policy	*			*		

* **School Principals in Trinity House, Oberstown Education Centre and St. Patrick's Institution.**

* **School Principal at HMPWS.**

* **School Principal working within the Irish Prison Service.**

* **Governors working within the Irish Penal System.**

* Governor working within the British Penal System.

* Group discussions with Inmates at HMPWW and HMPWS.

* Senior Prison Officer at HMPWW.

* Subject Teachers.

* One-to-one interviews with inmates.

* Head Chaplain, HMPWS

Note: The number of asterisks represents the number of individuals/groups who addressed this particular issue. Each asterisk represents one individual or one group of individuals in cases where the data was generated through group interview. A blank means that the subject matter at hand was not addressed by any individual in the respective group.

1) Education and vocational training as a critical component to offender rehabilitation.

Educators: According to three educators, education and vocational training are considered critical to prisoner rehabilitation. *(Three educators in this case include three principal/supervising teachers).* All three educators tended to focus their attention on alleviating the affects of illiteracy and lack of numeracy skills. Five educators offered details of measures taken address the special educational needs of inmates with a view to improving literacy and numeracy skills. *(Five educators include four principal/supervising teachers and one subject teacher).* According to two educators, a high standard of English is essential if one is to find employment *(Two educators include one principal/supervising teacher and one subject teache*r).

Inmates: On inmate, in a group interview, stated that education and vocational training are essential in order for offenders to function normally in society. *(One inmate from a total of twenty four inmates interviewed).*

Prison Officials: Three prison officials emphasised the importance of education and vocational training within offender precipitation programmes. *(Three prison officials include three prison governors).* All three prison officials highlighted the importance of vocational training. They argued that vocational skills provide ex-prisoners with the necessary tools to find meaningful employment.

2) **Holistic educational policy.**

Educators: Three educators have stated that they aim to pursue a holistic educational policy. *(Three educators in this case include three principal/supervising teachers).* Subject matter is, therefore, cross-curricular. In other words, all subject teachers work towards accommodating the pedagogical needs of students in a comprehensive manner. Two of these educators, both working with younger offenders, spoke of the liaison that exists within their respective centres between educators and care staff. This liaison exists in order that students' entire needs should be accommodated.

3) **The provision of student-centred training policies.**

Educators: Three educators confirmed that educational structures within their respective facilities are student-centred. *(Three educators include three principal/supervising teachers).* These policies are designed to ensure that inmates' individual pedagogical needs are accommodated.

4) **English for Speakers of Other Languages (ESOL).**

Educators: Two educators commented that they provide English classes for a number of foreign inmates. *(Two educators include one principal/supervising teacher and one subject teacher).* One of the educators in question *(a principal/supervising teacher)* stated that the second most spoken language in British prisons is Spanish. The ESOL programme is designed to help non-English speaking inmates to benefit from educational and vocational programmes.

Prison Officials: One prison official also raised the fact that an ESOL programme is offered to non-English speaking prisoners. *(One prison official includes one senior prison officer).*

5) **The need to measure inmates'/students' academic ability.**

Educators: Four educators argued in favour of using psychometric assessments in order that an accurate assessment of inmates' literacy and numeracy skills should be made. *(Four educators include one principal/supervising teacher and three subject teachers).* All four educators observed that the correct assessment of individual competencies in these two skills is required in order that the relevant centres should provide literacy and numeracy programmes appropriate to inmates' distinctive needs.

6) **The construction of realistic goals for inmates/students.**

Educators: Two educators stated that goals set for/by students should be realistic. In other words, every precaution should be taken to ensure prisoners do not experience any sense of failure. *(Two educators included two principal/supervising teachers).*

7) **Opportunities for academic advancement for academically proficient inmates/students.**

Educators: Two educators, both working in adult facilities, stated that they offer Open University courses to suitably qualified and motivated individuals. *(Two educators include two principal/supervising teachers).* One of the educators observed that security restrictions may prevent prisoners from applying from a

number of Open University courses. Three educators working with younger detainees concentrate their efforts on Junior Certificate and FETAC programmes in particular. Leaving Certificate programmes are also available to suitably qualified or motivated younger inmates/students. *(Three educators in this case include three principal/supervising teachers).*

Prison Officials: One prison official stated that the suitably qualified adult offenders are eligible to apply for Open University programmes. *(One prison official includes one senior prison official).*

8) Training as a means towards self-employment.

Educators: One educator suggested that meaningful employment is almost unobtainable for ex-prisoners. *(One educator includes one principal/supervising teacher).* This educator outlined programmes for inmates which offer vocational training together with education in business management skills. Such an endeavour aims to equip ex-prisoners with the necessary tools to initiate their own business ventures. This educator also stated that some of those prisoners who are employed in the prison complain that they are the victims of cheap labour.

Prison Officials: One prison official noted that many ex-prisoners are almost unemployable. *(One prison official includes one senior prison officer).* The official outlined programmes within the prison which would allow prisoners to be self-employed, once released.

9) **The provision of life-skills/pre-release programmes.**

Educators: Five educators offered details of life-skills modules pre-release programmes which are provided for inmates. *(Five educators include four principal/supervising teachers).* The life-skills course offers guidance and education in Parent Craft, Personal Budgeting, Relationship Management, Social Skills, Self-Development and Preparation for Work.

Prison Officials: One prison official stated that life-skills courses are offered to prisoners. This particular official suggested that the entire educational programme offered to prisoners is designed to help them function as normal social beings once they are released. *(One prison official includes one senior prison officer).*

10) **Measure to instil personal responsibility in inmates/students.**

Educators: Three educators argued that great emphasis is placed on instilling a sense of personal responsibility within students. This is in response to the theory that many offenders rarely plan for the future. *(Three educators include two principal/supervising teachers and one subject teacher).* One of the educators has argued, however, that current practices in Irish penal policies afford offenders no sense of personal responsibility whatsoever.

Prison Officials: One prison official noted that structures within one adult facility, namely Dóchas Centre, are designed with a view to helping inmates become more responsible for themselves. This particular official further commented that this is the penal policy of the future. *(One prison official includes one prison governor).*

11) Structures whereby, authorities rely on inmates/students.

Educators: According to three educators structures are already in place whereby, a number of inmates/students are proactive in helping other inmates/students. The three educators maintained that inmates/students have been allocated various assignments requiring different levels of responsibility within all of the examined establishments. *(Three educators include three principal/supervising teachers).*

Prison Officials: According to three prison officials, structures are in place which allow inmates to help other prisoners. *(Three prison officials include two prison governors and one senior prison officer).* For example, two of the officials mentioned the "Listeners" programme which is provided in the United Kingdom.[4] The third prison official commented on the ability of prisoners to generate a "community spirit" within the facility.[5]

12) Incentives for those inmates/students who remain drug-free.

Educators: Two educators stated that drug treatment programmes currently available to inmates within their respective facilities. *(Two educators include two principal/supervising teachers).*

Prison Officials: Three prison officials have outlined incentives offered to inmates to refrain from taking drugs. These incentives include extra privileges and the possibility of re-location to open units. *(Three prison officials include one prison governor, one senior prison officer and one head chaplain).*

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[4] Please see Appendix One: Prison Visitation II; HMP Wandsworth section HMP Wandsworth: Pastoral Education. Please also see Appendix Five: An Interview with the Deputy Governor of HMP Wandsworth for details of Listeners programme.

[5] Please see Appendix Five; An Interview with the Governor of Mountjoy Prison/Dóchas Centre, Dublin for comments made about the possible contribution of inmates to prison life.

13) The provision of health promotion programmes.

Educators: Four educators, all working within the Irish justice system, emphasised the on-going need to provide health promotion programmes. *(Four principal/supervising teachers).* Two of the educators, both working with younger offenders, suggested that specially trained staff (care and teaching staff) facilitate rehabilitation programmes for students. All four educators stated that their respective institutions depend on the professional assistance of outside agencies such as medical and psychological services. Three of educators emphasised the importance of employing the services of outside agencies such as Alcoholics Anonymous, Narcotics Anonymous and the Samaritans.

Prison Officials: Two prison officials, both working within the British justice system, emphasised the importance of employing the services of outside agencies such as Alcoholics Anonymous, Narcotics Anonymous and the Samaritans. (*Two prison officials include one prison governor and one senior prison officer).*

14) Structures which afford greater respect to each student/inmate.

Educators: Three educators referred to behaviour contracts which are agreed between inmates/students and teachers with a view to instilling greater respect between both groups. *(Three educators in this case includes three principal/supervising teachers).* Basically, the terms of the contract stipulates that each inmate must address other detainees and teachers with respect. The teachers agree to respect the dignity of inmates also. It was noted by one of the educators that prisoners appreciate any respect afforded them. This educator also suggested that, because of the mutual respect that exists between teachers and inmates in the school, detainees tend to interact with each other and with teachers very well.

Inmates: Two inmates noted in two different group discussions that prisoners appreciate any respect afforded them.[6]

Prison Officials: Two prison officials, working within the British penal system, have suggested that current penal policies aim at treating all detainees with respect. *(Two prison officials include one governor and one senior prison officer).* It has also been established by two prison officials that measures have been taken by the Irish Prison Service to respect the dignity of every individual inmate.[7] *(Two prison officials include two prison governors).*

15) The Provision of a Multi-Disciplinary Child Protection Policy.

Prison Officials: Two prison officials, both working within the British justice system, have referred to a Multi-Disciplinary Child Protection Policy currently in operation in the United Kingdom. *(Two prison officials in this case include one prison governor and one senior prison officer).*

9.3 Suggested Means of Further Reducing Crime Rates.

The following suggestions to prevent crime and to reduce recidivism rates have been made by those interviewed. Table four summarises the mechanisms which participants suggested that could be invoked in order to reduce crime rates even further.

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[6] Please see Appendix One, Prison/School Visitation I, HMP Wormwood Scrubs: H.M.P. Wormwood Scrubs: Group Interview with Inmates, Number 2 and Prison/School Visitation II: HMP Wandsworth, H.M.P. Wandsworth: Group Meeting with Inmates.

[7] Please see Appendix Five, interviews with governor of Midlands Prison and governor of Mountjoy Prison/Dóchas Centre.

Table 5: Proposed Initiatives which could Further Reduce Crime Rates.

	Participants					
Further crime preventative initiatives to be considered	**Governors Total of three**	**Principal/ Coordinating Teachers Total of five**	**Group Discussions with Inmates/Students Total of twenty one inmates/students**	**Senior Prison Officer Total of one**	**Subject Teachers Total of fourteen teachers**	**Head Chaplain Total of one**
Social Interventions	* * *	* * *		*	*	
Parental Intervention	***					
Consideration for Offenders' Individual Circumstances	**	**				
Consideration for Inmates' Domestic Circumstances	* *	* *	**	*		
Advocate more Open Penal Policies	* *	* * *				*
A need to capitalise on Inmates' Natural Gifts by providing more Opportunities	*	* * *				
Promote a greater need for Post-Release Care	* *					

* **School Principals in Trinity House, Oberstown Education Centre and St. Patrick's Institution.**

* **School Principal at HMPWS.**

* **School Principal working within the Irish Prison Service.**

* **Governors working within the Irish Penal System.**

* **Governor working within the British Penal System.**

* **Group discussions with Inmates at HMPWW and HMPWS.**

* **Senior Prison Officer at HMPWW.**

* **Subject Teachers.**

* **One-to-one interviews with inmates.**

* **Head Chaplain, HMPWS**

Note: The number of asterisks represents the number of individuals/groups who addressed this particular issue. Each asterisk represents one individual or one group of individuals in cases where the data was generated through group interview.. A blank means that the subject matter at hand was not addressed by any individual in the respective group.

1) Society has a role to play in the rehabilitation of offenders.

Educators: Three educators stated that, if given a fair chance by society, offenders have the ability to achieve. They added, given the appropriate environment and support structures, offenders have, in the past, succeeded in many ways. *(Three educators include three principal/supervising teachers).*

Prison Officials: Three prison officials suggested that society should become more pro-active in preventing crime. They added that society should provide adequate recourses and facilities so as to divert criminal behaviour among young people at-risk. All three officials further argued that society needs to change its attitude towards ex-prisoners by providing opportunities and support structures for further advancement. *(Three prison officials include all three prison governors interviewed).*

2) **The role of parents in the prevention of crime.**

Prison Officials: Three prison officials noted that proper parental supervision is a crime preventative in itself. *(Three prison officials include all three prison governors).* One of the officials further commented that there is a need to educate inmates and their families concerning the dangers of illegal narcotics.

3) **The need to introduce individual sentencing policies.**

Educators: Two educators, both working with adolescent offenders, provided details of a "Care Plan" for students. Such an approach is considered, by both educators, as being more rehabilitative than punitive. *(Two educators includes two principal/supervising teachers).*

Inmates: Current laws and penal structures do not consider individual conditions. This point was initially made by one prisoner during a one-to-one encounter. *(One inmate from a total of twenty four interviewed).*

Prison Officials: Two prison officials, within the Irish Prison Service, also commented that current renal policies do not consider offenders individual circumstances. *(Two prison officials include two prison governors).* Both officials

advocate introducing a sentencing policy that would address inmates' individual needs. They further added that this approach is more rehabilitative than punitive.

4) **The need to consider individual domestic needs in sentencing policies.**

Educators: Two educators emphasised the importance of maintaining family relationships. Both educators have noted that special provision has been implemented within their respective facilities with a view to preserving family contacts. *(Two educators include two principal/supervising teachers).* However, both educators suggested that, occasionally, it is difficult for family members to arrange visits to inmates/students.

Inmates: Two inmates, in one-to-one interviews, noted that imprisonment has a detrimental affect on relationships. In one case, the inmate stated that he had lost contact with his children for many years. In the other case, the inmate suggested that he was lucky since his wife stood by him.

Prison Officials: Inmates'/students' domestic needs should be considered during incarceration according to three prison officials. *(Three prison officials include two prison governors and one senior prison officer).* They suggested that prisoners should be detained at facilities which would facilitate frequent visits from family members. One of the prison officials also noted that imprisonment has a serious affect on relationships. The other two officials suggested that, within the prison system itself, visitation privileges should be improved.

5) **The need to adopt more open penal policies.**

Educators: Three educators argued that "open" penal structures are a far more effective means of securing offender reform. *(Three educators include three*

principal/supervising teachers). Two of the educators noted that their respective facilities allow selected inmates to attend vocational courses or colleges outside of the complexes

Prison Officials: Three prison officials commented that more open prison structures are more effective in aiding the rehabilitation process for offenders. *(Three prison officials include two governors and one head chaplain).* This particular point was reinforced by one of the officials who further argued that the current practice of "locking-up" prisoners for long periods of time is not conducive to the offender re-socialisation process. .

6) **The need to utilise inmates'/students' natural gifts**.

Educators: Three educators have stated that current educational modules do not always make the most of inmates' natural gifts. *(Three educators include three principal/supervising teachers).* All three educators recommended that rehabilitative programmes educational and vocational training courses should include more options in order that prisoners should benefit more from them. In a separate interview, one educator suggested that his respective institution currently offers formal guidance and counselling to inmates by a recognised guidance counsellor. *(One principal/supervising teacher working with the Irish Prison Service).* Two other educators have commented that subject teachers offer students guidance on a continual basis. *(Two principal/supervising teachers working with adolescent offenders In Ireland).* However, one educator, *(one principal/supervising teacher)*, has stated that British penal authorities are budgeting in order to provide guidance and counselling to prisoners in the near future.

Prison Officials: One prison official has also commented that rehabilitation programmes should focus more on inmates' natural gifts. In fact, this particular official has suggested that inmates should be invited to participate in programme design in order that they should be motivated even further to participate. *(One prison official includes one prison governor).*

7) **The need for adequate after-care for newly released offenders.**

Prison Officials: In the case of adult offenders, some post-release care is offered to ex-prisoners by probation officers. Voluntary organisations such as Alcoholic Anonymous and Narcotics Anonymous provide support to newly released offenders, according to two prison officials. *(Two prison officials include two prison governors).* These two officials have stated that proper after care is essential to reducing repeated offences. However, one of the governors has commented that the Probation and Welfare Service is not adequately equipped to provide sufficient after-care to all newly-released prisoners.

Conclusion.

Many of the rehabilitation programmes discussed in this chapter are designed to overcome the affects of social disadvantage. Indeed, according to those involved in the education and training of prisoners, the affects of social deprivation often include substance abuse, the lack of formal education, no hope of social advancement, dysfunctional family dynamics, exposure to the criminal world at an early age and the ensuing differences in cultural ideologies. All six institutions included in this study have developed rehabilitative/therapeutic programmes to overcome the affects of these negative influences in prisoners' lives. Besides, education and vocational training are

considered critical if offenders are to liberate themselves from the criminal lifestyle. Certainly, education and vocational training provide offenders with the necessary instruments to become law-abiding citizens. It is for this reason that great emphasis is placed by all those interviewed on educational/vocational programmes to aid the rehabilitative process.

Another issue which became apparent during the course of this study was the necessity for society to change its attitude towards offenders. Social interventions such as crime prevention among younger individuals, providing ex-prisoners with opportunities for self-advancement and the removal of the stigma that accompanies a conviction are considered helpful in reducing the cycle of habitual crime. It was also noted by four of those responsible for the care of prisoners that current rehabilitative policies do not always exploit inmates' intrinsic talents.

All three governors and all school principals/coordinators consulted during the course of this study have presented cases to suggest that all six institutions researched have implemented policies to treat each individual inmate with dignity. Yet, the Juvenile Justice System in Ireland has managed to introduce many of the more progressive penal policies which are lacking in the adult Criminal Justice System. For instance, within the juvenile detention centres, education takes priority whereas security takes priority in the adult facilities, with the exception of Dóchas Centre. This particular institution is permitted to work with a more "open door" policy. In addition the "Care Plan" system in operation within the juvenile centres is similar to the proposed individual sentencing policy as advocated by both governors consulted within the Irish Prison Service.

CHAPTER TEN

Guidance and Counselling within Corrective Education.

Introduction.

Throughout modern history, attempts have been made to reduce recidivism rates and improve the effectiveness of prisoner reform programmes. However, repeated studies have determined that many such programmes fail in this endeavour. Nevertheless, prisoner rehabilitation has, from the beginning of the prisoner reform movement, been associated with education and vocational training. It has also been considered that, by offering alternatives to criminal lifestyles, offenders would be more likely to abide by social conventions. Yet, few offenders are offered any formal assistance while making career decisions. In the light of this hypothesis, the author now proposes to explore some of the possible benefits to be gained from providing a guidance and counselling service within correctional facilities by recognised guidance counsellors. He considers that such a service would improve the effectiveness of existing rehabilitation programmes.

10.1 Current Guidance and Counselling Provision in Correctional Facilities.

Based on interviews conduced within the various correctional facilities, this study has established that there is a significant lack of guidance and counselling provision within Irish correctional centres. In adult facilities such as Mountjoy, inmates receive no formal careers advice whatsoever. A small number of prisoners are offered some guidance and counselling by a qualified guidance counsellor.[1] The guidance counsellor provides this service on a voluntary basis. However, inmates are

[1] Please see Appendix One, Prison/School Visitation V, St. Patrick's Institution: Educational Provision.

encouraged to acquire skills that would allow them to be self-employed and, in some cases, make them more employable.

Secondly, in juvenile detention centres such as Trinity House and Oberstown Remand Centre, there are no guidance and counselling programmes that concentrate specifically on career options.[2] All students are assessed in order that IQ scores, personality traits, academic levels and psychological dysfunctions may be determined. Nevertheless, juvenile offenders held in detention are deprived of an all-inclusive programme that would allow them to examine personal interests that may, in turn, influence career options and opportunities.

Thirdly, St. Patrick's Institution could be considered an exception to the norm. Each detainee meets with a guidance counsellor on a one-to-one basis.[3] However, this particular guidance counsellor attends St. Patrick's Institution one day a week, the other four days is spent teaching in Mountjoy Prison. As a result, the staff at St. Patrick's Institution would consider that the current guidance and counselling provision at the facility to be inadequate since it cannot provide for the ongoing needs of the large number of individuals housed there.

Fourthly, in the United Kingdom, prisoners housed in adult facilities are provided with no formal guidance and counselling programmes.[4] Once again, however, prisoners are encouraged to develop vocational skills that would increase their chances of finding suitable employment. Many manufacturing companies are invited into the prisons in order to train the prisoners in certain marketable skills. However, as most ex-

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[2] Please see Appendix One, Prison/School Visitation III, Trinity House: Educational Provision, an Integrated Approach; Prison/School Visitation, Oberstown: Education provision: An Integrated Approach.

[3] Please see Appendix One, Prison/School Visitation V, St. Patrick's Institution: Educational Provision.

[4] Please see Appendix One, Prison/School Visitation I, HMP Wormwood Scrubs: Educational Provision and Prison/School Visitation II, H.M.P. Wandsworth: An Integrative Life-Skills Education Programme.

prisoners experience difficulties in finding employment, many are offered business management courses. Authorities hope that, by providing such modules, ex-detainees may eventually initiate enterprises of their own. The short-term prisons, such as Wormwood Scrubs and Wandsworth, offer a basic course in business management. However, centres housing long-term prisoners, such as HMP Belmarsh, offer a comprehensive business programme that incorporates finance and revenue affairs.

Nevertheless, in the United Kingdom, in 1999, the Department for Education and Employment (DfEE), in conjunction with Her Majesty's Prison Service, published a document concerning the provision of guidance and counselling for offenders up to the age of eighteen years. This particular document, entitled "Careers Service Work with Young Offenders," is considered the first such publication to give specific attention to the career development concerns of offenders of any age. It argued that a comprehensive careers education programme should:

a) "Add overall value to the prison's "Throughcare" programme." "Throughcare" has been described by the DfEE as an attempt to address the causes and consequences of criminal behaviour with offenders.[5]

b) "Offer effective, impartial guidance to eligible clients."

c) "Ensure they continue to be supported upon release."

d) "Result in clients making a successful transition to the community, thus decreasing their chances of re-offending."[6]

e) Those providing training and careers advice to prisoners should receive adequate training before they embark on a process of prisoner rehabilitation. Careers advisors also need to familiarise themselves with prison access and accessibility restrictions.

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[5] HM Prison Service and the Department for Education and Employment, *Careers Service Work with Young Prisoners* (Nottingham: DfEE Publications, 1999).

[6] Ibid.

f) Careers education should be integrated into each prisoner's "sentence planning process." Careers advisors should be invited to contribute to an offender's "sentence planning process" once his/her interests, abilities and employment history has been determined.

g) Careers education programmes should address the needs of the whole person in detention. Consequently, careers advisors may need to rely on the services of other professionals such as fellow educators, clinical psychologists, local enterprises and prison authorities.

h) Local enterprises that are invited into the prison system to train offenders should work in partnership with the existing programmes.[7]

8.2 The Role of Guidance and Counselling in Education.

In its original form, careers education assumed the form of "vocational guidance." It emerged in the latter part of the nineteenth century in an attempt to "alleviate general job dissatisfaction among workers."[8] Within the process of "vocational guidance," students were offered advice concerning vocational choices.[9] By present standards, it provided minimal guidance and rarely referred to the psychological appraisals of students. It has also been noted that not every educational institution offered this more basic form of careers education.[10] Nevertheless, careers education became an integral part of educational structures at the start of the 1960s'.[11] Upon its inception, careers education assumed the form of a careers information service for students. Individuals engaged in education were to be provided with up-to-date

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[7] Ibid.

[8] Edwin L. Herr and Stanley H. Cramer, *Career Guidance and Counselling through the Lifespan* (New York, Harlow-England, Sydney and Amsterdam: Longman, 1996), 8-9.

[9] Trefor Vaughan, *Education and the Aims of Counselling* (Oxford: Basil Blackwell, 1975), 6.

[10] Herr and Cramer, *Career Guidance and Counselling through the Lifespan,* 11.

[11] Ibid.,20.

information about suitable jobs. However, this "careers information" approach eventually progressed to become "careers guidance" once careers advisors began to provide learners with suitable career alternatives and choices.[12] A further development that emerged in the early 1970s' marked the introduction of a new three-tiered structure to careers advice. This three-tiered structure comprised of careers information, vocational guidance and a new concept of personal counselling.[13]

Interestingly, the concept of guidance and counselling evolved within educational institutions once it was recognised that students had a basic right to freedom in choosing a career.[14] Accordingly, by introducing the notion of guidance and counselling into educational structures, legislators attempted to "harmonise" the interests of the individual and his/her career choices.[15] In fact, it has been claimed that class culture and family background are "major determinants of the aspirations and the kinds of work entered by young people."[16] As a result, guidance and counselling was regarded as a proactive intervention against an institutional indoctrination that emerges through fundamentalism or oppressive cultural conditioning.[17] Guidance and counselling in education also allows the individual to move away from traditional occupation choices in order that he/she may pursue his/her own career path.[18] In other words, an effective guidance and counselling programme should help the individual to map his/her own direction in life.[19]

The concept of "careers guidance" itself is described as the "sum total of an educational institution's provision in preparing its pupils and students for working

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[12] Vaughan, *Education and the Aims of Counselling,* 5.
[13] Ibid., 7.
[14] Ibid., 59.
[15] Ibid.
[16] Ben Ball, *Careers Counselling in Practice* (London and Philadelphia: The Falmer Press, 1984), 133.
[17] Vaughan, *Education and the Aims of Counselling,* 41.
[18] Ibid., 31-32.
[19] Ibid., 41.

life."[20] It had been argued that the notion of "guidance" implies an "uncertainty about future steps."[21] Consequently, "effective careers guidance is a process which aims to equip individuals with a clearer understanding of themselves and their potential for future career development."[22] Its purpose is to enable students to:

1) Assess their individual "careers development needs."
2) "Understand the process of effective choice of career."
3) "Clarify their objectives for the future."
4) "Take appropriate action to implement those choices."[23]

The concept of careers guidance should not, therefore, be considered a quick solution to an individual's problems. Instead, guidance in education involves a "process to be worked through by the client over time." The role of the guidance counsellor within this process is to offer support and encouragement.[24]

In addition, careers guidance is also described as a "counsellor coordinated information" construct that facilitates the process of "career development."[25] Certainly, Ben Ball is of the view that "career development" involves a process of individual growth. This process cannot simply be applied to work related issues but must encompass one's whole lifestyle.[26] Consequently, career development is the product of a progressive relationship that exists between the individual himself/herself and the reality of work.[27] Accordingly, Barrie Hobson and Patricia Hough have considered seven objectives that must be contemplated if the process of career development is to be effective. Firstly, attention must be given to the development of self-awareness.

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[20] Ball, *Careers Counselling in Practice,* xi.
[21] Lynda Ali and Barbara Graham, *The Counselling Approach to Careers Guidance,* edited by Susan Lendrum (London and New York: Routledge, 2000 edition), 1.
[22] Ibid.
[23] Ibid., 2.
[24] Ibid., 1.
[25] Herr and Cramer, *Career Guidance and Counselling through the Lifespan,* 33.
[26] Ball, *Careers Counselling in Practice,* 1.
[27] Ibid., 2.

Within this process, the learner comes to appreciate all that life has to offer and the kind of person he/she is.[28] Self-awareness is defined as the "degree of consciousness about one's person, body and mind, needs, attitudes and values which most of us could develop more fully than we actually do."[29] Attitudes are defined as "favourable or unfavourable beliefs about an act or event, object or person." Furthermore, "they represent both potential behaviours and the evaluation of previously carried out behaviours."[30] This notion of self-awareness, therefore, allows one to recognise one's place in society and develop one's self-identity.[31] It has been acknowledged that a greater sense of self-awareness is required before career decisions can be made.[32]

The second key objective mentioned is the generation of a greater sense of commitment within the learner.[33] Such commitment enables the individual to use his/her freedom in order to achieve personal enrichment. The third objective discussed includes the development of "coping with change strategies."[34] These coping mechanisms are considered essential if one is to function in an ever-changing world. Fourthly, there exists the need to ingrain "decision-making skills" within each individual. It has been noted that such skills do not always come natural.[35] The fifth point proposed includes the development of "occupational survival skills." This process would include the learning of skills necessary to cope with the demands of social responsibility.[36] The sixth key goal involves the provision of adequate counselling in order to allow students achieve their full potential. Finally, career development

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[28] Barrie Hobson and Hough, *Exercises in Personal and Career Development,* 4th edition (Cambridge: Hobsons, 1985), 21.

[29] Ibid., 36.

[30] Philip Feldman, *The Psychology of Crime* (Cambridge, New York and Melbourne: Cambridge University Press, 1998 edition), 267.

[31] Hobson and Hough, *Exercises in Personal and Career Development,* 36.

[32] Ali and Graham, *The Counselling Approach to Careers Counselling,* 22.

[33] Hobson and Hough, *Exercises in Personal and Career Development,* 22.

[34] Ibid., 23.

[35] Ibid., 24.

[36] Ibid.

programmes should strive to provide opportunities for further growth and the development of transition skills. It has been argued that growth results from life-long learning and long-term career development programmes.[37]

Interestingly, Herr and Cramer have considered that "guidance" and "counselling" are two separate entities within the one process of careers development.[38] "Careers guidance" is described as a "programme of group activities" which is designed to address "specific developmental goals."[39] "Careers counselling," on the other hand, is considered a more inter-personal interaction between the careers advisor and the individual. Within the counselling process, an individual is afforded every opportunity to examine career roles, responsibilities, leisure, career development opportunities and decision-making skills. An individual will also gain a greater degree of self-understanding in terms of goals, abilities and biases.[40] When combined, guidance and counselling embody a comprehensive careers education programme within which the individual is invited to explore the:

> Totality of experiences by which persons acquire knowledge and attitudes about self and work and the skills by which to identify, plan and prepare for work and other life options potentially constituting a career.[41]

In a separate publication, A.G. Watts and B. Fawcett have argued that the role of the guidance counsellor:

> Is not to diagnose the student's attributes and then recommend appropriate occupations but rather to help him/her work through his/her problem, articulating his/her perceptions of himself/herself and of the options open to him/her and subjecting them to scrutiny until he/she is able to reach his/her own decision. The skills required of the guidance counsellor, in short, are primarily not diagnostic but facilitative and are concerned less with the outcomes of decision-making than with its process… they are focussed not on helping students to make wise decisions (with the assumption that he/she

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[37] Ibid., 24 -26.
[38] Herr and Cramer, *Career Guidance and Counselling through the Lifespan,* 31.
[39] Ibid.
[40] Ibid., 31-32.
[41] Ibid., 33.

knows what these should be), but on helping them to make decisions wisely.[42]

Careers choice must, therefore, be understood in terms of psychological make-up, individual choice and sociological background.[43] As a result, a comprehensive guidance and counselling programme should afford the learner the opportunity to examine the "structural factors which limit or shape his/her ambitions and aspirations."[44] Issues that need to be addressed with the learner would include:

1) The learner's abilities, interests and personality traits.

2) Job suitability based on the learner's abilities, interests and personality traits.

3) The learner's vocational preferences and competencies.

4) The learner's career plan based on socio economic level.[45]

Despite the efforts made by guidance counsellors to free clients from any phenomena that may restrict their career options, it is inevitable that career opportunities will vary among the different social classes.[46] Accordingly, it is important for learners to acquire a realistic appraisal of their limitations, resources, ambitions and interests.[47] However, it has been suggested that guidance and counselling provision offers the learner a greater sense of control "amidst a complexity of life developments."[48]

With these concerns in mind, guidance and counselling has been described as "the process of helping and enabling people in their career development, of which the

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[42] A.G. Watts and B. Fawcett, "Pastoral Care and Careers Education," in *Pastoral Care and Personal-Social Education,* edited by Ron Best and others (London and New York: Cassell n Association with the National Association for Pastoral Care in Education, 1995), 9.

[43] Hobson and Hough, *Exercises in Personal and Career Development,* 3.

[44] Ibid.

[45] Ibid., 11.

[46] Ibid., 15.

[47] Ibid., 4.

[48] Ali and Graham, *The Counselling Approach to Careers Counselling,* 12.

central focus is the helping interview."[49] Accordingly, within the process of careers counselling, an individual will:

1) Gain a greater understanding of his/her present situation.
2) Come to "understand the factors influencing his/her decision making."
3) "Appreciate more realistically what he/she has to offer."
4) "Review and evaluate the options open to him/her."
5) "Identify preferred options."
6) "Formulate an action plan which will result in the achievement of his/her objectives."[50]

It has been noted that many personal issues are addressed within the guidance and counselling process. Consequently, such programmes cannot be provided from within a social "vacuum." In fact, guidance and counselling programmes must address a client's life situations.[51] In view of this hypothesis, it has been argued that the mere provision of a careers information service is inadequate. To be effective, they should consider deeper issues that may be troubling or pre-occupying the individual. Such matters may include the lack of self-esteem, inferiority complexes and social issues. It has been noted that many of these personal issues can impinge upon one's attempts to pursue one's goals.[52] In assessing a client's immediate needs, issues that may need to be considered include:

1) The significant issues pre-occupying the client at present.
2) The client's self-image, positive or negative.
3) The client's vision for the future, whether it is clear or ambiguous, constructive or destructive.

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[49] Ball, *Careers Counselling in Practice,* xii.
[50] Ali and Graham, *The Counselling Approach to Careers Counselling,* 4-5.
[51] Ibid., 5.
[52] Ibid.,10.

4) Significant factors that may move the client in one direction or another.

5) Factors that may hinder progress.

6) Client's expectations.[53]

Accordingly, it has been acknowledged that careers decisions are not always problem free.[54] It has also been observed that a guidance counsellor cannot provide ready-made solutions to every individual's problems. Instead, guidance and counselling constitutes a process of "developing skills and living affectively" in the real world.[55]

Nevertheless, guidance counsellors attempt to respond to an individual's requirements using one of three different approaches. Firstly, there exists the "reactive" approach.[56] A "reactive" response addresses the immediate needs of the individual. The second approach discussed is "proactive." By responding in this manner, guidance counsellors seek to anticipate the needs of an individual and, following this, to provide coping mechanisms to overcome the problems of transition before they "achieve crisis proportions."[57] Finally, there exists the "developmental" approach. A response is "developmental" when it "goes beyond coping strategies. Such an approach encourages the individual to engage in activities which are designed to contribute to personal growth and social development.[58] However, in a separate study carried out by Peter Lang, the "reactive" response is considered therapeutic by nature as it addresses the individual's immediate critical issues.[59] A "proactive" approach, on the other hand, is

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[53] Ibid., 20.

[54] John Killeen, "Career Theory," in A.G. Watts and others, *Rethinking Careers Education and Guidance: Theory, Policy and Practice,* 29.

[55] Colleen McLaughlin, "Counselling in Schools: Its Place and Purpose," in *Pastoral Care and Personal-Social Education,* 64.

[56] Ron Best, "Concepts in Pastoral Care and Personal-Social Education," in *Pastoral Care and Personal-Social Education,* 10.

[57] Ibid.

[58] Ibid.

[59] Peter Lang, "International Perspectives on Pastoral Care (Affective Education)," in *Pastoral Care and Personal-Social Education,* 272

considered to be preventative and a "developmental" response is considered "life-enhancing."[60]

10.3 Psychometric/Standardised Assessment in Education.

It has been noted that psychometric tests:

> Provide standardised tools for investigating such varied problems as life span developmental changes within the individual, the relative effectiveness of different educational procedures, the outcomes of psychotherapy, the impact of community programmes and the influence of environmental variables on human performance.[61]

Furthermore, the notion of psychometric assessment is described as "an objective and standardised measure of a sample of behaviour."[62] "Standardised," as a theoretical concept, "implies uniformity of procedure in administering and scoring the test."[63] A "standardised" state is achieved by applying the same conditions to all individuals. Accordingly, each individual taking the test is required to follow a series of directions. These directions incorporate time limits, oral instructions and preliminary demonstrations. An individual's test score is interpreted by comparing it to "scores obtained by others in the same test."[64] In other words, an individual's performance is measured against scores obtained by the "standardised sample."[65] It has also been noted that an individual's "mental score" is established by comparing his/her test score to the norms portrayed by individuals of the same age group.[66] As a result, it is essential that score norms be established.[67]

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[60] Ibid.

[61] Anne Anastasi and Susana Urbina, *Psychological Testing,* Seventh Edition (New Jersey: Macmillan Publishing Company, 1954 and 1961; other editions 1968, 1976, 1982 and 1988; Prentice Hall Inc., 1997), 4.

[62] Ibid.

[63] Ibid., 6.

[64] Ibid.

[65] Ibid., 48.

[66] Ibid., 55.

[67] Ibid., 6.

Consequently, psychometric assessments are used widely within the education system.[68] Stanley B. Baker has considered that psychometric assessments are useful in order to "standardise" expectations.[69] Furthermore, he has suggested that they are helpful in determining students' career choices and for diagnosing individual learning difficulties.[70] Subsequently, appropriate referrals may be made where necessary and special pedagogical provision may be arranged.[71] Indeed, Baker has promoted the use of standardised assessments within education in that they could be classified as a journey of self-exploration for the learner.[72]

It has been noted, however, that the notion of intelligence is not considered one single ability but constitutes a "composite of several functions." Accordingly, these abilities may "vary with time and place."[73] Hence, "Intelligence Quotient" (IQ) is defined as "an expression of an individual's ability level at a given point in time in relation to the available age norms."[74] Its purpose is not to label individuals or to create stereotypes. Instead, an IQ score is designed to help one to understand one's abilities.[75] Nevertheless, a number of crucial issues must be considered when debating the IQ question. To begin with, standardised tests do not necessarily explain the reasons as to why an individual may perform as he/she does.[76] Secondly, IQ is not "fixed and unchanging." Fluctuations in IQ can result from environmental transition, changes in family structure or from changes in social status.[77] Thirdly, depending on one's culture or sub-culture, achievement levels tend to decrease in areas where little

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[68] Ibid., 474.
[69] Stanley B. Baker, *School Counselling for the Twenty-First Century,* 3rd edition (New Jersey and Columbus Ohio: Merrill, 2000), 275.
[70] Ibid., 274-276.
[71] Ibid.
[72] Ibid., 272.
[73] Anastasi and Urbina, *Psychological Testing,* 295.
[74] Ibid.
[75] Ibid.
[76] Ibid., 295-296.
[77] Ibid., 298-299.

interest is afforded.[78] Fourthly, personal motivation, emotional state and attitude are all considered determining factors that manipulate test scores.[79] Finally, there remains the question of genetic influences over test results. It has been noted, however, that generalisations cannot be made concerning hereditary factors.[80]

In the light of this hypothesis, Stephen Munby has considered some features that should be noted within the course of assessment in education. These factors include:

1) The importance and uniqueness of each individual. Munby argued that "uniqueness" cannot be measured by standardised tests. He also distinguished between "attainment" and "achievement." "Attainment" is defined as an "external measurement irrespective of the individual's context." "Attainment" becomes "achievement" when the individual begins to value his/her "own attainment and whether his/her performance is good when compared to previous performances." By concentrating on attainment only may result in the generation of inferiority complexes among the less academically able.[81] It must also be acknowledged that individuals "learn differently and deserve to have access to more than one process or activity to help them achieve the desired results."[82]
2) The need to recognise the whole individual and a wide range of achievements, not just academic attainment. Assessments should consider "cross curricular skills" rather than simply concentrate on numeracy and literacy alone. However, the assessment of "cross curricular skills" is authentic to the extent that the individual's contextual situation is addressed.[83]

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[78] Ibid., 296.
[79] Ibid.
[80] Ibid., 298.
[81] Stephen Munby, "Assessment and Pastoral Care: Sense, Sensitivity and Standards," in *Pastoral Care and Personal-Social Education,* 144.
[82] Herr and Cramer, *Career Guidance and Counselling through the Lifespan,* 304.
[83] Munby, "Assessment and Pastoral Care: Sense, Sensitivity and Standards," 144-145.

3) The need to involve the learner in the assessment process. Such participation on the part of the learner results in greater motivation. It also helps the individual to engage in a process of self-evaluation.[84] There should also exist a greater clarity among students concerning the assessment criteria.[85]

4) The importance of keeping the needs of the individual central within the assessment process.[86]

5) The need to maximise validity and maintain sufficient reliability in assessment. A state of validity and reliability is reached by referring to a variety of "assessment instruments"[87]

It has been noted that certain "disabilities" may render an individual "dysfunctional" within the education process.[88] Individuals who lack essential verbal and non-verbal skills experience difficulties with academic work. As a result, they may lack a comprehensive understanding as to the consequences of their actions. In addition, deficiencies may appear in their communication skills. Such individuals may have only a limited ability to delay gratification. Those who are compulsive by nature will consider the many of existing educational structures to be "boring, confusing and unrewarding." Students experiencing such difficulties are more likely to absent themselves from the educational process altogether.[89] It is only by addressing specific pedagogical needs can such individuals become "functional."[90]

Still, guidance counsellors tend to employ standardised tests in order to verify students' occupational suitability. Indeed, Herr and Cramer referred to the "trait and

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[84] Ibid., 145.
[85] Ibid., 146.
[86] Ibid., 147.
[87] Ibid., 149-150.
[88] Phil Bayliss and John Thacker, "Personal-Social Education for Children with Special Educational Needs," in *Pastoral Care and Personal-Social Education,* 157.
[89] Feldman, *The Psychology of Crime,* 206.
[90] Bayliss and Thacker, "Personal-Social Education for Children with Special Educational Needs," 157.

factor" approach whereby, individual traits are assessed and an individual occupational profile is produced.[91] This approach is of particular benefit in the case of occupations which require special characteristics for eligible candidates.[92] The "trait and factor" approach to guidance and counselling also strives to attain job satisfaction by assessing an individual's occupational interests.[93] It attempts to overcome restrictions to vocational choices made as a result of stereotyping and cultural values.[94]

In using these tests, however, guidance counsellors are advised to adopt an "integrative approach." An "integrative approach" is considered one whereby, the individual's needs, interests and abilities are "integrated into the world of work."[95] The use of psychometric assessments can, therefore, help to give an individual a greater sense of self-understanding. They may enable the individual to gain a "more realistic appraisal of his/her abilities," interests and life-situation.[96] While an individual's values are considered a "determinant" within the process of career choice, standardised assessments may only confirm what he/she already knows.[97]

10.4 Psychometric Assessments Applied to Corrective Education.

Initial studies made in the early 1900s' depicted a correlation between low intelligence and criminal activity.[98] More recent studies have, however, discredited many of these findings. Certainly, contemporary researchers have claimed that earlier studies were carried out on convicted offenders while still in detention. Research results, it was later claimed, could have simply concluded that offenders with low levels of intelligence are more easily detected. Ironically, the results of a survey published by

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[91] Herr and Cramer, *Career Guidance and Counselling through the Lifespan,* 177.
[92] Ibid., 178.
[93] Ibid., 182.
[94] Ibid.
[95] Herr and Cramer, *Career Guidance and Counselling through the Lifespan,* 666.
[96] Ibid., 621.
[97] Ibid., 676.
[98] Feldman, *The Psychology of Crime,* 155.

the Department of Justice, Equality and Law Reform in March, 2003, determined that, on average, 28.8% of those offenders researched have a distinct learning disability.[99] It also observed that the average school drop-out rate among offenders with learning disabilities was 13.7 years as opposed to 14.7 years among those with no apparent learning difficulty.[100] In addition, a separate report has noted that up to 90% of convicted offenders are afflicted, to some degree, with an "Attention Deficit Disorder" (ADD).[101] This figure includes, of course, those affected by "Attention Deficit Hyperactivity Disorder" (ADHD).[102] This particular point has been reinforced in an in-house document produced in Trinity House Education Centre. In that particular report, the typical Trinity House student is described as:

> Educationally disadvantaged. He will probably not have made the transition from primary school to second level education. He is classified, therefore as an under-achiever. He will probably suffer from some learning disability such as dyslexia, autism, attention deficit disorder or attention deficit hyperactivity disorder. He is one who was not motivated by the regular school system and, as a result, has a history of persistent school absenteeism. He will probably exhibit behavioural and social problems and may have lived in residential schools from an early age. He is likely to say that his teachers had little time for him, especially if he could not keep up with the others in class. He is also likely to have left school after having been expelled, suspended or after having absented himself permanently.[103]

Other significant studies have determined that many convicted offenders have above average IQ levels. However, these particular offenders are more inclined to participate in corporate crime and organised crime.[104] Nevertheless, recent studies have

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[99] Irish Prison Service, *A Survey of the Level of Learning Disability among the Prison Population in Ireland.* www.irishprisons.ie/learning_disability_report.pdf Accessed 2nd April, 2003. Published 25th March, 2003.

[100] Ibid.

[101] Hartmann, Thom, *Attention Deficit Disorder: A Different Perception* (Dublin: Newleaf, 1999 edition), 10.

Note: Hartman makes little distinction between the affects of ADD and ADHD in that ADHD is not necessarily synonymous with hyperactive, aggressive or criminal behaviour. Ibid., 11.

[102] Ibid., 11.

[103] The profile of the typical Trinity House student was documented in an in-house circular distributed to staff in October, 2000.

[104] Feldman, *The Psychology of Crime,* 155-156.

verified that, on average, offenders have an eight-point intelligence deficiency when compared to non-offenders.[105] Conversely, researchers have suggested that many standardised intelligence tests tend to focus on verbal and non-verbal reasoning. This study has ascertained that most offenders would lack the literacy skills needed to read any test given. In addition, there may exist a distinction between the linguistic code used in most tests and the everyday language used by most offenders. Consequently, researchers have suggested that offenders may be deficient in these two particular areas only.[106]

Theories already discussed in this thesis have also suggested that criminal elements may collectively be considered a distinct minority group. Interestingly, cultural variables in psychometric assessments began to emerge in the United States with the assistance of the "Goodenough-Harris Test." Those familiar with this particular test found that Asian children between the ages of six and thirteen scored below United States recognised test score norms.[107] In order to overcome the problem of language barriers that reinforce cultural differences, efforts have been made to further develop the concept of "Multicultural Testing." In short, the importance of inventing tests which would be appropriate for use with special populations and various cultural groups cannot be over emphasised.[108] It has been observed that each cultural group displays different behavioural characteristics and values. The problem that continues to rest with many standardised tests is that they "call for items of information which are specific to certain cultures."[109] Accordingly, it would appear that there is a need to advance the concept of "culture free tests."[110] At present, three possible methodologies

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[105] Ibid.
[106] Ibid.
[107] Anastasi and Urbina, *Psychological Testing,* 266.
[108] Ibid., 259.
[109] Ibid., 261.
[110] Ibid.

are considered in the development of "cross cultural testing." Firstly, there is the possible introduction of standardised tests that use terminology common to all cultures. Secondly, it may be possible to develop a test in one specific culture and administer it in other cultures. A state of fairness is achieved by ensuring that each participant is allocated a test battery alien to his/her own particular culture. Thirdly, it may be possible to adapt existing tests in order to accommodate each culture.[111] In 1988, a new test entitled "Draw-A-Man Test" (now known as the "Draw-A-Person Test") was introduced. This actual test was considered a revised version of the original "Goodenough-Harris Test." It was suggested that this new test would achieve a state of "cultural fairness." Yet, despite its modifications, critics claimed that it contained "limited scope."[112]

Furthermore, the "Raven's Progressive Matrices" (RPM) is designed to measure intelligence qualities such as "reasoning and abstract conceptualisation." It could, therefore, be considered cross-cultural friendly as it uses non-verbal stimuli.[113] It is a test that does not necessarily assess general intelligence.[114] Nevertheless, it is one that requires a reasonable standard of knowledge in abstract constructs and sequences. The "RPM" has three different versions varying in degrees of difficulty. The standard "RPM" is deemed suitable for use with clients between the ages of six and eighty. The "Coloured" version (Coloured PM or CPM) is used with younger children from five and a half years to eleven and a half. The "Advanced" edition (Advanced PM or APM) is considered appropriate for use with adolescents and adults with above average ability.[115] Reservations remain, however, concerning the validity of multicultural testing. It has been argued that no one test can be equally fair to all minority groups and

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[111] Ibid., 267-268.
[112] Ibid., 266.
[113] Ibid., 343.
[114] Michael O'Rourke, *Lecture to Master of Education Class 2,000.*
[115] Anastasi and Urbina, *Psychological Testing,* 263.

sub-groups. In other words, culturally fair tests cannot totally eliminate cultural differentials and variables.[116] It has been claimed that tests using non-verbal stimuli, such as the "RPM," may be more culturally loaded than verbal tests. For instance, individuals in some cultures may have a greater experience in working with spatial abstractions than individuals in some other cultures.[117] Nevertheless, Donald E. Super and John O. Crites have commented that psychometric assessments add to the effectiveness of guidance and counselling programmes.[118] To begin with, standardised tests help the guidance counsellor to accurately appraise his/her client in terms of ability, experience and interests.[119] It has also been suggested that, clients who have been properly appraised, experience, in later years, a greater sense of career satisfaction and fulfilment.[120] However, it must be noted that, for the purposes of this study, the author discussed with a small number of those teachers currently involved in corrective education, the possible use of standardised tests with offenders. One significant development that emerged was the unanimous agreement among prison educators that many such assessments would instil, within offenders, a sense of failure. Corrective educators tend to avoid situations that would result in inevitable failure for offenders.[121] It is for this reason that corrective educators tend to steer away from using psychometric assessments. Nevertheless, this study has verified that, upon arrival to correctional facilities, young offenders in Ireland are assessed in order that their pedagogical needs

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[116] Ibid., 342.

[117] Ibid., 343.

[118] Donald E. Super and John O. Crites, *Appraising Vocational Fitness* (New York and Evanstown: Harper & Row Publishers, 1962), 12.

[119] Ibid., 11.

[120] Ibid., 13.

[121] Please see Appendix One, Prison/School Visitation VI, Dóchas Centre: Educational Provision, A Re-Socialisation Approach.

be ascertained.[122] Tests which are frequently used for the purpose of this exercise would include:

- The "Drumcondra Verbal Reasoning Test."
- The "Drumcondra Reading Test."
- The "Single Word Spelling Test" produced by the National Foundation for Educational Research (NFER).
- The "British Picture Vocabulary Scale" produced by the NFER.

Furthermore, "Differential Ability Tests" (DATS) come with a variety of versions to suit all age groups.[123] They are designed to measure verbal, numerical and abstract reasoning, perceptual speed and accuracy, mechanical reasoning, spatial skills, spelling, language usage and "scholastic ability" (verbal plus numerical).[124] Claire W. Lyons has noted that the "Sternberg Triarchic Ability Test" (STAT) and the "Torrance Test of Creative Thinking–Verbal" (TTCT-V) are effective in assessing the unique innovative potential of society's most disadvantaged individuals.[125] While the validity of these tests has been questioned, Lyons has argued that there is sufficient evidence to suggest that the TTCT-V, in particular, assesses individual creative ability.[126] Other possibilities would include the use of "Achievement Tests." In contrast to aptitude tests, achievement tests tend to "measure a multiplicity of experiences in daily living."[127] It has been argued that these "experiences" are not limited to the realm of academia but incorporate life experiences. While aptitude tests are likely to predict future performances, achievement tests help to evaluate past performances. In fact,

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[122] Please see Appendix One, Prison/School Visitation III, Trinity House: Subject Teachers Observations and , Prison/School Visitation IV, Oberstown Remand Centre: Subject Teachers' Observations.

[123] Herr and Cramer, *Career Guidance and Counselling through the Lifespan,* 662.

[124] Ibid.

[125] Claire W. Lyons, "Conceptions Of Intelligence And Educational Disadvantage," in *Irish Educational Studies* (Dublin: Educational Studies Association of Ireland, Spring 2002, Vol 21, No. 1), 12.

[126] Ibid., 12-13.

[127] Anastasi and Urbina, *Psychological Testing,* 475.

emphasis is placed upon what the participant can do at the time of testing.[128] Besides, achievement test results are misrepresented if used to detect under-achievers. It has been noted that achievement tests are often developed by local authorities. When applied to correctional facilities, the author considers that achievement tests could be developed by each correctional centre in order to accommodate the particular needs of its detainees. However, it can be argued that such innovations would need to be recognised by accrediting agencies such as FETAC or Fás. It is important that tests' validity should be maintained while, at the same time, attempting to assess the skills of special-needs students.[129]

10.5 Guidance and Counselling in Corrective Education.

There are occasions when a significant event may inspire an individual to reappraise his/her life. In the case of many offenders, there comes a point in their lives when they are tired of repeated convictions and wish to settle into a more normal lifestyle. Indeed, this study has concluded that many convicted offenders desire a change in lifestyle by the time they reach their mid-twenties. Some may wish to settle into a normal family life with a partner. However, other personal issues which offenders could consider while contemplating a change in life would include values, self-concept, lifestyle and relationships with others.[130] It has also been noted, however, that a renewed interest in career choice is closely linked to a prospective transition in

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[128] Ibid.

[129] *Beth* Azar, "Fairness a Challenge when Developing Special-Needs Test" in *APA Monitor* (American Psychological Association, December 1999, Vol. 30, No. 11), www.apa.org/monitor/dec99/inr.html Accessed 5th December, 2002.

[130] Ali and Graham, *The Counselling Approach to Careers Counselling,* 33.
Self-concept is described as an interactive self that develops continually throughout life. This progressive development results in "changing motivations and other feelings about work." Bill Law, "A Career-Learning Theory," in A.G. Watts and others, *Rethinking Careers Education and Guidance: Theory, Policy and Practice,* 47.

life.[131] Indeed, current recidivism rates among offenders suggest that prisoners are not well equipped to function in society once they are released from detention. Consequently, criminal activity may not necessarily be motivated by self-gain but by deeper personal issues.[132]

Herr and Cramer have discussed two "employment transition problems" which could be attributed to offenders. The two areas reviewed appear to concentrate on job performance problems and job entry/career planning problems.[133] As a result, offenders need to confront a number of matters within the guidance and counselling process. These include:

1) Job performance and coping with transition.
2) Awareness of rules, protocols and authority.
3) Interpersonal relationships, particularly with co-workers.
4) Personal responsibility.
5) The affective dimension of oneself, that is, the maintaining of a "good work attitude."[134]

It may be argued, in fact, that guidance counsellors working within a corrective educational structure strive to reverse some of the adverse affects of imprisonment. Certainly, within the current penal structure, personal creativity may be defined as the "antithesis of imprisonment."[135] Catherine Coakley has argued that current Irish penal structures result in prison being considered:

> A place where all decisions are made for people, where there is great pressure to 'fit in' and be the same because it is believed that there is great safety for everybody in conformity. In prison, people are cut off from

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[131] Bill Law, "Careers Work in Schools," in A.G. watts and others, *Rethinking Careers, Education and Guidance: Theory, Policy and Practice,* 95.

[132] Feldman, *The Psychology of Crime,* 176.

[133] Herr and Cramer, *Career Guidance and Counselling through the Lifespan,* 122.

[134] Ibid., 122-123.

[135] Catherine Coakley, "Creativity in Prison," in *Yearbook of Corrective Education* (Vancouver: Simon Frazer University, 1990), 105.

> influences and stimulation. In this world, largely free from responsibility, prisoners are encouraged to sit back and 'do their time.' Far from being encouraged to confront themselves in any way and come to terms with who they are, prisoners simply see their sentence as a suspension of their 'real' lives…[136]

Concerning this notion of creativity, Coakley continued:

> Yet, what is creativity if it isn't about making decisions, making choices, making a personal statement? It's about being open to stimuli and assimilating influences. It is about having enthusiasms, taking responsibility and taking risks.[137]

She has stated that personal creativity constitutes a "freedom of the mind" and an awareness of the pain that accompanies it.[138]

Bill Law has considered, therefore, that guidance and counselling provision should afford an offender the opportunity to address issues such as work opportunities, self-concept, new opportunities and the possibility of training in order to effect the desired changes.[139] It should also provide opportunities for the learner to evaluate past experiences and to consider the consequence of each choice he/she may be contemplating.[140] Nevertheless, areas where guidance and counselling could be of particular assistance to offenders would include:

1) Adaptation: helping offenders overcome any difficulties they may be having with academic life.
2) Relationship problems: encouraging offenders to consider their relationships with family, spouses, friends, etc.
3) Choice of career: aiding the decision process by offering careers guidance and careers counselling.

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[136] Ibid., 105-106.
[137] Ibid., 106.
[138] Ibid.
[139] Law, "Careers Work in Schools," 95.
[140] Ibid.

4) Developmental difficulties: facilitating the developmental process at an emotional, physical and intellectual level.

5) Evaluation: assessing those emotional disturbances that may affect academic work.[141]

Herr and Cramer have considered that guidance and counselling is intended to expose an individual's hidden talents.[142] Hence, guidance counsellors should also concentrate much of their attention on the individual's personal needs together with vocational or career issues.[143] Discussion has arisen as to whether guidance and counselling should be considered a form of therapeutic treatment. Herr and Cramer have rejected this notion in that, the concept of treatment implies that the individual learner has a diminished freedom of choice. Within a therapeutic forum, it is argued, the stated wishes of an offender may not be given due consideration.[144] Nevertheless, to focus totally on the vocational aspects of career development and ignore the more personal issues is also considered inadvisable. Herr and Cramer have suggested that a more holistic approach to career development should be contemplated. Within such a structure, the vocational and the personal issues could be explored together. However, one critical component within guidance and counselling is that each individual learner should be offered a "free and informed choice."[145] It is unfortunate, nonetheless, that many individuals, particularly offenders, are restricted in their choice of occupation by life's circumstances.

Lorraine Sunny Hansen has argued that a meaningful existence is achieved only when an individual attends to the needs of his/her spiritual, physical, mental, social,

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[141] Patricia Milner, *Counselling in Education* (London: J.M. Dent & Sons, 1974), 85-86.
[142] Herr and Cramer, *Career Guidance and Counselling through the Lifespan,* 17.
[143] Ibid.
[144] Ibid., 13.
[145] Ibid., 173.

intellectual and career needs.[146] Consequently, career planning should not focus solely on career opportunities but should incorporate a desire for individual wholeness and life meaning.[147] As a result, career decisions cannot be isolated from other life issues. Instead, "career planning" becomes an integral part of an overall "life planning."[148] Accordingly, Hansen has defined "career" as the

> Development and implementation of a self-concept with satisfaction to self and benefit to society and as a sequence of roles a person holds in a life-time, of which occupation is only one.[149]

As a result, Hansen's notion of "Integrative Life Planning" embodies an educational programme that accommodates all aspects of the individual's life. Within this context, the individual learns to direct the course of his/her life within a social context.[150] In the case of offenders, issues which could be addressed would include probation commitments, further training from external agencies and the development of skills whereby, offenders would learn to interact with potential employers.[151] The author also argues that issues directly affecting offenders' lives, such as chemical addiction, HIV and AIDS, should be included in a holistic guidance and counselling programme. It has been noted that such issues should be addressed and the necessary referrals to other agencies be arranged before the process of career development can proceed.[152]

Herr and Cramer have also considered the mental and emotional distress that persists within a climate of unemployment.[153] Long-term unemployment generates a number of personal crises. These crises may include economic issues, lack of self-

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[146] L. Sunny Hansen, *Integrative Life Planning: Critical Tasks for Career Development and Changing Life Patterns* (San Francisco: Jossey-Bass Publishers, 2001), 19.
[147] Ibid., 3.
[148] Ibid., 258.
[149] Ibid., xii.
[150] Ibid., 17.
[151] A.G. Watts, "Careers Work in Higher Education," in A.G. Watts and others, *Rethinking Careers Education and Guidance: Theory, Policy and Practice,* 135.
[152] Ali and Graham, *The Counselling Approach to Careers Counselling,* 17.
[153] Herr and Cramer, *Career Guidance and Counselling through the Lifespan,* 91.

esteem, emotional trauma and disrupted mental behaviour.[154] They acknowledged that many young people suffering from the effects of long-term unemployment tend to engage in criminal activity.[155] Others may become dependent on alcohol, illegal drugs and develop anti-social tendencies.[156] It has been argued that guidance counsellors are in a position to advise the victims of long-term, or even generational, unemployment that their situation is not totally hopeless.[157] Such victims may be convinced that, while they are influenced by historical events, they need not necessarily be controlled by them.[158] Guidance counsellors should, therefore, stimulate individuals to overcome the barriers that restrict social advancement.[159] This endeavour is possible insofar as guidance counsellors assist offenders to develop their self-esteem, to expand their level of vocational skills and to cultivate a more positive attitude towards the existing social order.[160] It is also important for offenders to feel that they are not "social isolates."[161]

Within corrective educational structures, however, there exists a subtle distinction between "career" and "occupation." The concept of "occupation" is considered a "job availability focussed" phenomenon that pays little attention to personal characteristics.[162] In contrast to "occupation," the notion of "career" "embraces a longer time frame." As a result, it encompasses long-term attitudes and interests dating back to early school days.[163] However, this study has shown that, by the time most offenders reach the age of entry for reform schools, interventionist or preventative approaches to education and career development are ineffective. Yet, a comprehensive guidance and counselling programme should be designed primarily to

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[154] Ibid., 94.
[155] Ibid., 95.
[156] Ibid., 99.
[157] Ibid., 98.
[158] Ali and Graham, *The Counselling Approach to Careers Counselling,* 35.
[159] Herr and Cramer, *Career Guidance and Counselling through the Lifespan,* 25.
[160] Ibid., 99.
[161] Ibid., 98.
[162] Ibid., 11.
[163] Ibid., 18.

equip offenders with the necessary skills, plans and attitudes in order to accommodate a variety of life-skills and career choices.[164] It should also facilitate those undergoing a significant transition in life.[165] Consequently, a "developmental" approach to guidance and counselling may be considered to be the most applicable within corrective educational structures.[166]

Still, Baker has considered that "preventative programming" can generate a desired affect in some young people.[167] "Primary prevention" programmes are intended to address an individual's needs before those needs require immediate attention. "Secondary prevention" programmes, on the other hand, focus on students most at risk. These particular modules concentrate on the development of self-assertiveness, the early identification of problems, appropriate treatment and helping students to overcome temptation.[168] However, he concedes that "preventative programming," at a young age, is not always effective.[169] Furthermore, John Killeen recommended that a "developmental" approach to guidance and counselling embodies a progressive transition from infantile tendencies to a more realistic appraisal of reality. Accordingly, it focuses much of its attention on personal maturity.[170] As an educational procedure, it encourages freedom of choice, operates from a learner-centred perspective and works towards developing an individual's full potential.[171]

The role of the guidance counsellor is, therefore, intended to help the individual to cultivate a sense of:

1) Career Motivation; which is described as the ability to believe in oneself, to acknowledge the need for social advancement and a willingness to take calculated

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[164] Ibid., 21.
[165] Ibid., 22.
[166] Ibid., 18.
[167] Baker, *school Counselling for the Twenty-First Century,* 20.
[168] Ibid., 23-24.
[169] Ibid.,23.
[170] Killeen, "Career Theory," 31.
[171] Vaughan, *Education and the Aims of Counselling,* 10.

risks. The notion of "career motivation" also incorporates a realistic appraisal of one's strengths and weaknesses.

2) Career Insight; that is, the ability to be "realistic" about one's career options.

3) Career Identity; or the extent to which one is involved in one's career.[172]

For the unskilled or uneducated individual, the generating of career motivation is a critical part of the process of career development.[173] In the case of offenders, the necessary motivation may result from a desire to change. In such instances, offenders may seek a change in lifestyle that only comes as a result of self-fulfilment and self-actualisation. Some psychological characteristics that would impede this particular process would include destructive attitudes, beliefs and values, the lack of self-esteem, the negative opinion of others and past experiences in education.[174] However, the three main factors mentioned which would help to effect change encompass support from family, friends and the community, financial aid and the development of self-confidence.[175]

In the light of this research, it has been suggested that the process of "career development" cannot be separated from "physical, emotional and cognitive development." Consequently, the process of career development emerges as part of a general holistic maturity. [176] It has also been argued that counselling within education helps learners who may have discipline problems.[177] Through the counselling process, learners explore personal issues such as indecisiveness, emotional traumas and the need for information.[178] The intention is to help learners cope with new challenges and to

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[172] Herr and Cramer, *Career Guidance and Counselling through the Lifespan,* 134.
[173] Ibid., 532.
[174] Ibid., 540.
[175] Ibid., 535.
[176] Ibid., 532.
[177] Vaughan, *Education and the Aims of Counselling,* 60.
[178] Ibid., 63.

make the necessary adjustments in order that they may achieve their life's goals.[179] As a result, an all-inclusive guidance and counselling programme would seek to develop within each individual, cognitive, vocational and interpersonal skills.[180]

One of the great challenges that confronts many guidance counsellors, particularly in the case of offenders, is a client's inability to make long-term decisions. Herr and Cramer have suggested the factors which contribute to an inability to make decisions include:

1) The lack of self-confidence. In the case of careers decisions, many offenders will lack previous career experience necessary to make decisions.
2) The lack of availability of career options, particularly true in the case of offenders.
3) The lack of qualifications, a fact which is applicable to most offenders.[181]

In the light of this evidence, Herr and Cramer have suggested that guidance and counselling programmes should help the individual to:

1) Develop a self-concept, one that includes values, interests, abilities and significant relationships.
2) "Attain a positive self-concept," that is a sense of self-respect and personal worth.
3) Explore all possible opportunities, given his/her self-concept.
4) Correlate educational qualifications, skills, abilities and career opportunities.
5) Develop his/her ability to make decisions.[182]

Furthermore, in the case of most offenders, some of the barriers to meaningful career options would include the lack of educational qualifications together with social and interpersonal conflicts.[183] Nevertheless, in order for offender rehabilitative measures to be effective, the author considers that offenders must benefit from a sense of job-

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[179] Ibid., 60.
[180] Ibid., 135.
[181] Herr and Cramer, *Career Guidance and Counselling through the Lifespan,* 616.
[182] Ibid., 330.
[183] Ibid., 127.

satisfaction once they are released back into society. Individual job satisfaction is achievable to the extent that guidance and counselling structures ensure a good "person-job-fit."[184] Indeed, this state of "congruence" is achieved when a client experiences a consistency between his/her personal abilities and the demands of work.[185] If the guidance and counselling process fails in this endeavour, the individual offender could experience unnecessary discontent and distress.[186] The author's research has determined that such distress and discontentment has resulted in repeated offences for many individuals.

In fact, three simple propositions are considered in order to achieve a state of "congruence" between an individual and his/her working life. Firstly, individuals should be afforded every opportunity to make suitable career choices. Secondly, individuals must be provided with appropriate social and vocational training in order to adapt to the new working conditions. Thirdly, individuals should learn to integrate working life with the other aspects of their lives.[187] Herr and Cramer have also argued that career options must also address individual needs such as self-esteem, dignity and social interaction.[188] However, the most satisfying work of all is that which challenges an individual's creative ability.[189] It has also been considered that work should at least partially fulfil an individual's life dream.[190] In fact, work should enable one to achieve one's life ambition. Ambition, in this case, is considered a just reward for one's lifelong efforts and study practices.[191] The author notes that meaningful work is the ambition of many offenders. However, it is unfortunate that meaningful employment appears to be beyond the reach of many detainees and ex-offenders.

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[184] Ibid., 81.
[185] Killeen, "Career Theory," 32.
[186] Herr and Cramer, *Career Guidance and Counselling through the Lifespan,* 81.
[187] Killeen, "Career Theory," 24.
[188] Herr and Cramer, *Career Guidance and Counselling through the Lifespan,* 254.
[189] Vaughan, *Education and the Aims of Counselling,* 16.
[190] Ibid., 15.
[191] Ibid.

This study has also ascertained that authorities in many correctional facilities assume that most inmates are unemployable.[192] It is for this reason that many adult inmates are provided with vocational training and business management skills courses in order that they may be self-employed once released. Unfortunately, many offenders experience a great sense of social isolation. The importance of addressing the "negative beliefs and emotions that affect society's ability to respond with compassion" to the needs of criminals is also mentioned.[193] This would be particularly true when attempting to reintegrate offenders back into society. Nevertheless, guidance counsellors are in a position to encourage outside agencies to "modify the environments that shape their client's lives."[194] It has also been argued that curriculum content could be refined in order to accommodate the needs of offenders with special pedagogical needs. Within this amended educational structure, potential employers could be encouraged to provide suitable work experience and job placements for newly released offenders. In fact, it has been stated that part of the role of guidance counsellors is to canvass on the part of individuals for appropriate job placements.[195] Other career consultants and professional training agencies could also be invited to participate in offender rehabilitation programmes.[196] Accordingly, the author considers that society as a whole can have a direct affect on the effectiveness of prisoner rehabilitation programmes. Indeed, local communities and employers could be invited to contribute to prisoner rehabilitation by:

1) Requiring clear and realistic expectations from those convicted of criminal offences.

2) Offering positive feedback to those offenders exploring career options.

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[192] Please see Appendix One, Prison/School Visitation I: HMP Wormwood Scrubs: Career Preparation Provision; HMP Wandsworth: An Integrative Life-Skills Education Programme; Appendix Five: Interview with the Governor of Midlands Prison.

[193] Marilyn J. Montgomery, *Building Bridges with Parents – Tools and Techniques for Counsellors* (London: Corwin Press Inc.), 20.

[194] Herr and Cramer, *Career Guidance and Counselling through the Lifespan,* 49.

[195] Ibid.

[196] Ball, *Careers Counselling in Practice,* 134.

3) Offering support to those offenders seeking a more fulfilled lifestyle.

4) Becoming good role models for offenders to imitate.

5) Providing up-to-date accurate information about life opportunities.[197]

In fact, Ball has proposed that the notion of careers guidance should be considered a "community enterprise."[198] Accordingly, local communities may be deemed influential agencies within the process of prisoner reform.[199] As a result, local communities should interact in a more positive manner with offenders already engaged in a genuine concerted effort to reform.[200]

However, attention must also be given to an individual's responsibility within the process of life transition. If the process is to be effective, then the offender himself/herself would be required to:

1) Develop the interpersonal skills essential to working with others.

2) Broaden his/her knowledge of self, the world and vocational skills.

3) Assume some sense of social responsibility.

4) Acquire a "determination" to persevere with the transition process.[201]

10.6 Some Benefits to be gained from introducing Guidance and Counselling Programmes to Corrective Educational Structures.

A comprehensive guidance and counselling programme aims to help individuals:

> To find themselves, to develop their sense of identity, to begin to know who they really are, what they have and what they do not have; what they can do easily, what they can do with difficulty and what they probably cannot do at all, in terms of education, occupations, relationships, values and society... A very simple definition of guidance (and counselling) describes it as a

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[197] Ali and Graham, *The Counselling Approach to Careers Counselling,* 41.
[198] Ball, *Careers Counselling in Practice,* 135.
[199] Ali and Graham, *The Counselling Approach to Careers Counselling,* 42.
[200] Montgomery, *Building Bridges with Parents – Tools and Techniques for Counsellors,* 28.
[201] Herr and Cramer, *Career Guidance and Counselling through the Lifespan,* 333.

> process of helping individuals, through their own efforts, to discover and develop their potentialities for personal happiness and social usefulness.[202]

It has also been noted that many issues that confront guidance counsellors come as a result of improper discipline structures projected onto the individual's life during childhood.[203] These matters would consist of:

1) The lack of "work motivation."
2) Fear and anxiety in the work place.
3) Hostility and aggression.
4) The problems associated with chemical dependencies.
5) Social naïveté and isolation.[204]

Philip Feldman, on the other hand, has concentrated on offenders' personal traits. He has argued that guidance counsellors working within the prison system confront an array of matters which are of particular interest to offenders. These issues would inevitably include:

1) A greater need for "stimulation:" It is generally accepted that offenders have a greater desire for stimulation than non-offenders. Furthermore, Feldman is of the view that if there is a "shortage in socially acceptable stimulating behaviours, high sensation seekers will carry out arousing criminal behaviours."
2) Time orientation: Most offenders focus on the present, not the future. This phenomenon is considered a major distinction between offenders and non-offenders.
3) Impulsivity and a desire for immediate gratification.
4) Locus of control: Feldman has considered that people differ in how they "expect outcomes to be directly consequent on their own actions." Some individuals have

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[202] Patricia Milner, "Guidance and Counselling: Changing Patterns of Care in Schools," in *Pastoral Care and Personal-Social Education,* 7.

[203] Herr and Cramer, *Career Guidance and Counselling through the Lifespan,* 327.

[204] Ibid.

associated outcomes with luck and fate suggesting that they are subject to external control. Others, however, feel that they have maintained a greater degree of intrinsic control. Offenders, nevertheless, tend to lean towards the theory of external control. In other words, they see themselves as the victims of circumstances or the objects of external forces.

5) Self-concept: Offenders will, inevitably have a poor opinion of themselves.[205]

Feldman has also discussed a number of cognitive distortions that may preoccupy many offenders. These distortions may encompass:

1) A moral justification for one's criminal activity.
2) Euphemistic labelling whereby, one gives a pleasant title to a "reprehensible" action.
3) Advantageous comparison. In order to justify one's actions, one may point to more despicable actions executed by others.
4) Displacement of responsibility whereby, the individual claims he/she carried out the act under duress.
5) Disregard or distortion of consequences at a personal and social level.
6) Dehumanisation whereby, the victims of crime are judged to be inferior.
7) Attribution of blame onto other people.[206]

Accordingly, there comes a time in life when each individual must formulate a more realistic appraisal of reality.[207] However, Herr and Cramer have argued that efforts must be made to harmonise an individual's sense of self-interest and the common good.[208] As a result, guidance and counselling concepts need to attend to the possibility

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[205] Feldman, *The Psychology of Crime,* 161-162.
[206] Ibid., 280.
[207] Herr and Cramer, *Career Guidance and Counselling through the Lifespan,* 327.
[208] Ibid., 200.

of modification, within the individual, of behaviour and belief systems.[209] In view of this, a comprehensive guidance and counselling programme will help an offender to:

1) Examine the correct motivators that will shape his/her future choices.[210]
2) Become "job ready" by facilitating the development of social skills, interview skills, work adjustment skills, training and employment preparation skills.[211]
3) Overcome some of the sociological impediments that prevent him/her achieving first career preferences. This endeavour would be considered in order to create an equal opportunities structure for offenders.[212]
4) Generate a greater sense of self-confidence which would permit him/her to pursue first career preferences.[213] Herr and Cramer have discussed the correlation that exists between self-esteem and traditional occupational choices. Individuals lacking self-esteem tend not to extend themselves beyond their social/cultural expectations.[214]

Herr and Cramer have conceded that, in the opinion of many, such an undertaking is unrealistic. However, they have argued that opportunity, not choice, is the determining factor which influences career decisions.[215] As a result, the generating of career opportunities is considered an important component if an offender is to find career satisfaction. It has been noted that the provision of career opportunities can help to overcome the affects of social stigmas and expectations projected onto offenders by society.[216]

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[209] Ibid.
[210] Ibid., 201.
[211] Ibid., 299.
[212] Ibid., 211.
[213] Ibid.
[214] Ibid., 354.
[215] Ibid.
[216] Ibid., 299.

Killeen has considered that guidance and counselling programmes in educational institutions can facilitate the development of an individual's "decidedness."[217] He has argued that effective guidance and counselling programmes have a positive affect on an individual's ability to make decisions, to generate motivation and to consider options.[218] As a result, those who have completed a satisfactory guidance and counselling programme are more likely to:

1) Choose to participate in the labour market.
2) Decide to invest their time and energies in further education and training.
3) Choose to carefully evaluate their career options.[219]

Killeen also observed that an efficient programme will enhance an individual's chances of finding suitable employment.[220] It has been observed that such endeavours will also impinge upon long-term unemployment figures by "stimulating some discouraged workers."[221] Effective guidance and counselling programmes should encourage those who have stopped considering career opportunities because of past failures, to try again. They should also strive to overcome the problem of individual/job mismatch.[222] In the light of this evidence, the author considers that a complete guidance and counselling programme applied to corrective educational structures can only have a positive affect on recidivism rates.

It has also been suggested that guidance and counselling is of particular importance for those with special educational needs, such as offenders.[223] Indeed, as is the case with many offenders, participation in education often occurs as the result of a

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[217] John Killeen, "The Learning and Economic Outcomes of Guidance," in A.G. Watts and others, *Rethinking Careers Education and Guidance: Theory, Policy and Practice,* 84.
[218] Ibid.
[219] Ibid., 80.
[220] Ibid., 87.
[221] Ibid., 82.
[222] Ibid.
[223] Ruth Hawthorn, "Careers Work in Further and Adult Education," in A.G. Watts and others, *Rethinking Careers Education and Guidance: Theory, Policy and Practice,* 114.

desire for an existential transition.[224] Nevertheless, those most disadvantaged face greater difficulties when considering career options.[225] However, a guidance and counselling programme that facilitates the attainment of suitable employment is "frequently linked directly or indirectly to positive outcomes."[226] In a separate report, Jennifer M. Kidd considered that individuals participating in guidance and counselling programmes show greater evidence of constructive innovation.[227] Such individuals also appear to be more adaptable and better able to "articulate their goals and developmental needs."[228]

In addition, Ali and Graham have considered some of the reasons as to why individuals are reluctant to make decisions. They argued that each individual possesses learned and innate characteristics that will influence career decisions.[229] The "significant others" in an individual's life, therefore, are important foundation stones upon which career decisions, and indeed life decisions, are made.[230] A guidance and counselling programme should allow the individual to explore the dynamics that is incurred from the conflict that exists between his/her own desires and family/social expectations. The individual should also examine the conflict that may exist between his/her potential and family/social/institutional projections.[231] This would be particularly true of an offender who may be compelled to overcome the problem of social hostilities in order to pursue his/her vocational choice.[232] Nevertheless, a comprehensive guidance and counselling programme will help the client to "make

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[224] Ibid.
[225] Ibid., 117.
[226] Ibid.
[227] Jennifer M. Kidd, "Career Planning within Work Organisations," in A.G. Watts and others, *Rethinking Careers Education and Guidance: Theory, Policy and Practice,* 149.
[228] Ibid., 150.
[229] Ali and Graham, *The Counselling Approach to Careers Counselling,* 106.
[230] Ibid., 107.
[231] Ibid.
[232] Ibid., 108.

sense" of his/her life situation and to accept greater responsibility for his/her future actions.[233]

Sunny-Hansen discussed the possible benefits of an effective guidance and counselling programme applicable to all lifestyles, including offenders. She has argued that such a programme would enable the individual to:

1) Adopt the notion of "finding work that needs doing" as opposed to finding a job. Implicit in this statement is the notion that the individual should be afforded every opportunity to find suitable work.
2) Consider the needs of the community in conjunction with a quest for personal satisfaction.
3) Consider a process of life-long learning in order that he/she is not condemned to the same job for life.
4) Learn to confront the possibility of change with confidence.
5) Be sensitive to social and cultural issues.
6) Be open to the acquisition of new knowledge and new skills.[234]

Consequently, transition becomes an outward expression of an inward experience.[235]

It has been suggested, however, that the provision of education and vocational training is inadequate if offenders cannot market their skills when released.[236] As a result, a guidance counsellor would be required to be well informed about current labour market demands. He/she would also need to be sensitive to the offender's particular circumstances and needs.[237] Another factor deserving attention is the typical lifestyle of the community to which the offender returns upon release. Unskilled or

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[233] Ibid., 128.

[234] Sunny Hansen, *Integrative Life Planning: Critical Tasks for Career Development and Changing Life Patterns,* 276.

[235] Ibid., 280.

[236] Feldman, *The Psychology of Crime,* 256.

[237] Ali and Graham, *The Counselling Approach to Careers Counselling,* 6.

semi-skilled ex-offenders may find it difficult to find employment in urban areas where every job advertisement attracts many applicants. This would be particularly true in times of recession.[238] Besides, unemployment is considered a major contributor to criminal activity.[239] It is generally accepted that much crime is committed in "high crime" communities such as areas with high unemployment figures.[240] Another concern would be that most offenders begin their criminal activities as co-offenders gradually progressing through the ranks within the criminal world.[241] Consequently, criminal behaviour is considered "learned behaviour."

However, before guidance counsellors embark on a crusade of correcting another individual's aberrations, it is important for him/her to define just what is being corrected. A guidance counsellor may need to focus on an individual's moral attitudes, work ethic, associations and life circumstances. It has been noted that, in the treatment of offenders, "psychodynamic" programmes, such as psychotherapy, are ineffective. It has been claimed that such programmes do not necessarily treat the causes of criminal activity.[242]

Nevertheless, it has been suggested that guidance counsellors can use more effective means to encourage offenders away from criminal tendencies. Some means open to guidance counsellors to effect this transition in offenders would include:

1) Allowing offenders to believe that they can achieve. In the case of offenders, it has been suggested that they be placed in small groups, in residential care, under the supervision of specially trained "house parents." Within such an environment,

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[238] Feldman, *The Psychology of Crime,* 256.
[239] Ibid., 254.
[240] Ibid., 208.
[241] Ibid.
[242] Ibid., 385.

offenders are expected to work in teams and are rewarded for their efforts. Special attention is given to skills and achievements that are applicable to the real world.[243]

2) Encouraging family-based programmes. Family-based programmes are designed to help families to address some of their internal difficulties. These programmes are intended to reduce criminal offences committed by younger offenders in particular.[244]

3) Providing a temporary change of environment. The intention behind this exercise would be to isolate the offender from his/her criminal associates and sub-cultures. Furthermore, attempts would be made to inaugurate him/her into more constructive associations and attitudes.[245] For instance, in the course of this process, an offender could be introduced/re-introduced into the world of work. Part of the rehabilitative process would involve the offender "unlearning" some of the behaviours that result in criminal activity and "re-learning" more socially acceptable behaviours.[246] The offender would be granted the privilege of experiencing the benefits of a law-abiding, self-fulfilling, community-spirited family life. In order to facilitate this process, younger offenders could be placed in foster homes on a long-term or short-term basis.[247] It has been noted that it would be critical for offenders to experience the value of teamwork.[248] The author considers that this could be the first time that many offenders would be exposed to such a lifestyle.

4) Facilitating the development of community-based projects. In order for offenders to experience a sense of social acceptance, society must participate in offender

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[243] Ibid., 386.
[244] Ibid., 387-388.
[245] Ibid., 391.
[246] Sunny Hansen, *Integrative Life Planning: Critical Tasks for Career Development and Changing Life Patterns,* 117.
[247] Feldman, *The Psychology of Crime,* 392.
[248] Ibid.

rehabilitation programmes.[249] It has also been acknowledged that offenders need to interact with society in order to practice their social and work-related skills.[250] Social attitudes towards offenders may have a positive, or debilitating affect on these endeavours, depending on the level of empathic response afforded to the offenders.[251]

5) Encouraging the development of school-based programmes. It must be noted that school-based programmes are not the most effective means of reintegrating offenders back into society.[252] The author argues that offenders would consider the present educational structure to be regimental and authoritarian. Accordingly, most offenders would lack the self-discipline to address what they would perceive to be unrealistic demands placed upon them. Still, such programmes could be considered appropriate for any offender that may benefit from a more formal educational structure. However, it has been noted that educators should receive special training in teaching methodologies so as to accommodate the actual needs of offenders.[253] The author also considers that special provision would be necessary in the case of young-adult/adult offenders who may wish to attend more formal classes.

6) Developing employment-based programmes. The development of a network of appropriate employment-based programmes would, therefore, constitute a very important part of any guidance and counselling programme in correctional institutes. It has been suggested that offenders, while in detention, should be provided with vocational training with a follow up of job-placement.[254]

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[249] Ibid., 390.
[250] Ibid., 391.
[251] Ibid.
[252] Ibid., 392.
[253] Ibid.
[254] Ibid., 393.

7) Working in conjunction with parole officers. Parole officers who hold a "positive regard" for offenders appear to be more effective in reducing recidivism rates among those offenders in their care.[255] Consequently, the author considers that parole officers working in conjunction with guidance counsellors could provide a forum within which offenders feel a greater sense of self-worth.[256] It has been noted that many parole officers lack the necessary skills that facilitate offender behaviour modification.[257] However, the author considers that guidance counsellors are in a position to help an offender to reshape his/her outlook in life. It has been argued that guidance counsellors may be effective in this endeavour by helping an offender to develop a sense of:

a) Attachment, to education or vocational training. It is also critical that the individual should learn to develop an attachment to another person (or persons).[258] This study has determined that male offenders often wish to break free from a life of crime at about the age of twenty-five when he may wish to settle down with a wife or partner. It has also been noted that satisfaction in life comes as a direct result of meaningful work, relationships and lifestyles.[259] Consequently, such attachments are a critical component in the process of offender rehabilitation.

b) Commitment, which is considered a rational process that bonds the individual to a cause.[260] For offenders, this "cause" could be their own liberation or a more meaningful existence. However, the offender will only persevere if he/she feels

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[255] Ibid.

[256] Sunny Hansen, *Integrative Life Planning: Critical Tasks for Career Development and Changing Life Patterns,* 88.

[257] Feldman, *The Psychology of Crime,* 293.

[258] Ibid., 224.

[259] Sunny Hansen, *Integrative Life Planning: Critical Tasks for Career Development and Changing Life Patterns,* 107.

[260] Feldman, *The Psychology of Crime,* 224.

he/she is gaining something in return.[261] Another part of this process would be to help the offender develop a sense of self-responsibility by enabling him/her to generate a system of "internal controls."[262] In fact, it has been noted that some environmental factors could inhibit this process. Nevertheless, individuals need to be empowered to overcome external control factors.[263]

c) Belief reconstruction in that an individual's beliefs may influence the "extent" to which he/she may accept "law-abiding norms."[264] Accordingly, a constructive change in his/her belief system may subsequently help him/her to accept more law-abiding principles.

10.7 Ireland's High Security Penal Policy and the Need for Change.

It has already been observed that up to 90% of offenders may have ADD/ADHD. In view of this hypothesis, an "experiential" pedagogical methodology is considered more effective in the education of offenders. Such a pedagogical approach best "preserves and nurtures" the creative potential of individuals with learning disabilities.[265] Indeed, techniques invoked in the education of gifted individuals, such as project work and field trips, are considered appropriate for application in the education of those with ADD/ADHD.[266] Ideally, offenders should be rewarded for using their creative potential constructively as opposed to receiving punishment for its misuse.[267] Yet, when compared to some other countries, the Irish prison authorities specialise more in closed high security prisons. By their very nature, these high secure institutions do not give offenders the necessary freedom and mobility

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[261] Ibid.
[262] Ibid., 225.
[263] Sunny Hansen, *Integrative Life Planning: Critical Tasks for Career Development and Changing Life Patterns,* 111.
[264] Feldman, *The Psychology of Crime,* 224.
[265] Hartmann, *Attention Deficit Disorder: A Different Perception,* 75.
[266] Ibid., 66.
[267] Ibid., 75.

to participate in experiential educational programmes. In contrast, Barry Vaughan has noted that 90% of prisoners in Denmark, including those serving long-term sentences, are detained in open facilities.[268] Authorities in Norway and Finland house almost 33% of their convicted offenders in open prisons. In Ireland, 5% of prisoners, on average, are confined within open facilities.[269] One very important component of the "*normalisation*" process, already discussed, is that prisoners should maintain better relations with the local community. This particular system allows prisoners to live as normal a lifestyle as possible within the confines of the prison units. Besides, Vaughan has suggested that, in order for rehabilitation attempts to be effective, prisoners must learn to take responsibility for their own lives.[270] He observed that structures within an open prison place the burden of responsibility onto the shoulders of prisoners themselves.[271] Consequently, open prisons are considered far more effective in terms of providing offenders with opportunities for rehabilitation and preparation for release.[272] The report into the Irish penal system, published by the Department of Justice in 1985, noted that prisoners committed to open prisons suffer less harmful side-effects as a result of their incarceration.[273] In addition, Vaughan has outlined his reservations concerning the effectiveness of custodial sentences in the attempt to rehabilitate offenders. For instance, in the Irish Prison Service, many convicted sex offenders are housed together in separate units. Vaughan has suggested that strictly punitive methods serve not to rehabilitate such offenders but to "reinforce distorted ways of thinking."[274]

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[268] Barry Vaughan, *Toward a Model Prison System* (Dublin: Irish Penal Reform Trust, 2001), 62.

[269] Ibid.

[270] Ibid., 33.

[271] Ibid., 34.

[272] Ibid.

[273] The Department of Justice, *Report of the Committee of Inquiry into the Penal System,* 62.

[274] Vaughan, *Toward a Model Prison System,* 35.

Vaughan also maintained that 60% of female offenders have substance abuse problems. Consequently, he questions the wisdom of detaining female offenders in high-security facilities.[275] Rather than deter further offences, he argued that harsh prison régimes only serve to strengthen an offender's experience of social isolation.[276] O'Mahony reinforced Vaughan's concerns by suggesting that some prisoners are drug-free on entry but become addicts within the prison system. One disturbing fact discussed is that a number of detainees acquire the AIDS or HIV virus while imprisoned.[277] Likewise, Giddens has argued that making prisons as unpleasant as possible fails to deter further crime. In fact, the harsh regimes only succeed in reducing the positive effects of rehabilitation programmes.[278] Long-term prisoners also experience difficulties in maintaining contact with families and experience boredom continually. O'Mahony has suggested that those who promote "get tough" policies fail to understand that offenders' interaction with society is a more effective mechanism in the fight against crime.

However, in June 2001, the Department of Justice published a report entitled "The Minister's Achievements in Tackling Crime." In that report, the Minister for Justice stated that the Irish Prison Service needs to acquire seven hundred extra prison places in order to reduce overcrowding. Some of the Minister's other achievements include legislation imposing longer prison sentences for those convicted of drug offences, a greater use of technology for the detection of "white collar crime" and better supervision of sex offenders upon release. Nevertheless, the Minister has asserted that every effort should be made to divert younger individuals away from criminal activity. Furthermore, additional resources should be implemented so as to "break the cycle of

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[275] Ibid., 39-40

[276] Ibid., 13.

[277] Paul O'Mahony, *Prison Policy in Ireland, Criminal Justice versus Social Justice* (Cork: Cork University Press, 2000), 43.

[278] Giddens, *Sociology,* 139.

poverty and disadvantage" in order to reduce recidivism rates.[279] The Minister also noted, in this particular publication, that custodial penalties are often imposed for the protection of society. However, Vaughan has suggested that such an argument cannot be made for the imprisonment of women. He argued that women rarely constitute a danger to society. He further noted that the proportion of imprisoned males to imprisoned females currently stands at 33:1. Within such a male dominated penal structure, the particular needs of female prisoners are often overlooked at a national level. For instance, there is no open prison for female offenders. However, the Irish Prison Service plans to open "The Phoenix Centre" close to the Women's Prison at Mountjoy. This new facility will prepare female offenders for release. It is also proposed to open a new "halfway house" for women in Limerick.[280] Giddens, on the other hand, has commented that offenders are stigmatised upon conviction. Subsequently, those individuals just released from prison are judged to be untrustworthy. This phenomenon often results in some newly-released offenders repeating their criminal activities. As a result, he defined "primary deviancy" as the initial transgression committed by an offender. The term "secondary deviancy" is used to describe a situation where an offender begins to accept the label attributed to him/her and subsequently, begins to act out at least some of the expected behaviours. In the light of this observation, delinquent behaviour does not necessarily intensify as a result of conviction but as a consequence of labelling.[281]

It may be argued, therefore, that imprisonment succeeds only in reinforcing a distinct "sub-culture" among offenders. In fact, it has also been suggested that there

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[279] The Department of Justice, *The Minister's Achievements in Tackling Crime,* www.justice.ie/80256976002CB7A4/vWeb/fsWMAK4Q7JKY Accessed 16th December, 2001. Published June 2001.

[280] Vaughan, *Toward a Model Prison System,* 38.

[281] Giddens, *Sociology,* 128-129.

exists a loyalty among prisoners.[282] Prisoners may unite against a common enemy, principally any figure or institution of authority. The author considers that prisoners are usually shunned by their own local communities. If this hypothesis is true, then it could be argued that the only form of acceptance experienced among most prisoners is to be found among their own peers in prison. Subsequently, upon release, ex-prisoners find it very difficult to re-integrate into society. Part of the problem centres around the negative interactions that exist between authorities and offenders. It has also been noted that ex-prisoners' inability to interact in a constructive manner with their employers results in dismissals. The ensuing negative consequences for ex-prisoners include longer periods of unemployment and the subsequent increased possibility of repeated offences.[283] Referring specifically to the plight of younger offenders, Lord Longford has argued that they should not be subject to enforced confinement before the age of sixteen. In fact, he commented that, wherever possible, the age whereby, younger offenders are detained should be raised to eighteen.[284] In general, young offenders come from homes where there is little by way of love or affirmation shown.[285] Consequently, authorities need to seriously consider alternatives to detention. One possible option considered would be the provision of community-based programmes. Community-based programmes are generally known as "diversion programmes."[286] "Diversion programmes" aim primarily at "tackling the causes of crime and treating young offenders within their communities."[287]

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[282] Mc Cullagh, *Crime in Ireland,* 203.
[283] Ibid., 204-205.
[284] Lord Longford, *Young Offenders,* 231.
[285] Ibid., 16.
[286] Bond, *An Ethnographic Investigation into the Social and Educational Origins of Crime among Young Offenders in Two Detention Centres,* 113.
[287] Ibid.

Ironically, Vaughan has stated that current figures suggest that custodial sentences have increased in Ireland by 45% since 1991/92.[288] He has noted that, while crime rates in Ireland have decreased since 1992, success in detection rates has increased resulting in a greater number of convictions.[289] He also suggested that an increase in the number of imprisoned offenders results from a greater willingness by courts to impose custodial sentences.[290] While Ireland maintains a high rate of custodial sentences for convicted offenders, other jurisdictions have witnessed a reduction in the number of offenders receiving custodial sentences. For instance, authorities in Finland have reduced the prison population there from 200 per 100,000 in 1969 to 62 per 100,000 at the present time. Austrian and German legislators are also implementing revised structures in order to reduce their prison population.[291] Yet, Irish authorities continue to maintain a "heavy reliance on custody" for all offences from the most minor to the more serious.[292] Nevertheless, it has been claimed that the war against crime can only succeed by providing and remaining committed to appropriate rehabilitation programmes for offenders.[293] Vaughan has argued that part of the solution remains with the provision of extra vocational training and education.[294] He further suggested that non-custodial sentences are a far more effective means of securing offender rehabilitation.[295] As a result, he lists a number of alternatives to custodial sentencing policy as follows:

1) Referral to the Probation and Welfare Service (PWS). The PWS is considered an organisation that utilises community based sanctions. The probation officer offers advice to the courts as to the individual offender's progress. Meanwhile, the courts

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[288] Ibid., 27.
[289] Ibid.
[290] Ibid., 28.
[291] O'Mahony, *Prison Policy in Ireland, Criminal Justice versus Social Justice,* 53.
[292] Vaughan, *Toward a Model Prison System,* 29
[293] Giddens, *Sociology,* 128-129, 92.
[294] Barry Vaughan, *Toward a Model Prison System,* 36.
[295] Ibid.,12.

maintain a certain amount of autonomy in regulating sentencing to suit individual cases. The PWS maintains responsibility for protecting the community, for helping offenders in the rehabilitation process and for designing community based programmes to suit the specific needs of offenders.[296] Offenders may be required to agree to abide by the terms stipulated in a "Probation Order." In this case, the probation officers are responsible for re-locating offenders in suitable occupations and for ensuring that offenders remain law-abiding. Some special conditions may apply to particular individuals. For instance, some offenders may be required to attend drug treatment centres. Other offenders may be prohibited from entering certain premises or areas.[297] In addition, many offenders entrusted to the care of the PWS are offered intense individual treatment and help.[298]

2) Community Service Orders (CSO). The CSO system was first introduced into the Irish Criminal Justice System in 1983. This particular system allows offenders undertake "voluntary work in the community" as opposed to receiving custodial sentences.[299] Successful candidates are offered the opportunity to work between forty and two hundred and forty hours community service. Vaughan has suggested that the cost to the State for providing this alternative means of penalty is €51 per offender per week. The granting of a CSO, therefore, appears economically viable when compared to the cost of keeping an adult offender in prison which averages out at €67,804 per prisoner per annum.[300] Vaughan has also stated that a CSO should only be granted as an alternative to prison. He suggested that some offenders are issued with a CSO for offences that would not usually justify the

[296] Ibid., 73-74.
[297] Ibid., 74.
[298] Ibid.
[299] Ibid., 75.
[300] Ibid., 16.

judicial imposition of a custodial sentence. Vaughan has argued that this practice constitutes an inappropriate use of the CSO system.[301]

3) Supervision during deferment of penalty. This system operates in a similar fashion to a case where a probation order has been issued. The probation officer advises the Courts as to how the offender is behaving during supervision. The offender may receive a custodial sentence if he/she is not law-abiding during the determined period of supervision as stipulated by the courts.[302]

4) Intensive Probation Supervision. This is considered a service that offers support to offenders together with training for suitable employment. Within this particular system, offenders are individually assessed in order that their exact needs should be properly accommodated.[303]

Meanwhile, Giddens has underlined Vaughan's arguments in that non-custodial sentencing policies are a more effective means of promoting offender rehabilitation. He too has advocated the further implementation of "diversion" and "bail-supervision" programmes.[304]

Conclusion.

Unlike other provisions in current educational structures, guidance and counselling is considered a process that addresses subjective issues pertaining to individual students. Individuals are thereby afforded opportunities to explore issues that relate to their personal ambitions, dreams, current life situations, personal crises, abilities and the possible means of attaining these goals. Indeed, guidance and counselling encompasses a two dimensional structure. To begin with, the guidance

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[301] Ibid.
[302] Ibid., 74.
[303] Ibid., 76.
[304] Giddens, *Sociology,* 140.

counsellor assumes a directive role by providing careers information and advice as the need arises. On the other hand, he/she adopts a non-directive position by facilitating, for the client, a process of self-exploration and self-evaluation. When combined, both dimensions afford clients the chance to explore life's opportunities and personal interests. Clients may, as a result, come to the realisation that the prospect of social advancement is not beyond their reach. Offenders may also learn to acknowledge their own potential constructive contribution to society. Furthermore, guidance and counselling programmes help to overcome the restrictions placed upon individuals by cultural values, specific learning difficulties and social expectations.

The benefits to be gained from employing psychometric assessments must be measured against the disadvantages. Many offenders may lack the intrinsic motivation and basic educational skills necessary to complete such tests. Indeed, corrective educators are reluctant to invoke educational practices that may result in any further sense of failure among offenders. On a more positive note, it has been argued that standardised assessments should, in some way, remain sensitive to subjective variations. Accordingly, one possible option to be considered would be the further development of "Achievement Tests" at a local level. Certainly, "Achievement Tests" would be more likely to capitalise on individuals' innate abilities.

Moreover, this study has also shown that career decisions and other life issues cannot be considered separate entities. It has been noted that the process of transition, particularly for offenders, is often a complex endeavour that involves cultural adaptation and social reintegration. Yet, despite the potential benefits of a guidance and counselling programme in correctional facilities, the author's research has determined that the majority of detained offenders receive no careers education whatsoever. In fact, it could be argued that the Irish penal system has yet to move beyond a traditional high-

secure punitive approach in its management of offenders. One of the great benefits of a guidance and counselling programme would be to enable offenders to channel their need for "stimulation" towards constructive activities.

DISCUSSION AND RECOMMENDATIONS

Discussion of Results.

Based on data generated during the course of the author's research, issues associated with social disadvantage are included among the main factors precipitating criminal activity. It was noted by five educators and three prison officials that social disadvantage cannot be restricted to social deprivation. They argued that social disadvantage may impinge upon the lives of individuals in a number of ways. In the case of offenders, this study has established that social disadvantage may impede upon offenders' ability to function as law-abiding productive social beings. It is interesting to note that a number of issues, which are considered by prison officials and educators to be criminogenic to some degree, immediately affect the lives of offenders. Yet, unemployment, the lack of social empathy and exposure to the criminal way of live from a young age were selected by a small number of inmates/students in group discussions as having a direct negative impact on their lives. In short, the author argues that a number of inmates who were interviewed only associate, with social disadvantage, those negative factors which affect their daily lives in a tangible fashion. The author also suggests that some offenders have become so captivated with their own social sub-groups that they may have no experience or vision of life within another social sphere. Subsequently, those involved in the rehabilitation of offenders such as prison officials and educators may have a greater insight into the possibilities life may offer for those offenders who may wish to disassociate themselves from a life of crime.

Consequently, in the light of the evidence produced during the course of this research, the author has noted that the rehabilitation of offenders is a very complex process. It is one which requires a multi-disciplinary approach in order that the needs of those offenders engaged in rehabilitative programmes may be addressed in a holistic

manner. It is only when one examines some of the corrective educational structures, which are currently provided within the facilities selected for research, can one appreciate the efforts made on the part of educators to help offenders to overcome the affects of social disadvantage. For instance, a number of centres researched currently provide modules to help inmates/students overcome the lack of literacy and numeracy skills. All six establishments examined offer inmates/students life-skills modules in order that they (inmates/students) should acquire the necessary skills to function normally in society. A number of centres offer inmates/students incentives as a means of encouraging them (inmates/students) to refrain from taking illegal drugs. Some of those educators and prison officials who were interviewed outlined details of special measures which have been implemented within their own centres in order that a mutual respect should be exercised between inmates/students and staff. (Staff in this case includes prison officers/care workers and teachers). A number of educators and prison officials argued that programmes are provided, within their respective facilities, to help inmates/students develop their sense of self-responsibility. Within these particular centres, suitable inmates/students are appointed to positions which require some degree of self-responsibility and personal integrity.

Only one inmate, from a total of twenty-four who were interviewed, discussed the importance of education within offender reform programmes. The author considers three possibilities for this occurrence. Firstly, the author argues that many inmates/students have emerged from environments where there was no significant importance placed on the value of education. Secondly, the author suggests that, for many offenders, past experiences in educational programmes may not have been positive. As a result of some past negative experiences, offenders may have acquired a long-lasting aversion to participating in education. Thirdly, most offenders, upon

conviction, have not attained much by way of educational qualification or vocational skills. The author considers that many inmates/students may subsequently feel that achievement in these two particular areas is, for them, unobtainable. Ironically, all four prison officials who were interviewed emphasised the significance of education and vocational training as a potential means of effecting offender reform. Interestingly, these prison officials tended to place greater emphasis on the provision of vocational skills. They argued that vocational skills equip newly released prisoners with the necessary capacities to find meaningful employment. Educators, on the other hand, were more inclined to emphasise the importance of overcoming the affects of illiteracy and the lack of numeracy skills. In either event, most educators and prison officials who were interviewed suggested that inmates/students have the potential to achieve if provided with adequate resources and with the appropriate learning environment.

Nevertheless, educators and prison officials outlined some measures which could be implemented which would advance the process of offender reform even further. For example, many of these individuals argued that society should give greater consideration to the unfortunate situations many offenders find themselves in. Furthermore, society should change its attitude towards ex-inmates/students. It was noted by three prison officials and some educators that society can help to reduce recidivism rates by aiding in the process of offender reform. Indeed, some of those interviewed stressed that society has a responsibility to help those inmates/students who are making a genuine effort to reform. Society, in this case, includes those law-abiding citizens who may be in a position to offer reformed inmates-students another chance in life. These citizens may consist of potential employers or those willing work in voluntary support groups. Some of those prison officials and educators who were interviewed also suggested that, through the further development of interventionist

programmes, society might become pro-active in diverting those at risk from entering into a life of crime.

Strengths of Study.

In this section, the author outlines some of the possible contributions this study could make to corrective educational literature which is already available in Ireland.

1) This study contains a discussion on the philosophical discourses of Buber. He has addressed the sacredness and intrinsic worth of each individual. When applied to offenders, this particular philosophy implies that those who may have, in the past, transgressed social conventions may well have something of value to contribute to society. In the light of this premise, this study has concentrated on the more positive potential contributions reformed offenders may offer to society.
2) This study includes investigations of educational philosophical treatises presented by Freire and Rogers. Both theorists have advocated that those individuals participating in educational programmes should also engage in a process of self-empowerment. After having successfully completed this procedure each individual is capable of becoming the author of his/her own life. This entire process incorporates the individual developing his/her own sense of self-responsibility. They have also acknowledged that each individual is capable of successfully completing this process. This study has subsequently highlighted the fact that offenders need not necessarily remain the victims of social disadvantage, isolation or environmental dysfunction. On the basis of discourses made by both philosophers, this study has discerned that offenders have, within themselves, the power to advance through the social spectrum.

3) This study includes discussions pertaining to a number of documents published by reputable organisations, at national and international level, with regard to the education and rehabilitation of offenders. All of these documents emphasise the need of providing education and vocational training as a means of social advancement for offenders. Subsequently, this particular study has given priority to the potential contribution education may make to the reform process for those offenders engaged in rehabilitation programmes.

4) This thesis includes an examination of a variety of offender reform and corrective educational policies and practices at a national and at an international level. Current trends in offender reform and corrective education at an international level, which may be of particular benefit to the Irish offender reform process, have been discussed in this study.

5) While researching current corrective educational practices in a small number of correctional facilities in Ireland, this study has determined that there is no standardised educational curriculum applied to Ireland's detention centres. One definite strength of this study lies in the fact that the author chose to research a very difficult task, that is, the examination of guidance and counselling within corrective facilities in Ireland. In order to conduct the research, the author was required to contact various authoritative figures so as to gain access to the respective detention facilities. The relevant security clearance was acquired in the United Kingdom and by the Department of Justice, Equality and Law Reform. Once inside the respective facilities, the author was required to abide by the security protocols and operational procedures existing there. Nevertheless, in order to investigate the original hypothesis presented in this thesis, the author generated data in a number of correctional centres, with many different groups of individuals using a number of

different methods. Much of the data generated during the course of this research has facilitated the development of a guidance and counselling programme which may be applied to corrective educational structures.[1] Many of the recommendations discussed in this guidance and counselling programme are already employed in a number of correctional facilities at national and international level. The author has subsequently connected a number of these existing rehabilitation modules, policies and practices so as to formulate a holistic guidance and counselling programme applicable to corrective educational structures. Furthermore, the collective experiences of a small number of those working within correctional facilities, whose viewpoints are included in this study, have aided the construction of an overall guidance and counselling plan. This plan provides the overall framework through which the guidance and counselling programme may be administered.[2]

6) Meaningful employment has been described as a primary means of reducing recidivism rates. Subsequently this study contains a guidance and counselling programme applicable to those offenders who wish to disassociate themselves from criminal activity.[3] The programme itself concentrates on the individual needs and interests of offenders with a view to securing an appropriate career-person match. It also aims to aid those offenders currently participating in rehabilitation programmes to plan the course of their lives in an integrative/holistic manner.

Limitations of Study.

In this section, the author discusses the limitations and scope of this study. His intention is to ensure that unreliable inferences are not conceived from research results documented in this thesis.

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[1] Please see Appendix Six: Proposed Guidance and Counselling Programme for Offenders.
[2] Please see Appendix Seven: Guidance and Counselling Programme Plan.
[3] Please see Appendix Six: Proposed Guidance and Counselling Programme for Offenders.

1) A small number of detention centres were chosen for research. The intention of the author was to give a broad overview of the structures in place to aid those inmates who are in the process of reform. The author also intended to highlight the particular initiatives each institution has undertaken in order to accommodate the special needs of its own clientele. With the exception of the two British prisons researched and the Midlands Prison in Portlaoise, all other centres discussed in detail are located in the Dublin area. Furthermore, corrective rehabilitative practices in a small number of countries were also included. It was noted throughout this thesis that local jurisdictions, and in some cases individual correctional facilities, initiate specialised rehabilitative strategies in order to address the needs of their own clientele. Hence, given the small number of detention centres observed and the limited number of countries researched, inferences made in this thesis cannot be generalised at a national or international level.

2) During the course of this study, two prison governors working within the Irish Prison Service and one governor working within the British system were interviewed. The observations of this small but significant sample of governors are included in this study. It is to be noted, however, that viewpoints expressed by these three governors may/may not be representative of all governors working within the Irish Prison Service or Her Majesty's Prison Service.

3) The rationale for choosing to conduct open/unstructured interviews with teachers and inmates/students has already been outlined. Much valuable data was generated during these encounters which, in turn, aided the development of a proposed guidance and counselling programme for offenders. However, the author concedes that a more structured interview forum may have generated more precise details concerning the hypothesis already proposed which preceded this study.

4) A number of issues which arose while conducting open/unstructured interviews were discussed with the three prison governors in the more structured forum. Other concerns raised by the three governors have not been raised with teachers, inmates/students or other prison officials. This is one risk of employing open interview techniques to generate data. However, one of the benefits of employing such methods is that issues were highlighted by teachers and inmates. A number of these issues were subsequently discussed in greater depth with the three governors in the more structured forum.

5) In Ireland's adult penal facilities, vocational training and educational programmes are considered two separate entities. Both provisions are co-ordinated by separate individuals from within the Department of Justice, Equality and Law Reform. Nevertheless, details of vocational programmes currently provided to inmates within the Irish Prison Service have been discussed in this study. The potential benefits of introducing guidance and counselling to such programmes has also been discussed. However, data generated pertaining to vocational programmes was not provided by vocational instructors/co-ordinators. The author considers that vocational instructors/co-ordinators may have had access to information which would have provided more precise details concerning skills taught to inmates and inmates' achievements.

6) In relation to data generated with educators, it has already been noted that those teachers who participated in this study had at least two years teaching experience in correctional facilities. No allowance is made in this study, however, for teachers' gender, age, nationality, social group or race. Hence, individual biases which may be entertained by teachers have not been considered or measured in this study.

7) Those inmates/students who participated in this study were either partaking in educational programmes or were considered trustworthy by some members of the prison staff.[4] Subsequently, this study contains no data generated by inmates/students who may be critical of existing educational and rehabilitative programmes.

8) For reasons already discussed, this study contains no data generated directly by female or younger offenders. In addition, this study contains no data generated directly by special category detainees/students such as sex offenders or white-collar criminals. Subsequently, viewpoints made by inmates which are included in this thesis may/may not reflect the opinions of some special category prisoners.

9) All interviews with prisoners were conducted in British establishments. Data generated by the author with those detained in British have been of great value in the development of a guidance and counselling programme for offenders. However, viewpoints made by inmates in British correctional facilities, which are included in this study, may/may not reflect the opinions of those held in Irish prisons.

10) All interviews involving prisoners, with the exception of a one-to-one encounter with one inmate at HMP Wormwood Scrubs, were conducted in the presence of other detainees and, in some cases, prison staff/teachers. Consequently, data generated under such conditions may be affected by the fact that inmates might not be prepared, or free, to express their views honestly in the presence of other individuals.

11) Given the secure nature of many of the correctional facilities visited and time restrictions placed on the author, he acknowledges that opportunities to explore some issues further with a greater number of inmates/students, educators and prison

[4] "Staff" in this case includes prison officials and educators.

officials were not always fully utilised. For instance, on occasions, while the interviews were being conducted, the inmates were required by the authorities to proceed to their designated duties. The author subsequently sought permission for those inmates participating in the study to be excused from the assigned activity for just a short period in order that he should complete the interview. The author and the prisoner would go to a quiet corner of the room while the remainder of the group would proceed with its assigned duties. It is possible that participants, who were immediately affected by these timetable restrictions, may have been distracted occasionally while interviews were conducted in this environment.

Discussion of Literature.

Offenders are, by definition, considered individuals who deviate from social norms. Norms are, in turn, deemed conventions endorsed by general consensus to ensure the overall safeguarding of society. However, in order to preserve the existing social order, society imposes State sanctioned censures upon those who do not conform to socially acceptable codes of behaviour. Yet, society's response to the problem of criminal activity has evolved principally by means of a learning process. Historically, different strategic measures have been applied in order to quell the rise in criminal activity. For instance, the public mutilation and execution of offenders was originally intended to deter those who may have been harbouring criminal tendencies. However, in the midst of a growing distaste of the public displays of State sanctioned barbarity, the concept of "prison" was born. In its own right, the prison system could be considered a rather primitive alternative. Behind the high prison walls, the brutal treatment of offenders continued. Besides, in the history of the human race, society has always castigated its outcasts by means of organised exile. Yet, despite the torturous

punishments and regimental penal policies, the upsurge in criminal activity, in modern times, bears testimony to the fact that prison fails to deter repeated offenders. Consequently, "prison" is considered unsuccessful in its role as a potential moderator of correctional behaviour.

In short, despite the many advances that have materialised over the centuries, little progress has been made concerning a more effectual management of offenders. Indeed, many of the early prison reformers already discussed in this thesis questioned the more punitive penal structures of their own time. In fact, most of these reformers introduced many changes which they considered to be more humane and more beneficial to the offender reform process. However, it could also be argued that religious zealots, such as the Quakers, succeeded only in making prison conditions more restrictive by applying strict devout ideologies. Nevertheless, modifications introduced by all reform groups sought to improve the lot of those held in detention. In addition, educational provisions introduced into Newgate Prison by Elizabeth Fry could be considered a legitimate attempt to address some of the sociological factors which may contribute to repeated criminal behaviour.

Indeed, a number of theories have been presented in this study which, in part, discuss the root causes of criminal behaviour. Hypotheses presented have included genetic features, psychological imbalances, social deprivation and cultural differences. The main thrust of this thesis, however, focuses on issues associated with social deprivation such as the lack of education, social exclusion and social conditioning. Certainly, the author's research findings have been substantiated by other studies concerning the social isolation felt by most offenders. The criminal sub-culture which has evolved over time is considered a radical response to dominant elitist groups whose overriding ideologies govern social structures. Research conducted by the author has

established, however, that most offenders lack the educational qualifications, vocational proficiencies, social skills, political influence and social conditioning necessary to progress, by lawful means, through the social classification system. In act, the author's research has determined that many of these issues are the product of social disadvantage. Subsequently, many of the educational, vocational and rehabilitative programmes offered to inmates/students are designed to overcome the negative affects of social disadvantage. This hypothesis lends weight to August Aichorn's theory that the education of offenders incorporates an element of re-education. When taken in this context, re-education integrates dissociation with the criminal sub-culture and association with more socially acceptable attitudes and standards of behaviour. It is for this reason that all correctional facilities examined during the course of this study provide life-skills development programmes to inmates/students. Many of the modules incorporated into these life-skills programmes are intended to help offenders to live as fully functional social beings. Education, on the other hand, includes the development or further updating of skills necessary to function in a modern technological society. This study has established that within corrective educational programmes, emphasis is placed on developing inmates'/students' literacy, numeracy and vocational skills.

It is, however, unfortunate that both consumerism and individualism have evolved in the name of social advancement. Within a materialistic society, there emerges a false sense of personal security that may be acquired by means of superficial pleasure. Individual worth is subsequently measured in terms of the amount of wealth he/she has managed to accumulate. Accordingly, technological advancement has served only to reinforce many of the already existing social inequalities. It has been noted that, within the different cultures, goals may remain similar but values may vary. Repeated studies have concluded that, with the onset of a technological and affluent

society, there also emerges a distinct rise in criminal activity. While presenting more opportunities by legitimate means, social progress has indirectly provided more avenues for illegitimate activity to germinate. Furthermore, individuals socialised into a criminal sub-culture may gain by illegal means what they cannot gain by more law-abiding practices. This concern lies at the very heart of Aleksander Fatic's hypothesis in that there exists a direct correlation between social change and increases in crime rates.

Two governors and one educator who participated in this study discussed the cultural differences between offenders and non-offenders. In addition, many offenders themselves are of the view that social inequalities are reinforced by the dominant constructs and ideologies applied in many educational institutions. Because of their lack of intrinsic motivation and difficult personal dispositions, most offenders would claim to have been relegated to lower stream academic groups. Unfortunately, many inmates suffer from a grave lack of educational achievement which only serves to exacerbate their innate learning disabilities. In response to this phenomenon, Martin Buber has addressed the innate uniqueness and creative potential of each individual. Each person embodies something special, that is, a distinctive quality that resides in no one else. Buber argued that social exclusion transpires when offenders fatalistically accept that their situation is predestined by causal factors. Interestingly, he also considered the existential tension that exists between worldly temptation and authentic living. An authentic lifestyle is to live according to the precepts of one's own inner being. Consequently, to yield unreservedly to worldly temptation is to act against one's own very nature. When taken in this perspective, the author is of the opinion that criminal acts are, in many cases, executed out of desperation. In the light of this hypothesis, to pursue a life of crime results in a divided self which, in turn, leads to a

further lack of inner peace. The author draws attention to the number of detained offenders harbouring suicidal tendencies while at the same time continuing to tread along very destructive avenues.

Buber was of the view that genuine human relations emanate from constructive interactions among equals. Certainly, this study has verified that social relations cannot be cultivated in the secluded milieu that exists behind the high walls of a secure prison facility. This study has also established that many of those correctional facilities/schools visited during the course of this study have implemented mechanisms in order to afford greater respect to each individual inmate/student. In an ideal world, social classifications should not exist. If prisons/residential schools are to replicate society, then social distinctions within such institutions are unhelpful. Besides, each person embodies a divine dimension. This specific innate facet that exists within each individual means that no one is beyond redemption. Accordingly, the "Thouness" that lives in each person deserves respect, regardless of his/her past history. All three prison governors interviewed during the course of this study speak of the intrinsic harm caused to those who are imprisoned. It is for this reason that Lord Longford argued in favour of providing alternatives to custodial sanctions for convicted offenders under the age of eighteen years of age. Furthermore, the corrective nature of offender rehabilitation structures should not subject persons to reprogramming or manipulation of any kind. In other words, the natural creative potential of each individual should be nurtured as opposed to preserving a system which tends to undermine this process. When applied to offenders, Buber's hypothesis would, however, allow for the re-directing of creative ability towards more constructive actions. In the light of this hypothesis, the proposed guidance and counselling programme which is included in this study seeks to examine

offenders' individual interests and abilities. This, in turn, aims to help offenders to explore suitable career options for the future.[5]

Yet, in the light of Buber's concerns, there remains some degree of discomfort with the use of the term "correct" when applied to offenders. By definition, the word "correct" almost implies an abnormality or social anomaly in need of repair. The difficulty here is that legislators may decide to employ any measure they consider necessary to secure offender reform or to ensure the protection of society. Accordingly, offenders may, at least in theory, be subjected to scientific experimentation and psychological manipulation. In extreme cases, offenders may be considered expendable. Conversely, a more progressive interpretation could imply that offenders are often the victims of circumstances. Four of those interviewed during the course of this study have stated that offenders often emerge from dysfunctional families or from environments which do not provide adequate support. Without doubt, this study has concluded that prisoners' social background is a significant contributor to criminal behaviour. A total of six individuals who participated in this research observed that many offenders are exposed to the criminal lifestyle from a young age. This theory certainly raises ethical questions as to whether those offenders who do not pose a threat to society should simply be held in custody. Subsequently, the theory of "individual justice," as presented by Philip Bean, would respect the individual needs and circumstances of offenders. Indeed, two prison governors who participated in this study advocated an individual sentencing policy. This particular penal style is considered, by both governors, to be more rehabilitative than punitive. Such a process would allow inmates/students time to reveal their personal grievances with society in the hope that both parties may one day be reconciled. Furthermore, Aichorn was of the view that this

[5] Please see Appendix Six: Proposed Guidance and Counselling Programme for Offenders.

process of reconciliation would be further advanced with proper educational programmes. The author also notes that if this reconciliation process fails, then offenders and the general population will remain in conflict. Accordingly, the author considers Emile Durkheim's proposal that society has nothing to gain by simply entrusting offenders into the care of a penal system which lacks the necessary resources to secure prisoner reform.

As a result, Buber used the term "self illumination" to describe an educational methodology that allows individuals to explore their own self-concept and potential. In short, offenders need to learn that they have abilities that are of use to society if utilised in an appropriate fashion. This form of insight cannot simply be given by the mere imparting of knowledge. Indeed, no uniform educational structure can adequately effect this journey of self-discovery. Instead, those involved in prison education must present the questions pertaining to life so that offenders may, in turn, embark on a process of soul searching so as to find the appropriate answers to existential questions. Within the realm of corrective education, three principal/supervising teachers who participated in this study classified this process as a student-centred pedagogical methodology. This practice lies at the heart of Buber's "*multiform*" approach to educational policy. It is one that respects individual differences and freedom. Interestingly, Buber has also suggested that human freedom is the product of self-determination. Within the mindset of offenders themselves, however, the quest for freedom often includes the shedding of imposed values together with a realisation of one's own goals and choices. Yet, a suitable equilibrium between personal freedom and social responsibility must be constructed in corrective educational programmes. The "formation of conscience," therefore, must not be entirely self-seeking but must assist offenders to assume their social obligations. It has also been noted that self-responsibility evolves as the product

of an appropriate balance between personal freedom and social conscientiousness. Interestingly, four of those who participated in this research noted that their respective facilities provide modules to help inmates/students develop their sense of self-responsibility.

Nevertheless, difficulties lie in the fact that rehabilitation programmes are only effective to the extent that society is willing to "confirm" reformed offenders. In fact, this study has established that social stigmatisation is a leading contributor to the rates of recidivism. Eight of those who participated in this study stated that society needs to change its attitude towards offenders if recidivism rates are to decrease. Society must re-evaluate its attitude towards offenders, therefore, if those involved in criminal activity, at present, are to become law-abiding citizens. Indeed, Buber was of the view that many social aberrations, including the problem of crime, can be overcome through a process of authentic dialogue. Through a genuine dialogical procedure, opposing sides come to a greater appreciation, understanding and tolerance of each other. The author considers that constructive dialogue is particularly important if society is to understand the determining factors which influence criminal activity. Buber also noted that certain individuals just cannot be simply sacrificed under the auspices of promoting the common good. The more progressive of prison authorities are of the view that society is duly bound to provide realistic opportunities for those who may wish to escape from a life of crime. In so far as society fails in this endeavour, then society itself may be criticised for failing to live up to its own social responsibilities.

It has also been observed that individual offenders are expected to interact appropriately with society once they are released from prison. The author considers that present penal policies in Ireland fail to provide a suitable role model which detained offenders can imitate. Some Scandinavian nations such as Denmark and Sweden, have

introduced a policy of "*normalisation*" in order to augment the re-socialisation process for prisoners. Given the fact that offenders are generally deemed unsocial, the onus remains with society to initiate this re-socialisation process among the criminal elements. Certainly, Buber observed that social participation in rehabilitation programmes would inspire greater self-confidence among offenders thereby, reducing the need for projected false images. In short, offenders are not transformed into law-abiding social beings by being locked away for up to eighteen hours per day.

Interestingly, Paulo Freire also considered that individuals seeking self-autonomy may be forced to challenge well-established social constructs. He was of the view that social exclusion is synonymous with the lack of self-determination. Conversely, self-emancipation is considered a by-product of social inclusion. Besides, to be human is to engage oneself in a process of self-transformation. In other words, in order to overcome the dehumanising effects of detention, offenders should not fatalistically accept their present life situations as inevitable. Furthermore, to be human is to hope for something more for the future. It is generally accepted that the prevailing lack of hope often initiates the dehumanising process endured by most offenders. Unfortunately, hope is considered a necessary prerequisite if one is about to embark on a journey of self-liberation. Indeed, hope is the great motivator that lies behind every quest to create a new social order. In the light of this conjecture, education becomes a means whereby, individuals learn not to simply accept their present life situation as predetermined. Nevertheless, in order that offenders should "denounce" their present situation, they must first construct a well-orchestrated blueprint for a new and more self-fulfilling existence.

However, in order that one can constructively analyse one's life situation, one must first develop a critical consciousness. A person with a well-formed consciousness

will address present realities with a view to transforming those realities. With these concerns in mind, Freire has argued that education provides the ingredients whereby, one may learn to shape one's own future. Rather than rebel against the existing status quo, therefore, education provides offenders with the means to develop a well-structured foundation for change. The governor of Mountjoy Prison has reinforced this point when he observed that education provides the means whereby, prisoners become aware of their civil rights. This newly acquired knowledge subsequently empowers offenders to vigorously pursue those same basic constitutional entitlements through a process of legitimised political activism. It is through the process of "*conscientisation,*" therefore, that offenders will learn to envisage a "new world vision" and, following on from this, transform that vision into an actuality. This new outlook in life is made possible by being exposed to new stimuli through well-constructed educational programmes. Educational stimuli must, therefore, be contextually applicable to the world of offenders if it is to have any positive impact. Nevertheless, where the lack of education is considered an impediment to social advancement, education for offenders is an empowerment. All three prison governors whose views are included in this study emphasised the importance of education as a means of effecting prisoner reform. They have argued that education and vocational training provide ex-prisoners with the confidence and skills to function normally in society.

Freire has also considered that educational stimuli should entice individuals to break free from the bonds of self-pity and feelings of victimisation. He was of the view that a critical consciousness enables individuals to assume more personal responsibility for their own actions. This deliberation is of particular value to corrective educational programmes. It has been noted that offenders are more likely to apply themselves in educational programmes where subject matter taught and methodologies employed are

of interest. In reality, topics of interest may provide the necessary motivation for offenders if they are to participate, with zeal, in rehabilitation programmes. Such constructs will, in turn, benefit those offenders who hope to free themselves from the criminal sub-culture. Indeed, Carl Rogers underpinned this hypothesis by suggesting that self-responsibility cannot be considered a by-product of strict regimental policies. Instead, offenders should be encouraged to become critical learners and to become skilled at assuming responsibility for themselves. Ironically, the Dóchas Centre, in Dublin, is considered one adult prison in Ireland which allows inmates to assume any degree of personal responsibility.[6] Besides, Rogers focused his attention on a "person-centred" educational methodology, one that capitalises on the fundamental "power" that lies within each individual. When handled correctly, prison educational programmes can have a "therapeutic" influence over offenders. Offenders may be taught to think for themselves and, as a result, learn to adapt to a world in a constant state of change.

Indeed, the author notes that corrective educators have already adopted many of the more progressive educational principles as discussed by Buber, Freire and Rogers. Reference has already been made in this study to the student-centred educational strategies which are invoked within the centres/schools selected for research. Certainly, the "Commission of European Communities" has advocated a person-centred education philosophy applied to correctional centres. The aim of corrective education, in this case, is to allow offenders feel that they have a positive contribution to make in the reshaping of Europe. By applying these pedagogical ideologies, educators aim to develop, within offenders, a greater sense of self-responsibility. Indeed, the importance of education within correctional rehabilitation programmes has been addressed by multi-national agencies such as the United Nations and the Council of Europe. To

[6] Please see Appendix Five: An Interview with the Governor of Mountjoy Prison/Dóchas Centre for information pertaining to polices in operation at Dóchas Centre.

begin with, prisoners partaking in educational or vocational programmes are less troublesome that non-participating offenders. Accordingly, it has been concluded by the Council of Europe, in 1989, that education can have a positive impact on offenders. Education also provides opportunities for released prisoners. Besides, in 1990, the United Nations (UN) argued that prison conditions should be made as humane as possible and that a holistic approach to the education of detained offenders should be applied. Furthermore, the UN proposed that the individual needs of offenders should be addressed. In 2002, the United States "Office for Vocational and Adult Education" further recommended that correctional educational programmes should integrate the academic, affective, social, moral and vocational development of offenders.

However, despite the many theories which have been discussed at an international level, the Irish Criminal Justice System still appears to rely heavily on custodial sentences. It is an organisation which operates mainly within closed high security facilities. This particular penal structure has proven to be expensive, not only in terms of cost to the exchequer, but also in terms of reinforcing the criminal sub-culture. For instance, it has been noted already in this study that some prisoners begin to experiment with illegal drugs or acquire the HIV virus while in detention. Prison also appears to re-generate, even exacerbate, the hostilities that exist between offenders and society. Although a vast amount of the Government's annual budget is poured into the Irish prison system each year, recidivism rates remain extraordinarily high. Indeed, the 1985 "Whitaker Report" is generally accepted as the defining critique of the Irish penal system. It drew attention to the physical, psychological and emotional trauma experienced by offenders held in Irish prisons. Negative effects of prison also include relationship breakdown with family members, social stigma, institutionalisation, loss of self-confidence, further enculturation into criminal lifestyle and an aversion to social

responsibility. Accordingly, the report proposes that prison should only be reserved for the most serious of offenders. Furthermore, any proposed guidance and counselling syllabus applicable to corrective rehabilitative programmes would require that those offenders partaking should enjoy a greater degree of mobility. Extended mobility may be required by a number of offenders in order that they should attend designated training or rehabilitative centres. Of all those who contributed to this study, only two principal/supervising teachers spoke of the structures already in existence within their respective facilities which allow inmates/students to work or study outside of their centres. In order that a greater degree of mobility should be acquired for convicted offenders, the author considers that non-custodial sentencing policies should be extended.

Yet, despite these concerns, Ireland's answer to the increase in criminal activity in recent years is the provision of extra prison places. Ironically, some European countries, such as Holland, have made concerted efforts, in recent years, to reduce the number of prison places readily available. In fact, some jurisdictions actively employ alternative measures in a deliberate ploy to avoid the overuse of custodial sentencing strategies. Other nations, for example Denmark, favour the use of open facilities. Interestingly, many of those populating Irish prisons do not pose a serious threat to society. However, the indiscriminate detention of offenders and the further establishment of "zero tolerance" policies are considered the products of political expedience. Another disturbing feature is the upsurge of right wing political groups in Europe who focus much of their election propaganda on the use of ultra-hard-line tactics against offenders.

In view of these concerns, the author considers that the Irish Criminal Justice System should vigorously pursue alternatives to detention. Some alternative sentencing

policies are already in use. For instance, this study points to the use of "Community Service Orders" and "Deferments of Detention Under Supervision" which are overseen by the Probation and Welfare Service. Consequently, at least in theory, the Irish penal philosophy appears to apply a more progressive etiquette. In Ireland, recent government publications have promoted the employment of rehabilitative programmes, education and vocational training as a means of securing offender reform. In reality, however, most correctional facilities, particularly adult prisons, lack the necessary resources to effect significant transformation among offenders. Hence, recidivism rates remain high. The author acknowledges that the Department of Education and Science has addressed the complex pedagogical needs of juvenile offenders and appears to make every effort to help them break free from the criminal sub-culture. However, the writer also argues that the Department of Education and Science has, in the past, failed to address the plight of adult offenders. It is unfortunate that this Government Department with overall responsibility for the education of all Irish residents has not, to-date, published one document concerning the education of adult offenders. In fact, in its document concerning lifelong education for adults published in 2000, entitled "Learning for Life," only one paragraph is dedicated to adult offenders. The author considers this indifference a contradiction which contravenes the very ethos of the 1995 Government "White Paper on Education." This particular document has specified that all Irish citizens have a constitutional right to educational provision. Nevertheless, local Vocational Educational Committees have shouldered the responsibility for the education of detained adult offenders within their own designated districts.

In the light of this evidence and according to this study, educational structures within Irish correctional facilities are haphazard. For example, there exists a large variation in the rate of participation of detainees attending classes among the different

adult facilities. Rates of participation vary from 80% of all prisoners in Arbour Hill to 30% in Mountjoy. Remand prisoners receive no education or instruction whatsoever while in detention. Some of the older facilities such as Mountjoy have renovated some of the original structure to create an educational centre. In contrast, the more modern prisons such as Wheatfield and the new Midlands Prison in Portlaoise tend to have purpose built schools attached to the centres. Furthermore, this study has established that each institute researched composes its own curriculum and course syllabi. On the one hand, it could be argued that each facility designs its own educational programmes to accommodate the needs of its own clientele. On the other hand, it could be suggested that there exists no uniform standardised programme or monitoring capacity within the present structures. Comparisons made between juvenile residential schools have also revealed a lack of standardisation in overall programme planning. Nevertheless, offenders younger than eighteen years of age are offered special educational privileges under the 2001 "Children's Act." This particular "Act" supersedes legislative matters concerning the welfare of children as directed by the "1908 Children's Act." The "2001 Act" promotes the establishment of a "Special Residential Services Board" to analyse the needs of individual detainees and to oversee educational programmes. It also encouraged a multi-agency approach which would include input from organisations such as Department of Education and Science together with the Department of Health and Children.

However, the incoherent nature of corrective educational configurations becomes more paramount when one considers the lack of guidance and counselling within Irish correctional facilities. Only one facility researched, namely St. Patrick's Institution, offers a formal guidance and counselling programme to inmates by a recognised guidance counsellor. Otherwise, guidance and counselling provision

assumes the form of pre-release/educational modules. Once again, each facility designs its own pre-release programme according to its specific precepts. Many of those involved in the education of offenders consider that the primary role of these pre-release courses is to undo the negative effects of long-term, or even short-term, incarceration.

With these concerns in mind, the author re-evaluates the original hypothesis presented in this thesis. It has been noted that the role of guidance and counselling within more formal educational environments features very prominently. It represents a service that harmonises individual interests and abilities with career choices. Its overall function is considered threefold. Firstly, it provides accurate and up-to-date information on career opportunities and requirements. Secondly, it helps individuals who may be experiencing difficulties in appraising their personal capacities and interests. Finally, it enables students explore those deeper issues in life which may, to some degree, influence career choices. Within a normal school setting, guidance counsellors also help students to make that important transition from school to the world of work or further education. Nevertheless, when applied to corrective educational programmes, guidance counsellors must address a number of complex issues which are unique to offenders. Such topics may include values, attitudes, self-concept, academic achievements (or lack of), the development of a work ethic, the transition from dependence to independence, social reintegration, self-responsibility and preparation for release. Furthermore, offenders need to strike an appropriate balance between acknowledging that they have something unique to contribute to society with a realistic appraisal of their own abilities. "Positive planning," as discussed by Lorraine Sunny-Hansen in this work, together with the actualisation of pragmatic dreams is considered an important tool in the fight against repeated offences.

The alliance that exists between prisoner reform and meaningful employment is well documented. In reality, however, offenders are often restricted in their choice of careers by life circumstances. Indeed, many offenders are considered unemployable due to a lack of skills and social stigmatisation. In order to address this negativity which is projected onto offenders, authorities in the United Kingdom propose that detained offenders should learn "up-to-the-minute" skills that would allow them to be self-employed once released. When self-employed, ex-prisoners are spared the burden of conforming to employers' demands. Nevertheless, many ex-inmates will leave the prison system hopeful of finding suitable employment. However, this particular policy does not necessarily address individual vocational interests. Within this system, which is currently in operation in a number of British prisons, prisoners are restricted in their choice of vocational training programmes as a result of budgetary, organisational and security constraints. Consequently, prisoners may not be pursuing vocational training programmes of interest to them. In the light of this conjecture, the author argues that a holistic approach to guidance and counselling should be undertaken. The author also notes that meaningful employment for ex-prisoners is made further possible by providing them with vocational training in areas of interest to them.

It has also been noted that a developmental approach to guidance and counselling, as opposed to one that is essentially preventative, is deemed more appropriate for use with offenders. For instance, this study has established that offenders need to develop a work ethos together with the necessary skills and aptitudes to realise their ambitions in life. Other important facets to be considered, within this procedure, include the development of personal qualities such as career motivation, career insight, decision-making skills and self-respect. Such an endeavour, therefore, seeks to encourage offenders to overcome the physical barriers to social advancement.

Psychological factors pertaining to offenders which require considerable attention include the lack of self-esteem, the need for a positive self-concept, anti-social tendencies, the lack of personal responsibility and the lack of regard for authority figures. The prevalence of specific learning difficulties such as ADD/ADHD among offenders is considered another significant concern.

One issue that remains divisive within corrective educational circles is the over-use of psychometric assessments. Upon entry into educational programmes within a number of centres researched, younger offenders in particular are assessed by means of standardised tests in order that acute pedagogical needs should be accurately diagnosed. This form of initial assessment is certainly considered normal practice within juvenile detention centres in particular. Consequently, standardised tests are considered a valuable apparatus for detecting learning disabilities and for measuring academic achievements. However, those involved in the education of offenders consider that an over-reliance on test results may instil a sense of failure among offenders. Indeed, corrective educators are reluctant to employ any mechanism that would result in inevitable failure for offenders. They have also argued that standardised tests may not always portray an accurate appraisal of offenders' characteristics. Corrective educators have considered that most offenders lack the literacy skills and self-discipline necessary to adequately complete questionnaires. In fact, the author argues that an over reliance on standardised assessments may reinforce the "cultural deficit" model as already discussed. He also suggests that any instrument of measurement used within correctional facilities should consider the cultural influences of offenders. Some attention has been given to the development of "achievement tests" at local level. Nevertheless, corrective educators appear to place a greater emphasis on one-to-one counselling in order to ascertain offenders' individual interests and capacities.

Recommendations.

In view of the evidence already presented, the rehabilitation of offenders is not attainable by simply creating extra prison places. This study has indicated that, in truth, prison simply provides a breeding ground for further criminal activity. This fact remains despite all efforts made by prison officials and teachers to help offenders overcome the negative affects of crime and detention. Accordingly, the application of "zero tolerance" policies will only result in further punitive measures being introduced in the future. In the light of this hypothesis, a comprehensive prisoner reform strategy is judged to be an important tool in the quest for a more crime-free society. Furthermore, unless adequate rehabilitation programmes are established within correctional centres, prisoners will leave the confines of high security environments ill-prepared for life in the outside world. Indeed, the significant contribution of corrective educators in the preparation of prisoners for release has been given a central focus throughout this study. In addition, many of the existing prisoner reform programmes in Ireland already discussed in this thesis have been compared to those in operation in other jurisdictions. Accordingly, the author considers the following proposals and recommendations to be of primary importance:

1) Most offenders yearn for another chance in life. The author's research has determined that some of those offenders afforded a realistic chance to redeem themselves will make the most of any opportunity given. However, one governor who was interviewed during the course of this study observed that he would not be confident that ex-prisoners would disassociate themselves from criminal activity if they were given another chance in life. He maintained that offenders become socialised into a particular way of life which does not include a work ethic. Nevertheless, this study has noted that the cost of providing appropriate

opportunities for offenders is inexpensive when compared to the expense incurred in providing ongoing high security residential care. Furthermore, offender rehabilitation is economically viable when balanced against the price paid in terms of human misery. Besides, society fails to benefit from a penal routine which releases offenders back into society without any training or therapy. Harsh prison régimes only regenerate further feelings of angst among offenders. As a result, offenders cannot be expected to adapt to socially acceptable standards of behaviour simply by being subjected to ill treatment. A number of legislators, for example those at Wandsworth Prison and Midlands Prison, confronted this concern when they introduced a penal policy which required prison staff to behave in a respectful manner when dealing with inmates. The author also considers that offender re-socialisation is only attainable by treating criminal elements with deference.

2) Offenders have, in general, emerged from dependent environments. It is important, therefore, that offenders should make that subtle transformation from dependence to independence. Accordingly, high security enclosed facilities are not conducive to offender rehabilitation. In fact, such a penal structure stifles offenders' creative ability and impedes upon the "social reintegration" process. Two of the prison governors consulted during the course of this study advocated a more "open door" prison policy. Danish authorities tackled this concern when they began to rely more on open prisons. Furthermore, Danish prison officials also introduced a policy of "*normalisation*" into their correctional facilities. The purpose of this exercise is two fold. Firstly, detained offenders are gradually re-socialised while held in custody. This actual process includes the development of a work ethic among offenders together with the provision of educational and vocational training programmes. Secondly, such a progressive policy reduces the need for intense pre-release

programmes for those offenders about to be released. In addition, the further establishment of non-custodial sanctions should be considered.

3) There exists an indisputable link between offender reform and meaningful employment. However, many of those interviewed during this study have considered that ex-prisoners find it difficult to make the transition from detention to freedom. For instance, many offenders experience grave difficulties in finding employment. Consequently, educational and vocational skills taught to prisoners should be marketable and up-to-date. Apart from providing educational and vocational training for offenders in detention, there exists a grave need for aftercare programmes for newly released prisoners. Homelessness, the lack of support and unemployment are directly linked to repeated offences. In order to alleviate this situation, Australian authorities operate a policy whereby, newly released prisoners are placed on top of the employment availability list. This exercise reduces the length of time a newly released prisoner may feel isolated and in need of stimulation. In addition, French authorities operate an innovative policy whereby, detained offenders engaged in active employment are paid the national minimum rate of remuneration. This particular practice allows detained offenders to pay for their own upkeep while in custody and provides them with the opportunity to save some money for the future. It is a procedure which allows offenders regain some sense of self-respect and self-responsibility. However, the writer also considers that disadvantaged offenders may also need to be provided with appropriate accommodation.

4) The author suggests that offender rehabilitation programmes should address individual needs in a holistic manner. He highlights the malfunction of past Canadian offender rehabilitation programmes caused mainly by their failure to

apply holistic methodologies. Accordingly, offender reform programmes should incorporate sociological, psychological, emotional, moral, creative, spiritual, domestic and health issues. Indeed, the author considers that the multi-agency approach undertaken for the rehabilitation of younger offenders should be extended to include adult offenders also. Furthermore, those involved in offender rehabilitation programmes may be required to co-operate with court appointed authorities such as Probation and Welfare Officers and co-ordinators of Community Service Programmes.

5) International agencies place a huge emphasis on the importance of education and vocational training in any offender rehabilitation programme. All governors and all school principals/coordinators included in this thesis are, in fact, of the same opinion. Ironically, the Department of Education and Science, the governing authority responsible for the education of all Irish residents, appears to remain indifferent to the pedagogical needs of adult offenders in particular. In the United Kingdom, the Department for Education and Skills (DfES) has published some documents concerning the further education and training of offenders. In fact, the partnership that currently exists between the DfES and the Her Majesty's Prison Service was founded in an attempt to break the cycle of habitual criminal activity. In Ireland, however, the overall responsibility for adult offender education remains with one individual within the Department of Justice, Equality and Law Reform. The author argues that the Department of Justice, Equality and Law Reform is not, by nature, an educational institution. Hence, the writer further observes that the Department of Education and Science should assume additional responsibility for the education and training of all offenders.

6) Within the adult Irish penal system, a dichotomy exists between educational provision and vocational training. Indeed, both programmes are co-ordinated by two different individuals from within the Department of Justice, Equality and Law Reform. In short, the education co-ordinator shoulders no responsibility whatsoever for vocational training within the prison system. Furthermore, inmates participating in vocational training programmes do not generally participate in educational courses. The general assumption made is that those detainees engaged in vocational training programmes have already acquired adequate literacy and numeracy skills. As a result, prisoners engaged in vocational training courses do not always complete pre-release programmes. Consequently, some prisoners do not benefit fully from in-house pastoral and rehabilitative arrangements. Ironically, in 1969, the British authorities decided to amalgamate vocational and educational training in order that both should be co-ordinated by one body. The author considers that a similar course of action should be pursued by Irish prison authorities. Furthermore, the Department of Education and Science should assume direct responsibility for this joint venture. In the light of this proposal, the author will henceforth fuse educational and vocational training into one holistic pedagogical policy.

7) The author acknowledges that progressive pedagogical methodologies are used, by and large, in the education of offenders. Educational courses remain student-centred and address many issues pertaining to offenders' lifestyles. Furthermore, many of the subjects pertaining to the well-being of offenders are already addressed in prisoner rehabilitation programmes. Nevertheless, many of the recommendations already made could be integrated into a comprehensive guidance and counselling programme specifically composed for use with offenders. To begin with, the author considers guidance and counselling an essential component within any holistic

educational and vocational programme. Offenders will best apply themselves in areas of particular interest to them. Accordingly, the configuration of measures so as to detect individual interests is recommended. The author also argues in favour of an "Integrated Life Planning Programme," based on the work of Lorraine Sunny-Hansen. Her original treatise could be re-structured to accommodate the unique needs of offenders as outlined by Philip Feldman and included in this study. Such a programme would include, offender re-socialisation, the development of social skills, the reduction of impulsive behaviour, the generating of a work ethos, the introducing of offenders to more constructive stimuli, the ingraining of an interest in further learning, the development of self-management skills and the enhancing of a commitment to more law-abiding ideologies.

8) While each institution develops its own pre-release programme to accommodate its own specific needs, this writer considers that a custom-designed formal guidance and counselling programme would be of benefit. It would be one that would incorporate Buberian, Freirean and Rogerian concepts. However, within such a structure, provision could be endorsed to allow each institution re-configure any standardised programme where necessary. In other words, "*multiformity*" need not necessarily be sacrificed in order to achieve uniformity.

Certainly, within the United States, the Office of Correctional Education (OCE) has considered the importance of developing additional channels for diagnosing offenders' individual needs and positive attributes. It is considered important that offenders should feel that they might have something positive to contribute to society. Without doubt, this study has established that offenders may not be aware of their talents and more positive qualities. Furthermore, referring to philosophical and educational theories presented by both Buber and Freire,

community re-education and participation is considered essential if offender reform programmes are to be successful. To begin with, the author suggests that society needs to come to a better understanding of the plight of most offenders. He further observes that a healthier understanding may, in turn, lead to a greater tolerance and acceptance of those offenders making a genuine effort to reform. Authorities in the United Kingdom addressed this issue by establishing local community enterprise schemes within each prison. Local enterprises are invited to train detained offenders from within the prison walls. By inaugurating such innovations into offender reform structures, authorities hope that newly released inmates will find it easier to obtain employment. Accordingly, measures which would establish greater relations between offenders and society should be undertaken within the Irish penal system. Greater dialogue is attainable by breaking down the physical and psychological barriers that currently exist between society and the prison population. In fact, the author considers that the high walls encompassing each prison not only serve to ostracise inmates in but also restrict interaction with the wider community. Unfortunately, society's insistence on secure penal facilities helps to preserve those high secure walls.

9) The writer is of the view that there exists a greater need for offenders to realise the consequences of their criminal acts. In Ireland, detained offenders are invited to attend an "enhanced thinking programme" in order to facilitate this endeavour. The author also suggests that a greater interaction should be established between offenders and the victims of crime. One possible answer would be the further launching of "restorative justice" programmes. Authorities in Northern Ireland have introduced a policy whereby, offenders, particularly younger offenders, confront the victims of their crimes. Within this process, offenders come to appreciate the pain

inflicted on others through acts of a criminal nature. Authorities in Northern Ireland have considered this a worthwhile exercise in that it provides offenders with an avenue towards social reintegration. At present, Irish authorities provide two "restorative justice" programmes. It may be argued that this practice should be extended and offered to a greater number of offenders. It is a procedure which may be supplemented by organised encounters between offenders and the victims of crime together with the provision of enhanced thinking programmes. Communication and active dialogue between criminals and society is considered the pathway towards offender reform. In the light of this hypothesis, the author questions the wisdom of maintaining the policy of segregation between society and convicted offenders.

Implications.

Throughout this thesis, it has been argued that criminal behaviour is learned at an early age. It follows, therefore, that criminal behaviour is preventable. Some of those in positions of authority, within the prison system, have argued that offering opportunities to adult offenders is not entirely effective in rehabilitation programmes. Instead, greater effort should be made to direct younger children away from criminal activity. Measures that could be considered include the provision of adequate leisure/recreational amenities for those in deprived areas, extra services for all young people experiencing trauma or social isolation, extended educational facilities for all children with special needs and parenting courses for those whose children have specific learning difficulties or acquired behaviour problems. In short, it has been noted that society has a pivotal role in directing children at risk from criminal activity.

Furthermore, society, by providing opportunities to ex-prisoners, may adopt a pro-active role in reducing repeated offences.

The original hypothesis addressed in this thesis sought to examine the potential benefits of providing a formal guidance and counselling programme within the Irish prison system. In order to develop this hypothesis, current guidance and counselling provisions in Ireland and the United Kingdom were researched. Furthermore, given the fact that each penal institution composes its own educational programme, this study provides a limited insight into operational practices within a small but significant number of custodial centres. Correction facilities were chosen on the basis that they could provide some overview of educational and rehabilitative programmes already in operation. In addition, a variety of detention centres were chosen for research purposes so that the diverse nature of the prison population could be adequately represented in the study. Consequently, penal institutes researched included two juvenile detention centres, namely Trinity House and Oberstown Education Centre for Girls and Boys. Other facilities chosen for examination included St. Patrick's Institution for male offenders aged between sixteen and twenty-one, Dóchas Centre for female adult offenders and two male adult facilities in the United Kingdom, namely H.M.P. Wormwood Scrubs and H.M.P. Wandsworth. A number of open/unstructured interviews were conducted with adult inmates, principal/supervising teachers, subject teachers, one head chaplain and one senior prison officer. In conducting these interviews, the author intended to generate data from the perspective of some of those involved in the education and rehabilitation of offenders. The author also planned to elicit the views of a number of inmates themselves concerning education, vocational training and their hopes for the future. Structured interviews were conducted with three prison governors and their contributions are included in these conclusions. The purpose

of this exercise was to allow a number of those directly responsible for offender reform to voice their concerns regarding the ongoing issues which require redress if recidivism rates are to decline. In all, a total of thirty interviews were conducted during the course of this study.

The author also recounts the prospective value of original hypothesis proposed in this thesis. The notion of guidance and counselling provision is currently under review within the British penal system. Besides, this study highlights some of the central issues which require special attention in any guidance and counselling programme applied to offenders. Nevertheless, the fact that society's worst offenders may have a role within society remains a contentious issue. While the author accepts that society needs to be protected, he also questions the necessity of detaining all offenders, committed to custodial care, in secure units. The author concludes, therefore, that those needing a secure environment should be detained in a more humane manner than is presently provided. However, the writer further considers that society also stands to benefit from a more progressive penal philosophy. It is conceivable to contemplate that a psychopath could one day provide a valuable insight as to why some people commit atrocious crimes. Questions arise as to whether the present situation is more desirable when society remains ignorant as to the causes of such criminal tendencies. Yet, while society lingers in ignorance, some individuals remain caged up like animals.

Epilogue.

The isolation felt by those in prison is well documented by Albert Camus. The main thrust of Camus' "The Outsider" is the story of a man who feels alienated in his own society. Camus, born in Algeria, was considered an outsider in French society. He

speaks of a people with no apparent will of their own, everything is predetermined for them.[7] In such circumstances people lack input into their own destinies. He speaks of destitution, the pain of being looked upon as being worthless.[8] He draws attention to the old people, often left behind while the world moves on.[9] Camus speaks of a world that cannot take care of its people because it is too concerned with other things.[10] In such an environment, life is cheap and people are expendable.[11] Indeed, he has described "imprisonment" as a state of being shut off from the world and a deprivation of freedom.[12] Yet, a most striking observation made by Camus is that a reformed society is one that gives the individual a chance

Nevertheless, as the story in "The Outsider" evolves, the subject is accused, tried and convicted of murder. Though no one took any notice of him throughout his life, now that he is hated the crowds are flocking to see him.[13] The only sense of importance he has ever experienced in life is to be accused.[14] In fact, he only gained the attention of the people as he faced execution.[15] However, to be sentenced to death is to escape the pains of this world.[16] Certainly, death is considered a release from the emotional trauma caused by long-term imprisoned. Indeed, Camus has noted:

> When one day the warder told me that I'd been there five months, I believed but I didn't understand it. For me it was forever the same day that I was spinning out in my cell and the same task that I was pursuing. That day, after the warder had left, I looked at myself in my tin plate. My reflection seemed to stay serious even when I tried to smile at it. I shook it up and down in front of me. I smiled and it still looked sad and severe. It was the end of the day, the part I don't like talking about, the nameless part, when evening noises would rise up from every floor of the prison in a cortège of silence. I went up to the skylight and, in the fading light, I had another look

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[7] Albert Camus, *The Outsider* (Middlesex: Hamish Hamilton, 1982; Penguin Books, 1986), 18.
[8] Ibid., 13.
[9] Ibid., 21.
[10] Ibid., 46-48.
[11] Ibid., 60.
[12] Ibid., 73-76.
[13] Camus, *The Outsider*, 81.
[14] Ibid., 95.
[15] Ibid., 117.
[16] Ibid., 104.

at my reflection. It was still serious, and what was surprising about that when at that point I was serious too? But at the same moment, and for the first time in several months, I clearly heard the sound of my own voice. I recognised it as the one that had been ringing in my ears for days on end and I realised that all the time I'd been talking to myself. I then remembered ..... No, there was no way out and no one can imagine what the evenings in prison are like.[17]

[17] Ibid., 79.

APPENDIX ONE

Prison/School Visitation I: Her Majesty's Prison, Wormwood Scrubs.

Introduction.

Her Majesty's Prison Wormwood Scrubs (HMPWS), (1875-1891), stands alongside Hammersmith Hospital on the West Side of London. During the period August 3rd 2001 and August 16th 2001, the author gained access to HMPWS for research and observation purposes. **All information relating to HMPWS, education provision, prisoner centred educational structures, career preparation provision, prison operations and prison population was offered by the school principal unless otherwise specified.**

Wormwood Scrubs houses "Category B and C" prisoners.[1] It is classified as a local prison as distinct from a long-term prison. Local prisons serve the nearby courts by holding non-convicted prisoners on remand and by accepting newly convicted prisoners from the courts. Upon conviction, prisoners are placed in local prisons while waiting to be dispersed to more long-term prisons. They are advised to apply for courses in order to aid their own rehabilitative process. Those convicted for drug offences are also required to attend drug awareness classes. Besides, prisoners are inclined to attend these classes because they believe the parole board will accept that participating inmates are making a genuine effort at self-rehabilitation.

Assessments are often made on prisoners to consider individual family or domestic needs.[2] Many prisoners are placed in facilities far away from families and

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[1] Please see Appendix Two for details of British prison classification system.

[2] August 8th 2001, the author visited Wandsworth Prison, London. During the course of this visit, one senior prison officer explained the process each prisoner experiences on entry into the institution. He also defined "local prisons" as mere holding centres until prisoners are placed in more long-term units.

Note: In 1995, prison educators at HMPWS were issued prison keys. The education co-ordinator assigned to HMPWS at that particular time believed that the prisoners now equated educators to prison officers. Nick Flynn and David Price, *Education in Prisons: A National Survey,* 28.

home thereby, creating difficulties for some families, particularly elderly family members, in organising family visits. In such cases, the prison service has introduced a system whereby, the prisoner is re-allocated to a prison nearer home for a definite period in order that he/she may receive family visits from family members who may be unable to travel long distances. This "Accumulated Visitation Time" (AVT) is regulated by tight security controls. For instance, a prisoner committed to a category "A" prison must be reallocated to a category "A" facility. If the intended reallocation prison is not equipped with a category "A" facility, then the temporary reallocation cannot take place. In such cases, alternative arrangements are made. For example, the prisoner may be temporarily reallocated to the nearest category "A" prison. In the British prison system, as is the case with many penal systems, security takes priority over everything else.

The second most used language in British prisons is Spanish. British courts convict many foreign visitors each year, usually for drug trafficking offences. Many of these individuals come from South America and from Jamaica. Foreign prisoners are usually society's poorest who turn to drug trafficking in order to survive.

H.M.P. Wormwood Scrubs: Educational Provision.

Many inmates have very low literacy and numeracy skills. In fact, up to 66.7% of the prison population have not reached the Irish equivalent of primary school level in literacy or numeracy skills. Approximately, 20% of new prisoners have reached a level equivalent to sixth class primary level. On average, only 13% of all new inmates have

reached the equivalent of Junior Certificate level in literacy and numeracy skills.[3] Given the fact that most Jamaican prisoners have had little or no formal education, they lack the very basics in literacy and numeracy skills. As a result, the Jamaican population housed in British prisons occupies the majority of places in the most basic of literacy and numeracy classes. A wide range of teaching aids are used by educators and classroom assistants to help students develop their literacy skills. One such aid is "Toe-by-Toe." "Toe-By-Toe." This programme comprises of a specially written book which has been adopted by prison education authorities at HMPWS. It has been designed to help children and adults with reading difficulties such as dyslexia. The book derives its name from its predecessor "Step-By-Step" and signals the meticulous progress a new student would make while using the programme. Exercises provide the foundations upon which the student interacts with the learning process. A certificate of achievement is presented to each student after having successfully completed the programme.[4] Ultimately, the education authorities aim to guide each prisoner towards reaching a good GCSE level of literacy and numeracy.[5]

The education department at HMPWS operates a "Key-Skills" policy. "Key-Skills" is considered by the teaching staff to constitute an attempt to help each prisoner

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[3] Statistics given are provided by the school principal at HMPWS. Statistics are based in an end of year report referred to by the principal teacher for year ended 31st December, 2000, and refer to levels of literacy and numeracy skills among prisoners imprisoned in England and Wales. The principal also argued that, on average, an individual prisoner's numeracy skills are usually marginally better than literacy skills. She states that numeracy skills are acquired in everyday living in money matters and small business transactions.

[4] K & H Cowling. *Toe by Toe,* (Yorkshire: Toe-by Toe, 1993). www.toe-by-toe.co.uk Accessed 15th September, 2001. No details of last update given.

[5] British government legislators' advice to those involved in prison education is to target those prisoners who have at least basic literacy and numeracy skills upon entry into prison. The process of aiding prisoners advance from basic literacy and numeracy skills to a more advanced level offers greater benefits to these prisoners and offers a greater investment in terms of government expenditure. The belief is that much would need to be invested in those who have no numeracy or literacy skills in order for those individuals to attain academic qualifications. Another difficulty lies in the fact that most inmates that populate British prisons are non-British nationals. Accordingly, most will, in all probability, return to their native lands upon release. Consequently, education provision to such inmates will not benefit the British exchequer in any way.

acquire the essential social competencies needed if he/she is to function within society.[6] Examples of topics covered in the "Key-Skills" course include communication, literacy and social interaction skills. For instance, those prisoners who have achieved good academic qualifications help teach other prisoners less fortunate than themselves. In fact, the more academically able students are employed by the prison to act as classroom assistants. Their conditions of employment are similar to those of other prisoners who are employed in the workshops. In a system where the education co-ordinator makes the most of a very tight budget, employing prisoners helps cut the costs by not having to employ classroom assistants from outside the prison. Essential "Key-Skills" such as communications and social interaction are taught through other courses such as Song Writing, Music Technology and Computer Skills. For instance, as part of the Computer Skills module, each student must produce an oral presentation based on a completed project and explain the appropriate software techniques used in its completion. Such interaction on the part of the prisoners is educationally productive and beneficial to the particular individual in terms of self-confidence. Assessments are carried out at HMPWS by the course co-ordinator. Indeed, HMPWS is recognised as an examination centre and is credited with its own examination centre number.

HMPWS, being a local prison, offers many short-term courses as most prisoners are only detained there while awaiting relocation to a more long-term facility. As a result, most prisoners at HMPWS are not detained there long enough to complete courses that may be of interest. In order to facilitate the demand for some specified courses, the education co-ordinator can request that a "hold" be granted to certain

[6] Prisoners are advised to apply for courses in order to aid their own rehabilitative process. Prisoners convicted for drug offences are required to attend drug awareness classes. Prisoners are inclined to attend these classes because they believe the parole board will accept that such prisoners are making a genuine effort at self-rehabilitation.

individuals.[7] Prison educators hope that those prisoners granted a "hold" will remain at that same institution until at least the courses which they are attending have been completed. If security arrangements dictate that an individual who has been granted a "hold" should be transferred to another prison, that individual's progress to-date together with work to-date will follow him/her to the place of transfer. This allows the prisoner to recommence where he/she has left off rather than just starting again from the very beginning. This arrangement works particularly well with information technology courses because most British prisons operate the CLAIT Programme. Attempts are being made, therefore, to try to further harmonise education structures between British prisons.

Open University courses are available to all eligible students. Category "D" prisoners housed in open prisons are often permitted to attend college courses outside the prison. However, categories "A", "B", and "C" prisoners must remain within the confines of the prison. As a result, the education department at HMPWS makes available the Open University prospectus for all eligible candidates. The prospectus is very comprehensive and offers a very wide variety of college courses to interested applicants. However, security restrictions and the practical implications caused by the deprivation of liberty prohibit the prisoners from applying for some of the Open University programmes. Prisoners possessing the personal resources to finance their own Open University education are permitted to do so at any time so long as they meet the requirements laid down by the Open University organisation. Otherwise, prisoners need recommendation by the prison education co-ordinators if the prison service is to finance individuals' Open University education. To qualify, each prisoner must meet

[7] British prison authorities maintain the right to reallocate prisoners to other prisons without consulting the prisoners involved. For a prisoner to refuse reallocation, a penalty would ensue in the form of a suspension of privileges for a definite period as determined by the prison governor or by a set time added on to individuals' sentences.

the academic requirements of the Open University and satisfy the prison education co-ordinator that he/she is committed to completing the course. Since HMPWS only provides short-term courses for short-term prisoners, it does not provide "O Level" or "A Level" courses. Consequently, suitable detainees applying for Open University courses usually arrive at the facility with the appropriate academic qualifications.

At present, there is no formal provision for career guidance within British prison education structures. However, it is proposed to introduce career guidance to all interested prisoners in the near future.[8] Wormwood Scrubs offers a course in "Social and Life-Skills" to interested parties. This "Social-Skills" and "Life-Skills" course offers guidance and education in Parent Craft, Personal Budgeting, Relationship Management, Social Skills, Self-Development and Preparation for Work.[9] Unfortunately, the "Social and Life-Skills" course is covered on a rota basis. As a result, most short-term prisoners leave HMPWS having received no career guidance whatsoever.

H.M.P. Wormwood Scrubs: Career Preparation Provision.

In reality, most prisoners will not find worthwhile employment upon discharged from the facility. As a result, much of the "Social and Life-Skills" programme and vocational training aims at assisting prisoners to eventually establish their own business enterprises. Indeed, prisoners explore the necessary prerequisites for the commencement and maintaining of a business. Business issues such areas as money

[8] 14th August 2001, the author discussed with the school principal at HMPWS the possible benefits of introducing career guidance within the prison education system. The principal noted that, while there is no formal provision for career guidance presently at HMPWS, it is proposed to budget for career guidance provision in the very near future.

[9] Prisoners are offered courses in personal budgetary matters. Many prisoners, after having accumulated large debts, turn to crime in order to reimburse creditors.

management and the formulation of a business plan are addressed.[10] Wormwood Scrubs offers vocational training courses in welding, plumbing, carpentry and football coaching. Some prisoners presently make aluminium windows and doors for houses and factories. Career opportunities offered to prisoners is job-market focused. By adopting this approach, attempts are made to offer prisoners the opportunity to prepare for meaningful employment upon release. However, these endeavours often fail to capitalise on the inherent qualities of the prisoner. By nature, many prisoners find it difficult to learn new skills. It is unfortunate that so many are resigned to a failure that stems from the very beginning of their early schooldays. Nevertheless, the prison is about to introduce a revolutionary new training programme where prisoners working in this workshop will be properly trained and will emerge from the prison as certified glaziers and window fitters. This specialised training programme has been devised by outside professional agencies and qualified instructors will be employed full-time in the prison to facilitate the training process.[11]

H.M.P. Wormwood Scrubs: Operational Procedures.

The authorities at HMPWS operate a system whereby, prisoners who choose to apply for educational programmes attend either the morning or afternoon sessions. Morning classes commence at 9.00am and finish at 11.15am. The prisoners are

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[10] Referring to the meeting of 14th August, 2001, between the author and the school principal at HMPWS. The principal also argued that, because HMPWS cannot provide long-term courses, its introduction to business management covers the basic principles. More long-term prisons offer business management courses that provide more detailed information on revenue affairs, legal advice, computer software packages etc.

[11] See Her Majesty's Prison Service "Enterprises" website www.hmpenterprises.co.uk/ detailing vocational programmes provided to imprisoned adults in British prisons. The aim of the enterprise programme is to develop prisoner employment opportunities, help in the rehabilitation process and to promote professional training for prisoners.
One criticism relating to the enterprise scheme is that profits are given directly to the National Treasury. This practice gives no autonomy to prison governors who may try to develop vocational programmes within their own prisons. Barry Vaughan, *Toward a Model Prison System* Dublin: The Irish Penal Reform Trust, 2001, 53.

escorted back to their wings where they have lunch just before noon, alone and locked in their cells. The cell doors reopen at 1.45pm and those attending classes in the afternoon commence at 2pm. Afternoon classes cease at 4pm and the prisoners are escorted back to their wings again. An exercise period follows for one hour followed by tea and a period of recreation. Prisoners are locked up in their cells as 7.30pm for the night. Prisoners working in workshops or employed by the prison as domestic assistants work mornings and afternoons. Accordingly, working prisoners' hours are similar to those of detainees engaged in education. However, those prisoners who work mornings and afternoons are entitled to attend classes in the evening for one hour. Prisoners also receive a small remuneration for work completed or for classes attended.[12] One criticism which could be made of the working and study arrangements at the prison is the amount of time that is wasted. Workshops operate for two hours in the morning and for a further two hours in the afternoon. Unfortunately, current security practices dictate that prisoners spend twelve or thirteen hours a day locked in their cells.

H.M.P. Wormwood Scrubs: Prisoner-Centred Educational Structures.

Finally, it is important to note that at HMPWS educational structures are very student centred. Techniques used in adult education environments are practised thus giving the prisoners at least some input into their own education. Prisoners are eager to learn and hope to be given the opportunity to put newly acquired skills into practice

[12] 14th August 2001, one prisoner stated that a prisoner's civil rights are often infringed by the prison system. For instance the national minimum wage does not apply to prisoners. Prisoners also cannot exercise their right to vote.

upon release.[13]

H.M.P. Wormwood Scrubs: Subject Teachers' Observations.[14]

Given the fact that there is an increasing number of foreign prisoners housed in British prisons, the teaching of English has become a critical component of the prison education system. HMPWS offers a course in "English for Speakers of Other Languages" (ESOL) in order that non-English speaking prisoners may benefit as much as possible from pastoral, educational and vocational services provided. Prisoners from non-English speaking countries, mainly Latin America and East European countries, arrive with varying levels of English. ESOL courses begin with the very basics in conversational English where the prisoners engage in a process involving five steps to gain a "Second Level Vocational English" certificate. After having gained these certificates, students are able to read, write and converse using proper "Standard English." Each prisoner's progress is carefully planned and monitored. Those involved in education at the prison stress that a clear understanding of English is critical for further education and for communication with the necessary authorities and legal advisors. Prisoners are also informed that the proper use of English is considered a critical requirement for job application forms. Prisoners are reminded that the improper use of English may give an impression of low IQ and lack of education. Upon entering the facility all new prisoners are assessed using a standard psychometric test designed by "The Basic Skills Agency." This "Basic Skills" assessment consists of four

[13] August 6th 2001, the author met with the school principal at HMPWS, During the course of this meeting, the principal argued that those prisoners with little or no education are more eager to learn than those with a higher level of education. She considered that those prisoners who attended formal school for a number of years and left early are more hostile to education due to negative experiences in the past.

[14] Information pertaining to ESOL, Computer Skills and Basic Skills included in this section was provided by the subject teachers.

components, reading, punctuation, comprehension and numeracy.

Furthermore, British educational structures offer prisoners the opportunity to acquire the "Computer Literacy and Information Technology" (CLAIT) certificate. In order to qualify for consideration to join this course, applicants must have at least the GCSE level of literacy and numeracy skills. Successful students are encouraged to acquire the "CLAIT Second Level Qualification" which qualifies successful students to work in the area of Information and Communications Technology above the level of clerk. HMPWS is unique in that students who have acquired the "CLAIT Second Level Qualification" are offered the opportunity to acquire the "Integrated Business Technology (IBT) Level Two Certificate." This "IBT Level Two Certificate" is the same qualification in information technology as offered by most business colleges. The prison provides industry standard software and has acquired the most up-to-date technology. In the interests of security, prisoners do not have access to the "Internet." Two success stories relate to two former inmates of the prison who, after earning the "IBT Level Two Certificate" are now managing a small information technology company.[15] Two Jamaican inmates presently acting as classroom assistants for the CLAIT programme hope to return to Jamaica upon release in order to teach Information Computer Technology Skills. Unfortunately, due to budgetary restraints, there are on average only twelve computers for every forty eligible applicants for the course.[16] The waiting list to join the CLAIT programme is, understandably, very lengthy.

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[15] August 7th 2001, HMPWS, the author meets with the instructor-in-charge of both the CLAIT and IBT programmes at HMPWS He states that two former inmates of HMPWS after having successfully completed the CLAIT and IBT programmes are now employed by him at his own privately owned information technology business.

[16] As is the case with many institutes of education in the UK, the education department at HMPWS experiences a severe shortage of teachers. At HMPWS education programmes continue throughout the year with the exception of one week at Christmas and one week at Easter. In order to facilitate the continuation of education courses throughout the summer, substitute schoolteachers are employed for short periods in order that full-time teachers may avail of holiday time due.

H.M.P. Wormwood Scrubs: Pastoral Education.[17]

HMPWS houses a small number of vulnerable prisoners, mainly sex offenders some of whom are judged to be vulnerable for other reasons. Because vulnerable prisoners cannot associate with prisoners in the mainstream prison system for security reasons, special education provision is essential. This extra provision places extra burdens on already tight budgets. Given the fact that sex offenders come from every social class, prisoners in the Vulnerable Prisoners Unit (VPU) are on average better educated upon entry into the prison. Vulnerable prisoners often receive long sentences and are therefore in a better position to benefit more from the education structures in place. More prisoners in the VPU, on average, would apply for Open University courses given the varying social classes of prisoners housed in this unit.

Authorities at HMPWS select prisoners to help other prisoners who may be threatening to commit suicide.[18] A small number of suitable prisoners are selected by prison officers to attend a six-week course presented by The Samaritans within the prison. This small group of prisoners, called "Listeners" operates the "Listeners' Programme" in the facility. The theory behind the "Listeners Programme" is that prisoners in crisis would approach one of their own peers quicker that they would a member of staff. "Listeners" offer a listening service and support. They do not offer advice. This service is confidential and "Listeners" will not divulge any information about a prisoner to authorities or other detainees. "Listeners" wear distinctive black tee shirts and are easily recognisable throughout the prison. "Listeners" provide a twenty-four hour service on a rota basis. Prison officers will often awaken the "Listener" on

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[17] Information outlined in this section pertaining to pastoral care programmes is provided by the Head-Chaplain at HMPWS, unless otherwise specified.

[18] August 13th, 2001, the author approached one of the inmates involved with the "Listeners Programme" at HMPWS. Information pertaining to this programme was acquired during the course of this meeting unless otherwise specified.

duty in order that he should attend to the needs of a fellow prisoner. "Listeners" feel good about their role within the prison. Some intend to involve themselves in full-time counselling work once released from prison.

Unique to HMPWS is the "Max Glatt Unit."[19] This unit is defined as a therapeutic unit that offers prisoners the chance to look at life more positively. The unit offers a very intensive programme of self-awareness and group therapy. Inmates housed in this particular unit reflect upon their lives of crime, relationships with partners or spouses and their addictions to alcohol or drugs. The aim of the programme is to help prisoners to identify and overcome personal problems and criminal behaviour. Outside agencies such as Alcoholics Anonymous and Victims Awareness Groups are invited to participate in the programme. Applicants for the programme must complete a rigorous questionnaire and contract to remain drug-free. Successful candidates are required to spend eighteen months with the programme. During that time, prisoners may keep stereos, televisions, play-stations and musical instruments in their cells. In order to generate a more normal environment and to aid in the re-socialisation process, prisoners often sleep four to one big cell. After having successfully completed the programme, prisoners may be eligible to apply for parole. Otherwise, prisoners may be reallocated to "Category D" prisons in order to commence vocational training and social reintegration programmes.

H.M.P. Wormwood Scrubs: One-To-One Interview Number 1.

August 14th, 2001, the author met with one prisoner. A native of England, he is in his mid forties. At the time of this meeting with the author, he had served fifteen years of a life sentence. Recently, he had been re-located to a category "D" prison in

[19] August 13th, 2001, the author visited the "Max Glatt Unit, accompanied by the prison head chaplain. Information relating to this unit was provided by the head chaplain unless otherwise specified.

order that he should prepare for release under the supervision of the Probation and Welfare Service. However, he absconded from the open facility and, after a number of weeks, surrendered himself voluntarily to the police. He was subsequently interned in the more secure HMPWS. In fact, this inmate had entered HMPWS only a few days previous to this meeting. During the course of this encounter, he made the following points. The meeting was held in the presence of other inmates. He volunteered his own story since he was the longest serving inmate in that particular group. This particular interview was included in this study because it portrays a very stark representation of the affects of prison life. It put a human face on statistical reports which may otherwise be accessed by any number of means. The story itself highlights the damage imprisonment may inflict upon entire families. During this encounter, the inmate stated that:

- He surrendered himself to the police because he did not want to spend the rest of his life "on the run." He wants to get the remainder of his sentence "over with."
- Since his imprisonment, his wife has divorced him and remarried.
- His two children were aged two and three when he was convicted. They are now in their late teens. He has lost all contact with them until recently. He says it is like being introduced to strangers.
- His escape from the open facility was an impulsive act, he did not think about what he was doing. He had, at that particular time, only a few months to serve. Now he has two or three years added onto this detention. He has stated that he has been imprisoned for such a long time that two or three more years will not make much of a difference to him.
- When you sentence is coming to an end, there appears to be more obstacles against release. For instance you cannot find a job. "I have no family to go back to. After

all these years in prison, I have few friends left..... Leaving prison, therefore, is not easy."

H.M.P. Wormwood Scrubs: One-To-One Interview Number 2.

August 15th, 2001, the author was introduced, by the Prison Head-Chaplain, to a prisoner This encounter was conducted in the presence of the Chaplain. The inmate in question is considered one of the prison trustees. He has been assigned special duties which allow him greater mobility within the prison itself. He is a man in his mid-fifties and a native of England, is serving a life sentence for murder. His trial judge imposed an eight year tariff upon him, five of which he has now served. Before his conviction, this inmate managed his own business enterprise. His business was very successful. Furthermore, he was never in trouble with the law before. He maintains his innocence stating that his actions were executed purely in self-defence. He stated that he has intervened to come to the rescue of a woman being attacked. This particular encounter took place in a room with only the author and the inmate present. The author considered this account particularly disturbing in that this particular inmate does not fit the stereotypical profile usually attributed to offenders. Furthermore, it is an interview which credits most prisoners with a sense of genuineness and humanness. That convicted offenders could harbour more socially acceptable traits often goes unrecognised by society. The following comments were made by the prisoner himself during the course of that meeting.

- The law, as it stands, does not consider the accused's particular circumstances.
- He is thankful that his wife has stood by him. In many cases, wives and girlfriends go off with some one else. On occasions, wives/girlfriends grow tired of

husbands/boyfriends being locked up repeatedly. Unfortunately, his business has collapsed and he lacks the enthusiasm to rejuvenate it when he is released.

- "Most of the other prisoners in here are genuine. You get the odd "upstart" who can make life difficult for everyone."
- He wishes to make no trouble at all, only to serve out the rest of his sentence in peace and to put this nightmare behind him.
- Prison authorities emphasise the conviction of the prisoner by the courts rather than consider his/her guilt or possible innocence.

H.M.P. Wormwood Scrubs: One-To-One Interview Number 3.

August, 15th, 2001, an inmate was introduced to the author in the teachers' staff room. A native of England, he is a man in his late fifties and has stated that he has been in prison "a long time." This particular encounter took place while having a cup of coffee in the presence of other teachers. This particular inmate has stated that he is currently employed as a helper in the education department at HMPWS. He has commented that he is trained in cabinet making and has successfully completed a three year teacher training programme. He was assured by the local educational authorities that his prison record would not be considered an impediment to him teaching adults in the future. However, when released, he was duly informed that he could not even teach adults. Local Educational Authorities will not employ ex-prisoners. He has stated that this response left him very disillusioned and resulted in him being convicted once again and subsequently returned to HMPWS.

This particular inmate has much, by way of education and vocational skills, to contribute to society. However, as a direct result of his prison record, he is excluded from many positions which he feels he would be very suited to. The author included

this story because it reflects the frustration many ex-prisoners feel when they are released.

H.M.P. Wormwood Scrubs: Group Interview with Inmates, Number 1.

August 7th, 2001, the author met with a group of nine inmates. All these individuals are aged between thirty and forty five, all are married with children and all are illiterate. All are convicted for importing illegal drugs into Britain and have, for the most part, received a nine years custodial sentence each. This particular interview took place in a classroom setting with only the group of nine inmates and the author present. The author included this interview simply because it reflects the desperation out of which some criminal acts are conducted. It highlights the plight of families of prisoners. There is also a reference to the importance of education in preventing crime. It is an interview which reveals some prisoners' dreams of social advancement. The detainees made the following points:

- There are no State benefits in Jamaica. Consequently, there is no free education or free health schemes there. Times can be hard in Jamaica and if you are unemployed, you cannot pay for your children to go to school or to go to the hospital. Poor people cannot afford school books, uniforms and lunches. Only the rich can afford to send their children to college. In fact, the Government look after the rich and pay little heed to the poor. If your wife is sick, you would do anything to pay to make her better. One prisoner stated "If you do not have money in Jamaica, you die. Expectant mothers often have babies on the street if they cannot afford proper medical aid. If trial judges were in our situation, would they be as harsh?"

- The whole system generates a vicious circle. No job means no education for your children which, in turn, results in no future for your children.
- "Crime bosses will threaten to hurt your children or rape your wife if you so not agree to traffic drugs for them."
- "It is very hard to be in here and so far away from home and family. We worry about our wives in here because there is no one to take care of them."
- "We attend school while in prison because we want to go home to Jamaica when released and find a proper job.
- "While the fathers are in prison, children become unruly. In Jamaica, children must obey their father's word."
- "When you look at the whole situation, prison only makes matters worse for it breeds other criminals."
- "There are many Irish prisoners in here too. If they had received proper education at home, they may not have ended up in here at all."

H.M.P. Wormwood Scrubs: Group Interview with Inmates, Number 2.

August 9th, 2003, the author met with a group of seven inmates. All of the men were in their twenties or thirties and natives of England, most were serving long sentences. The encounter took place, over a cup of coffee, in the presence of the chaplaincy team assigned to the prison. HMPWS lies close to the borough of Ealing in London. A few weeks prior to this meeting, the Real IRA exploded a bomb in Ealing. It is an interview highlights the lack of control prisoners have over their own lives. It also reflects the point that inmates harbouring grievances have no where to go. The inmates made the following observations during the course of this encounter.

- Many lifers detained in the prison resent the fact that Irish prisoners are being granted early release for committing the same crimes. In the view of many of the inmates, there is little distinction between Irish Political Prisoners convicted for terrorist acts and those serving life sentences for murder.
- As far as prisons go, Wormwood Scrubs is not too bad. "Most of the screws in here are fine. You only get the odd hard-liner who sets out to make life difficult for every one."
- However, there is a need for prison officers to be educated in "race relations." Some of the officers come across as being a little racist. In fact, the appointment of a "Race Relations Officer" would mean that there would be one person in authority to whom prisoners could address race related complaints.
- In HMPWS, prisoners are never given feedback concerning applications made. The complaints system also works very slowly. Once a decision has been made by the prison authorities, there is little room for prisoners to appeal.
- Most of the group stated that they are not religious but like the cup of coffee with the chaplaincy team. They consider it a place of refuge. The group stated that they appreciate any grain of respect and dignity afforded to them.
- Very few people outside care about what happens to prisoners.

Prison/School Visitation II: Her Majesty's Prison, Wandsworth.

Introduction.

8th August 2001, the author visited Her Majesty's Prison Wandsworth and was escorted by a senior prison officer. **Information pertaining to Wandsworth Prison was provided by this high-ranking-prison officer, unless otherwise specified.**

Her Majesty's Prison Wandsworth (HMPWW), located on the south side of London, opened in 1851. Today, the prison acts as a local prison for adult male offenders. The facility receives and discharges, on average, one hundred prisoners each weekday. Many prisoners detained at HMPWW are on remand and awaiting trial.[20] The prison houses on average 1,340 prisoners at any one time.[21] Wandsworth also acts as the National Repatriation Unit. British nationals convicted and imprisoned in forty-eight countries abroad may apply to serve their sentences back in Britain. Such prisoners will be housed at HMPWW. The Prison also houses approximately three hundred vulnerable prisoners. One complete building, formerly the women's prison, now functions as a VPU. The authorities at Wandsworth, together with the Wandsworth Prison Psychological Service, have developed a revolutionary "Child Protection Policy." The prison staff assess prisoners convicted for sex offences during their time of imprisonment in order to identify those prisoners who will pose a potential danger to children upon release.[22] Wandsworth prison officials work in conjunction with outside agencies such as police forces and probation services which supervise those prisoners judged to be potential risks to society. Vulnerable prisoners wear a distinctive uniform of a blue stripe shirt and jeans. Prisoners in the other units wear one of a selection of different coloured prison issue tee shirts and blue jeans. All prisoners

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[20] Given the fact that so many remand prisoners are housed at HMPWW, a video link is about to be installed between the prison and the local courts. Judges hearing cases will be able to address the accused prisoners, who will remain within the walls of the prison, via the video link.

[21] HMPWW has on average one hundred and seventeen prison officers on duty at any one time during the day. Sunday 5th August 2001, the prison suffered a serious staff shortage with forty-two prison officers absent. As a result all recreation privileges were suspended for that particular day. The prisoners were locked in their cells all day. The prison officer in charge that day judged the staffing levels to be too low to cope with any situations or disturbances that may arise.

[22] Her Majesty's Prison Service, www.hmprisonservice.gov.uk/prisons/default.asp Accessed 15th September, 2001. HMPWW last updated 9th July 2001.

wear their own shoes except when working in the workshops. On those occasions, they must wear prison issue safety boots.[23]

HMPWW also provides an anti-drugs and substance abuse programme. In fact, one entire wing of the prison is a designated drug-free area. Inmates assigned to that wing sign a contract with the prison officials to refrain from taking drugs. Prison authorities maintain the right to test prisoners at random and each prisoner is tested at least once every month. If the test proves positive for drugs then the prisoner is removed from that wing only to return after having successfully completed an agreed time free from drugs. HMPWW authorities are very proud of their success rates and consider this system to be a suitable model for other prisons to follow.

H.M.P. Wandsworth: Operational Procedures, A Progressive Approach

The traditional practice in British prisons is for staff to address prisoners by surname only.[24] Prisoners will also introduce themselves by their surnames. Prisoners address the officers as "Guv", "Sir" or "Mr." New legislation to be implemented by the Governor of HMPWW will see all staff address each prisoner as "Mr." followed by the correct surname. These new practices are considered attempts to generate a greater sense of respect for each inmate. Nevertheless, all phone calls made by prisoners are recorded using a network system that links all phones available to prisoners to a central recording unit. Prisoners at HMPWW must purchase special phone cards from prison

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[23] There appears to be no universal set regulations or policy governing British prisons concerning the wearing of prison issue uniform. At H.M.P.W.S. all prisoners can choose to wear prison issue clothes or wear their own clothes. All prisoners at H.M.P.W.S. must wear prison issue safety boots when working in prison workshops.

[24] Prisoners placed in trusted positions within the prison are issued with prison identity cards. The identity card allows the prisoner to go to work and return without excessive rigorous questioning. The card carries a photograph of the particular individual, together with the wing to which he/she is attached, his/her prison number and surname only. There is no provision for a prisoner's first name on that identity card.

officers and use specially adapted phones on the landings of each wing.[25] Each prisoner upon arrival at Wandsworth is issued with a welcome kit that consists of some clothes, toiletries, cigarettes and a complementary phone card. In addition, authorities at the prison encourage a work ethos among inmates. They argued that encouraging prisoners to work or study voluntarily is essential to the re-socialisation and rehabilitative process.

Many prisoners hope for a second chance in life and for social acceptance. Local agencies are, therefore, invited to participate in prisoner rehabilitation. One group of people, the "St. Giles Trust," interacts with those prisoners about to be released and organise accommodation for those prisoners who have nowhere to go. The "Society of Voluntary Associates" (SOVA) tries to find work for prisoners upon release. Local councils service prison libraries as they do public libraries.[26] Civilians supervise the majority of the workshops. Prisoners working at HPWW make paintbrushes, very good quality sweeping brushes and operate a huge laundry service. Profits from the workshops are reinvested in new equipment for the prisoners. Hampshire and Wickham College provides the necessary staff and resources for the education department.

H.M.P. Wandsworth: An Integrative Life-Skills Education Programme.

This particular programme is designed to allow ex-prisoners to function normally in the world, once released. Given the fact that HPWW is also a local prison, many of its educational programmes are purposely short-term in order to accommodate short-term prisoners. Educational courses provided at HMPWW include ESOL,

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[25] HMPWS staff also operates this system whereby, prisoners must purchase phone cards from the prison staff. Phone cards bought outside the prison are incompatible with prison phones. Prisoners must pay for the phone cards but must either work or study to earn the money needed.

[26] Both HMPWS and HMPWW are provided with very well stocked libraries. Local librarians visit the prisons in order to refurbish the libraries with a vast selection of novels, historical and biographical books.

Information Computer Technology modules,[27] Numeracy and Literacy courses, Art, Drama, Basic Skills and Life-Skills. Open University courses are also offered to suitable prisoners. Education officials provide a course called "Firm Start" to prisoners interested in starting their own businesses. "Firm Start" offers a basic introductory insight into business start-up and management. This course is the only form of career guidance offered to the prisoners. The prison authorities feel that most inmates are considered unemployable by society because of their criminal records. However, the facility offers vocational training to prisoners interested in learning new trades. Vocational courses offered at the prison include carpentry, welding, painting and decorating. The education department at Wandsworth operates with a very tight budget.

Prisoners housed in the VPU at HMPWW publish a magazine called "Its Wandsworth." This magazine, produced quarterly, features stories and articles from writers from inside and outside the prison. Prisoners and prison staff are invited to contribute stories, both fictional and factual. The magazine is very comprehensive and of the highest professional quality. "Its Wandsworth" was awarded the "Koestler" prize for prison magazines for the years 1997, 1998, 1999 and 2000. The "Koestler Award Scheme" is open to adult prisoners, young offenders and patients in special hospitals. The scheme awards prizes for a very wide range of academic, technical and vocational skills. The organisers of the "Koestler Award Scheme" present an exhibition of awards each year.[28] Recipients of the magazine include interested prisoners and staff. There also exists an extensive mailing list to concerned parties outside of the prison.

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[27] HMPWW also offers the CLAIT certification to successful prisoners.

[28] Information pertaining to the "Koestler Awards Competition" acquired from a poster on the notice board in the teachers' staff-room at HMPWS on 6th August, 2001.

Note: The competition draws its name in commemoration of Arthur Koestler. Koestler was born in Budapest in 1905. After having trained as a journalist, he was imprisoned in France during World War II. On his release he joined the Foreign Legion. He is reputed to have been one of the greatest writers of the twentieth century. He is accredited with many novels, essays, scientific writings and political commentaries. Arthur Koestler, *Dialogue with Death* (London: Papermac, 1983), Introduction.

Among the new practices to be introduced at Wandsworth by the governor is an "Open Door Policy." By applying this policy to everyday life, inmates will spend less time locked up in their cells and more time associating with other detainees. One impediment that obstructs this more progressive approach to the treatment of prisoners is the lack of resources. More free association among prisoners would require more prison officers.

H.M.P. Wandsworth: Pastoral Education.

At a pastoral level, authorities at Wandsworth provide a number of programmes that aid the rehabilitation process for detainees. Such programmes include:

1) The Sex Offenders Treatment Programme (SOTP): This programme operates from the same principles as those used in Alcoholics Anonymous. It is generally accepted that rehabilitation for a client attending Alcoholics Anonymous usually begins when he/she openly admits his/her dependency on alcohol. The difficulty in projecting this philosophy onto the treatment of offenders is that few sex offenders readily admit their offences at first. The programme is designed to help offenders to learn the consequences of and to accept responsibility for their actions.
2) Enhanced Thinking Skills: This programme allows prisoners to develop the capacity to assess the ramifications of their activities before they engage in illicit acts.
3) Rehabilitation Addictive Prisoners Trust (RAPT): This programme also uses the principles adopted by Alcoholics Anonymous and is co-ordinated by ex-addicts and ex-prisoners. This programme is offered to all drug-dependent prisoners at Wandsworth.
4) Safeground: This programme is offered to the children of prisoners in order to break the cycle of crime that passes from one generation to the next. The

programme is co-ordinated by two ex-prisoners, one of whom lectures trainee prison officers in England.

5) Listeners' Programme: In HMPWW there exists a "Listeners' Programme" identical to that in operation in Wormwood Scrubs.[29]

6) Religious Observance Facilities: Prison authorities are obliged to contact all necessary religious leaders in order to accommodate the spiritual needs of all prisoners interested in observing their religious commitments.

7) Wandsworth Instant Support Team (WIST): This programme offers support and guidance to those who survive suicide attempts.

Apart from those engaged in the "Listeners' Programme" other prisoners also participate in the rehabilitation of fellow prisoners. One group of prisoners helps other inmates in acquiring literacy skills by aiding in the "Toe-By-Toe Programme."[30]

H.M.P. Wandsworth: Group Meeting with Inmates.

August 8th, 2001, the author was introduced, by a senior prison officer, to a group of five inmates. All of the inmates were in their late twenties to mid-thirties, native of England and were all serving sentences of no more than five years. The interview was conducted in a large prison cell which was serving as a coffee room for inmates. Present were the five inmates, one senior prison officer and the author.[31] The duration of this encounter was twenty minutes approx. In this meeting, prisoners have voiced their appreciation for the humane structures currently in operation at HMPWW.

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[29] See Prison Visitation 1: HMP Wormwood Scrubs regarding the "Listeners' Programme" in Wormwood Scrubs.

[30] See Prison Visitation i: HMP Wormwood Scrubs relating to the "Toe-By Toe Programme."

[31] **Note:** In his discussions with the senior prison officer at HMPWW, the author had requested a meeting with some prisoners. The meeting that followed was organised by this high-ranking prison officer with a group of inmates who agreed to participate in the study. The senior prison officer thought it best that he should remain in the company of the author during this encounter.

It exposes the community dimension to prison life. A number of prisoners would have previously met in other establishments. It also highlights the fact that a number of these prisoners have been incarcerated from a very young age. The author included this interview since it partly explains how the criminal culture evolves.

The following points were noted during the course of this brief encounter:

- HMPWW, in the past, was known for its barbarity and harsh policies directed towards prisoners. Reminiscing about prison life in the past, the group speak of the old gallows, which is now transformed into a television room, the beatings and the whippings that were very much part of the culture at HMPWW. In fact, prisoners were whipped in HMPWW up until the 1960s'. However, they stated that things have changed now. They say that they are well cared for and like being treated with respect. The current climate within the prison is very humane.
- Prisoners speak of the years they have served at other institutions such as HMP Parkhurst situated on the Isle of Wight and HMP Strangeways in Manchester. They stated that other inmates living on the same wings as themselves were known to them from other prisons.
- They never really spent long periods of time in the same job. They stated that they have, from a very young age, spent most of their lives in detention. Breaking free from a life of crime is very difficult. Crime gives you many of the things you need, for example plenty of money. However, prison educational programmes offer inmates opportunities for further advancement.

Prison/School Visitation III: Trinity House Residential School.

> The ethos of the school is designed to assist the students make the most of their strengths and reduce the effects of their weaknesses.[32]

Introduction.

From 5th November to 16th November 2001, the author visited Trinity House for research purposes. **Information pertaining to Trinity House was provided by the school principal unless otherwise stated.**

Trinity House is situated in Oberstown, near Lusk North County Dublin. It is built on the same grounds as the Oberstown Education Centre for Girls. Both schools operate as two independent facilities. Trinity House opened in 1983 and has the capacity to house twenty-four male youths. Most students are aged between fourteen and sixteen. Consequently, the school is defined as an education centre. There have been rare occasions when twelve-year-old youths have been committed to the facility. However, this is not a common practice. As a result, young people are detained there only as a last resort. Many, though not all, of young people resident there progress through the criminal justice system. Accordingly, they may have been previously resident in more open facilities such as St. Lawrence's in Finglas or St. Joseph's in Clonmel. It is not customary to commit young offenders under the age of fourteen to Trinity House unless they are judged to be in need of supervision. Such supervision may be necessary in order to safeguard the well-being of the young person himself. In one case, a student will be released from the school just as soon as appropriate home accommodation is found for him. In another case, a student was committed to Trinity House in order that he should be provided with a secure environment.

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[32] *Ethos of Tuition.* An in-house document produced in Trinity House and circulated among the staff in May 2000.

Trinity House: Operational Procedures.

What distinguishes Trinity House from other correctional facilities is that Trinity House is not considered a prison. The school falls under the auspices of the Department of Education and Science. In contrast, the Department of Justice, Equality and Law Reform, governs the prison system. Young people residing in the school are classified as students as opposed to prisoners. As a result, students are not labelled as ex-prisoners once they are released. Care-workers rather than prison officers supervise the students. There exists, in the complex, a total of thirty-seven care-workers, of mixed gender. The school also employs nine full-time teachers and often employs a number of part-time teachers when the need arises. It is estimated that approximately one hundred people are employed at the school. Though the school is defined as a secure unit, the structure of the building is designed to be as hospitable as possible. For instance, there are no bars on the windows. Instead, windows are decorated by designs cast in iron. In order to generate a less intimidating environment within the complex, most of the windows look out onto one of the landscaped areas.

The complex is comprised of a single storey building divided into three different sections. One section is assigned to the administrative staff. Another section is considered a designated education school. The largest section is the residential area, which is sub-divided into three "houses." All new residents spend, on average, six months living in house one. This particular unit serves as an assessment unit. As stated earlier, most residents will have been detained in other facilities. Authorities at Trinity House will have access to reports such as family background, past offences, behaviour problems and academic achievements. Each student is allocated a "key-worker." A "key-worker" is a care-worker especially assigned to an individual student. The "key-worker" regularly completes an in-depth report on his/her charge. In the case of a new

arrival, a three-month report is completed for a case-conference in order that the student's individual needs be addressed. Such needs may incorporate educational, psychological and medical. While all members contribute to this report, it is the "key-worker" who works closest to the student and offers the greater input. The "key-worker" is also responsible for:

1) Supporting and protecting the young person while in residence.
2) Acting as a friend, confidante and advocate for the child.
3) Providing information and guidance for the student.
4) Co-ordinating the appropriate "care plan" for the student.
5) Acting as a contact person with the student's family.

All students sign an agreed "behaviour contract" with their key-workers. Students agree not to engage in "drug talk," "crime talk," violent acts, sexual remarks, bullying or make excessive demands. Students are also reminded of the penalties to be incurred for infringements and non-compliance to the terms of the contract. Students are bound by the terms of their behaviour contracts in all areas of the complex. Students are also obliged to behave correctly if permitted to leave the premises escorted or alone. Very often, students emitting signs of behavioural dysfunction are offered incentives to conform to the school rules. After six months, new arrivals are reallocated to either house two or house three. There is no major distinction between the three houses. All residential areas are warm and well decorated. Each "house" contains a kitchen, pool tables and a television room. Each "house" also includes a small "quiet room" for students who may need to be alone for some time. This "quiet room" contains a television and offers some privacy to students who may need a school of calm. However, students hostile to each other and those who contrive together to create disturbances may be separated. Each student sleeps in an individual room. The rooms

are small, with a bed and a window to look out onto the landscaped area outside. Students are permitted to keep personal effects such as stereos, games or books.

Construction is about to begin on a fourth house. This particular unit will be built on the same grounds as Trinity House and the Oberstown School but will operate as an independent unit. Its purpose is to provide maximum-security accommodation, assessment and training for six young male and female offenders with very severe behavioural problems.

Trinity House: Pastoral Education.

Students at Trinity House have access to outside agencies. They may avail of the services of a counsellor/family therapist if they need to discuss some personal issues. They have access to a bereavement counsellor if necessary. A sessional psychologist and a sessional psychiatrist visit the school each week. The school employs a full-time nurse and enjoys the services of an on-call doctor twenty-fours a day. This same doctor is contracted to visit the school twice weekly and knows each student personally. Trinity House also provides a chaplaincy service. Some students may arrive at the school not having received the sacrament of confirmation. Care staff at the school will encourage students to receive this sacrament or any other sacrament if appropriate. Furthermore, the Probation and Welfare Service have appointed a probation officer to work full-time at the school.

One new initiative currently in progress at Trinity House is the construction of a "step-down house" on the grounds close to the main complex. This new building will serve as a half-way-house for those students preparing for release. It is hoped that students will work or attend courses each day and return to the house every evening. Care staff at the school will ensure that students are left to Lusk in time for the bus in

the morning and will collect them in the village in the evening. Accordingly, the house will not be classified as a secure unit. One particular student chosen to be one of its first residents attends classes in Trinity House each day and returns to the house each evening. Students are committed to Trinity House for at least a number of months. The average sentence is two years but some have served as many as four years. A student must leave the facility before his nineteenth birthday. If a student is committed to Trinity house for four years, before his sixteenth birthday, he can serve his full sentence at the school. This period of time affords the authorities in Trinity House the opportunity to provide educational, vocational and social training.

Ironically, since Trinity House opened in 1983, only two students have entered the school while still attending school. Every other student would have dropped out of school or have received very little by way of formal education. Students who have received some formal education harbour ill feelings towards learning, school and teachers. Most would have been in the lower streams and would have suffered ridicule from other students in the school. Such students often believe they have nothing to lose and may, as a result, misbehave. The lack of education among young offenders is closely connected with their criminal activities. The provision of education becomes, therefore, a critical dimension to their rehabilitation. A small number of students have been detained in Trinity House while working outside of the school. Indeed, the entire staff at Trinity House will accommodate these select few students who are willing to remain in employment. All other students, however, must attend classes within the school itself. There are few exceptions to this rule other than sickness, confinement to quarters or court appearances. A student's class routine may, for instance, be interrupted because he may be required to appear in court to answer charges. In cases where students come from rural areas, they may seek permission to absent themselves

from classes for family visits. Officials at Trinity House are sensitive to the fact that parents may need to travel by train or may not be able to travel at weekends.

Most of the students come from the most disadvantaged areas throughout the country. There also exists a significant difference between their cultural ideologies and the principles that the rest of society judges to be acceptable.

Trinity House: Educational Provision, An Integrative Approach.

The role of educators in Trinity House is to "make up" to the students for "their lack of formal education. Indeed, teachers tend to be less authoritarian and strive to encourage students into learning. In Trinity House, the students address all teachers by their first names. Teachers in the school must accommodate not only the needs of the students but also their wishes. For instance, students may not wish to complete writing exercises and may, in fact, express a wish to work on the computer. In addition, a holistic approach to the overall care of the students involves both the care-workers and the teachers working together. Both teams work together in an attempt to overcome behavioural problems in classrooms.

Every Monday morning the teaching staff meets in order to discuss events that students may have been involved in over the weekend. The school principal has already been informed by the care-workers and measures are taken to ensure that classes are not disrupted. Disturbances in the classrooms are also reported to the care-staff. The care-staff will work towards preventing any further difficulties before school begins the following morning. The teachers also meet as a group three times daily in order to report incidents or issues which may have occurred during class periods. They meet every morning before classes begin to be updated on any incidents that may have arisen the night before. Teachers are also advised as to the particular needs of students as they

arise. Teachers meet just before lunch in order to prevent any potential trouble that may occur in the afternoon. They meet once classes have ceased to complete an individual report on each student. The care-workers are duly advised of any incidents that may have arisen in class.

Every morning, students are escorted through the corridor that links the residential area and the school. Classes begin at 9.30am officially but security protocols may delay classes slightly. As students enter the education unit, they are assigned to classes by the principal. Most students would not be disciplined enough to remember the details of a class timetable. Class periods average about forty-five minutes each. Students attend three classes in the morning and break for lunch at midday. Classes resume at 1.15pm. Students attend two class periods in the afternoon and school finishes at 3pm. There are, at most, three students per class. Students are grouped according to how well the teaching staff believe they may behave together. Teachers are advised as to the possible constructive and destructive effects of grouping certain individuals together. Because of the small number of students in every class, each one receives individual attention from teachers. Students are not disciplined enough to do homework. Teachers, therefore, do not insist that homework be completed. In the evenings, the care staff assume responsibility for organising meals and activities. Care-workers try to encourage the students to retire at a reasonable hour.

All the teachers in Trinity House consider that they provide an education appropriate to the individual needs of students. Subject teachers, however, build upon the skills students already possess. "Other subjects" would include Art, Woodwork, Metalwork, Physical Education, Life-Skills, Horticulture and Home Economics. The school provides no formal computer classes. Interestingly, ICT classes were provided a number of years ago. However, teaching staff felt that the students tended to play

games rather than learn new computer skills. As a result, the computer room was dismantled and the computers were distributed among the classrooms. At present, each classroom contains at least one up-to-date computer. The intention behind this action was to use the computers as teaching aids. For instance, CDs are provided in order to help students learn Mathematics and English. The students also use the computers to complete Junior Certificate Projects. For security reasons, however, computers accessible to students are not linked to the internet.

Given the fact that most of the students have low levels of literacy and numeracy skills on arrival, 75% of them eventually sit for the Junior Certificate Examination. The teachers at the school actively encourage the students to work towards sitting for the Junior Certificate. The teachers feel that this is the last opportunity for most to experience the benefits of a formal education. Irish is not taught in the school. Indeed, students consider it an irrelevant language. Nevertheless, most students sit five subjects in the Junior Certificate Examination while some sit as many as nine. It is not a common practice for students to sit higher-level papers. However, teachers at the school actively encourage students to work towards taking ordinary level papers. Yet, it is inevitable that some would take foundation level papers. The school principal feels that the individual attention given to the students is the determining factor that secures good results. Depending on a particular student's age upon arrival to the school, if he is to be resident there for three years or more, teachers may encourage him to spend an extra year working towards sitting for higher level papers. Few students sit for their Leaving Certificate Examination at Trinity House. Since 1983, only two students have successfully completed their Leaving Certificate Examination. These are the same two students already referred to as the only two students who were attending school upon arrival at Trinity House. It is also interesting to note that as least seven former residents

have successfully completed higher education courses after they had been released from the school. Teachers gain a lot of satisfaction from these results. They achieve a lot despite a 75% recidivism rate among students once they are released. Once students reach the age of sixteen, any further convictions means that they are detained in more appropriate facilities such as St. Patrick's Institution. Accordingly, Trinity House provides an ideal opportunity for young people to reform before their convictions impinge upon their lives even further.

There is no formal provision of careers guidance at Trinity House. However, the school principal has considered that students receive guidance from subject teachers. Indeed, subject teachers may generate an enthusiasm among some students and may guide them accordingly. For instance, one student shows a flair for cooking in the Home Economics class. The subject teacher arranged with the authorities at Trinity House for this particular student to work in the kitchens at weekends. The chef duly receives an extra allowance for providing some training to the student. The student, in turn, receives a small remuneration for the work he carries out. Another student receives training in landscaping from the gardener employed at the facility. In another development, Trinity House is about to appoint a "Work Experience Officer." This new role will involve ensuring that every young person leaving the school has a course or a job to go to. Teachers argued that recidivism rates may reduce significantly if former residents have something constructive to go out to.

All staff in Trinity House, that is administrative, educational and care staff, work together to provide self-development courses for students. Many of the staff members have attended courses themselves in order to provide these services for students. Very often, these courses are presented to the students in groups. Topics addressed include drug awareness, health and safety, sexuality awareness, transition from Trinity House to

the outside world, the dangers of smoking, alcohol awareness, anger management, offending behaviour, social policies and protocols and finally, industrial relations. Authorities at Trinity House have also appointed an "Activities Officer" from among the care-workers. Teachers at Trinity House enjoy the same holidays as primary teachers in the Republic of Ireland. The role of the "Activities Officer" is to organise activities for the students during the weekends and school holidays.

Teachers at Trinity House consider that concern for and acceptance of all students to be a critical part of their portfolio. Yet, teachers also argued that they need to set realistic goals for their students. Accordingly, they aim to help students to recognise their strengths and weaknesses. Furthermore, teachers consider that any improvement in students' social skills should be regarded as a significant achievement.

Trinity House: Subject Teachers' Observations.[33]

Once the students arrive at the school, they undergo a battery of assessments provided by the teachers. The English teacher at Trinity House is also a trained special needs teacher. This particular teacher assesses new arrivals for literacy levels. She offers a variety of tests to students in order to obtain as accurate a literacy level as possible. Tests used in the Trinity House English Department include:

1) The "Drumcondra Verbal Reasoning Test."
2) The "Single Word Spelling Test." This test is produced by the National Foundation for Educational Research (NFER).
3) The "British Picture Vocabulary Scale," produced by the NFER.
4) "Spelling in Context," produced by the NFER.
5) "Word Chains Reading Test for All Ages," produced by the NFER.

[33] Information outlined in this section was provided by the relevant subject teachers.

Most of the students will achieve lower than average results in literacy skills. Academic books in the classroom range from basic reading skills to ordinary Junior Certificate level books. Early reader books include the "Wellington Square Series." This series of books aim to assist the student learn basic reading skills. The English teacher used a selection of computer games to aid the learning process. One such game is "Scrabble," a computerised version of the well-known board game. The English classroom contains a wide range of novels, magazines on a variety of topics and the children's version of Encyclopaedia Britannica. There exists, in this classroom, a selection of easy reading history and mythological books. The classroom also contains a number of board games for students who refuse to partake in formal classroom activities.

The Mathematics teacher has, in the past, used the "Drumcondra Mathematics Test" to assess the numeracy skills of new students. More recently, however, he has preferred to use the "Profile Of Mathematical Skills Level 2" test. This particular assessment is also produced by the NFER. The "Level 2" test offers a very comprehensive assessment for all students between the ages of eight and sixteen. Teachers at Trinity House place a high value on providing Mathematics and English classes suitable to each student's ability. In reality, students at Trinity House complete the assessment over a number of classes. Most students will work on the assessment for fifteen or twenty minutes. After a period of time, students will express a wish to move onto some other task. For instance, the student may wish to play with the computer. The Mathematics classroom, once again, contains a wide variety of computer games that aid in the teaching of Mathematics.

The aim of the Horticulture teacher is to instil, within the students, a work ethic. Students must care for a number of farm animals. They must provide feeding, bedding and shelter. They must also learn to maintain cleanliness and hygiene. It is hoped that

students will learn to accept more personal responsibility and show more consideration towards other living beings. Students who often lack discipline, perseverance and concentration are taught that mundane tasks are often part of everyday life. The Horticulture teacher is, at present, acting as "Work Placement Officer" until a full-time officer is appointed. His role as "Work Placement Officer" involves ensuring that all students will have a job or a course to attend once they are released from Trinity House. He has argued that, by generating a greater sense of personal responsibility and commitment, students may successfully complete the transition from Trinity House to normal working life.

In the Home Economics class, students are, at present, making Christmas cakes. Each year the cakes made by the students are sold for ten pounds each. Of those ten pounds, five pounds is used to buy more materials for the Home Economics classroom. The remainder of the money is given to the individual student. Just before Christmas, 2000, the students made and sold one hundred and twenty Christmas cakes. Furthermore, students who take an interest in cooking are offered the opportunity to assist in the kitchens, at weekends, for a small remuneration. The purpose of the exercise is to offer a little more training to those who may be interested in working in the catering or hotel business.

The “Life-Skills” course is a multifaceted programme. The teachers at Trinity House have considered that an interventionist approach to education offers too little too late for these particular students. The purpose of the curriculum at Trinity House is to assist the students to develop new social, vocational and academic skills. Consequently, teachers at the school aim to transform students' vision of themselves and of the world. In fact, all educational modules provided at the school are essentially affective. The “Life-Skills” programme focuses on the essential capacities that students must acquire if

they are to function normally in society. Subjects addressed in the "Life-Skills" programme include:

1) Shopping and money management.
2) News and current affairs.
3) Personal health issues.
4) Writing letters, completing application forms and addressing envelopes.
5) Development of self-esteem, for example maintaining a positive view of oneself and maintaining an optimistic view of one's situation.
6) Safety at home, for example fire prevention.
7) Social protocols, for instance the proper attire for going out.

Teachers at the facility hope that students will put these skills into practice once they are released from the school.[34]

Prison/School Visitation IV: Oberstown Education Centre.

Introduction.

From 19th November to 22nd November 2001, the author visited Oberstown Remand School for research and observation purposes. **All information pertaining to Oberstown Remand School was provided by the school principal unless otherwise specified.**

Oberstown Remand School is located in the same grounds as Trinity House. The school provides accommodation for young male and female students committed to residential care and for young people held on remand. The school provides accommodation for as many as twenty four male and twelve young female offenders, remand and assessment students.

[34] Details of the life-skills programme are outlined in an in-house document titled "Aftercare Proposal." This document was circulated among staff in June, 2001.

Oberstown: Operational Procedures.

Oberstown was originally opened by the Oblate Order in 1974. The school initially opened as a reform school for boys. The school was closed in 1985 and the Oblates ceased to maintain responsibility for it. In the meantime, Trinity House had opened in 1983. However, in 1991, due to increasing crime rates and demands for another residential centre for adolescents, the school re-opened. On the occasion of the re-deployment of the Oberstown School, the Department of Education assumed responsibility for its maintenance.

What distinguishes Oberstown Education Centre from many other residential facilities is Oberstown is not considered a prison. The centre falls under the patronage of the Department of Education and Science. Young people residing in the centre are classified as students as opposed to prisoners. As a result, students are not labelled as ex-prisoners, once they are released. Care-workers rather than prison officers supervise the students. The facility is considered an educational institution whose governing philosophy is rehabilitative as opposed to being punitive.

The School itself is comprised of a number of different buildings. The main building consists of the administration offices and the school. Five separate houses act as the residential areas. Three of the houses or units can accommodate eight students each. These three "units" are the designated male students' residential areas. The other two units can accommodate six female students each. The school currently employs a total of sixty-four care staff. Forty-six are assigned to work full-time in the male units. The remaining eighteen are assigned to the female units. The school currently employs twelve full-time teachers and a large number of ancillary staff. Ancillary staff would include catering, domestic, laundry, administration and maintenance staff.[35]

[35] This particular information was provided by a senior care-worker at Oberstown Residential School.

There exists a close connection between teachers and care staff in Oberstown. Each Monday morning, the teachers meet, in group, in order to discuss individual students. Other school matters are also discussed in the course of this meeting. Because the facility lacks a perimeter security fence, teachers and care staff all need to remain vigilant when escorting students between the residential areas and the school or the gym. Before school begins, teachers collect students in the residential areas. In addition, the teachers meet with care staff in the units in order to be informed about any immediate issues that may have arisen. Teachers escort their students to the school and are be accompanied by at least one care-worker. In Oberstown, there are four such "hand-overs" each day

Furthermore, teachers at the school operate a "link-teacher" programme. Accordingly, it is normal practice for each student to be assigned a "link-teacher." Care is taken, however, that the "link-teacher" should not show any favouritism to his/her key-student. Teachers at the school agree that they should relate to all the students in exactly the same manner. Instead, the "link-teacher" liaises with the key-worker assigned to this particular student in order that the student's needs are accommodated in their entirety within the school. Teachers and care staff all concur that this system is effective in providing a holistic approach to education for the students. Teachers need to know the students' backgrounds in order to provide the best possible education.

Other security issues arise from time to time. All staff members need to be vigilant in order to avoid violent outbursts on the part of students. The staff tries to intervene in hostile situations in order to prevent possible confrontations. Furthermore, all staff members are constantly working to ensure that illegal drugs, or any contraband items, are not smuggled into the facility. The teachers also need to remain vigilant in relation to school equipment.

Oberstown: Educational Provision, An Integrative Approach.

The school building itself is bright and warm. Each classroom contains desks and chairs, a blackboard and a teacher's desk. Each classroom contains a computer. Subsequently, subject teachers use computer software as teaching aids. In this particular facility students have access to the "Internet." Nevertheless, each computer contains governing software that prevents students downloading inappropriate material from the Internet. Each class is comprises of two to four students. During class time, the classroom doors can be unlocked from the inside without the need for a key. Other staff members may enter the classrooms from the outside using their master key. From the inside, the doors can be opened easily by teachers and students. The purpose of the exercise is to prevent students who are passing by from disturbing the classes. Indeed, students are continually reminded of the rules that they must adhere to in all parts of the complex. They must show a respect for others at all times. Students must only use appropriate language. Students must apply themselves in class or to the tasks to which they have been given. They must remain in their appointed place unless relocated by a member of staff.

Young offenders rarely plan for the future. In fact, it has been considered that they lack the necessary self-control for future planning. They are often impulsive and seek immediate gratification. They also frequently look upon themselves as being victims of circumstances. Indeed, most young offenders come from homes that place little value on education and examinations. Coming from such a background, they may find it difficult to accept praise. Most of the students attending Oberstown would have grown up in environments where they would have been subject to frequent severe criticism. In the past, they may have attended school only to find those same condemnations reinforced. It is more than probable that most of them were placed in

the lower streams. Consequently, the school experience does not necessarily qualify as a positive experience among those students who would have received some formal education.

Many of the students detained in Oberstown have been engaged in criminal activity from a very young age. Many of them, therefore, arrive from other residential facilities. As a result, records of their academic needs and achievements are easily accessible. In cases where students arrive with no record of educational needs or achievements, they are assessed thoroughly. It must be noted, however, that upon arrival, most students' literacy and numeracy skills are very low. In order that a student's individual needs are met, the school provides three educational programmes. The first programme is entitled the "Learning Support Programme." This programme constitutes a basic literacy and numeracy course. Students needing tuition in basic skills will receive individual attention. The second programme is entitled "Further Education Training and Awards Council" (FETAC).[36] Indeed, FETAC modules are considered accreditation programmes based on continuous assessment. Each student is credited for any work completed in class. Students subsequently complete a portfolio for each subject. The subject teacher carefully monitors each individual's progress and ensures that each module is adequately completed. An external examiner eventually arrives at the school twice at set times during the academic year in order to grade each portfolio. Students are sometimes admitted to "Youthreach" or other educational programmes upon release from the school. In such cases, the students' FETAC portfolios are forwarded to the co-ordinators of these courses. Accordingly, ex-students are afforded the opportunity to complete the programmes they had begun in Oberstown.

[36] FETAC was formerly known as the National Council for Vocational Awards (NCVA).

This approach gives a greater continuity for students who may wish to pursue further educational qualifications once they leave the school.

Teachers at Oberstown operate the FETAC programme in conjunction with the Junior Certificate programme. All students are encouraged to sit for their Junior Certificate. However, some students may opt to sit for some subjects in the Junior Certificate and apply to have the remainder of the subjects assessed according to the FETAC programme. The teachers consider it essential that students receive accreditation for any course-work they may have completed in Oberstown.

Oberstown is unique in that teachers must construct their own subject syllabi. Yet, teachers must also strive, in so far as it is possible, to adhere to the national curriculum as directed by the Department of Education and Science. However, the needs of the students at Oberstown differ to the needs of students participating in the regular education system. The role of the teachers is to cater for the individual needs of all students and to make the learning process as meaningful as possible. Through the learning process, it is hoped that students will discover their personal strengths and talents. On occasions, students will students sit for their Leaving Certificate Examinations at Oberstown. A number of the students will receive some further formal education once they are released from the school.

Subjects taught at Oberstown include English, Mathematics, Environmental Studies, Life-Skills, Woodwork, Home Economics, Technology and Outdoor Pursuits. Teachers provide English and Mathematics courses at all levels to accommodate the immediate and more essential needs of students. Given the secure nature of the school, difficulties arise with the teaching of outdoor pursuits. In order for students to participate in orienteering or canoeing courses, they must leave the facility. This situation obviously creates problems pertaining to security. Students are trained in a

number of practical subjects such as Home Economics, Woodwork, Art and Technology. Each student completes a FETAC portfolio for every subject. Students must enclose, within their portfolios, evidence of theoretical knowledge and practical skills. At present, students are manufacturing items to be sold in the craft sale that takes place before Christmas. The proceeds will be subsequently offered to charity. As has been stated earlier, students are taught Basic Computer Literacy Skills in conjunction with the other main subjects. However, students completing a FETAC portfolio in technology must successfully complete one module in basic computer skills.

At the time this research was conducted Oberstown did not employ a Guidance Counsellor. However, students are offered opportunities to explore career options by subject teachers. For instance, as part of the "Life-Skills" course, students complete one FETAC module in job preparation. This module addresses the essential skills students may need before seeking employment such as the completion of application forms and interview skills.

Oberstown: Pastoral Education.

Oberstown Education Centre relies on the professional services of external agencies. The school enjoys the services of a full-time nurse, a full-time probation officer and a doctor on call twenty-four hours a day. The school also has access to a dentist, a psychiatrist and a psychologist. Self-development courses and drug awareness programmes are provided for the students. One of the care-workers in Oberstown is a trained addiction counsellor. Other staff members provide self-enrichment programmes.

Oberstown: Subject Teachers' Observations.[37]

In order that students' literacy skills should be measured accurately, the English teachers refer to a battery of psychometric assessment tests. Many of these tests include assessment tests produced by the NFER. Other tests used in Oberstown include the "Marino Spelling Test" and the "Drumcondra Verbal Reasoning Test." The English classrooms are well equipped with computer games that enhance the learning process. One such game is the "Wellington Square" compact disc for spelling exercises. This particular game invites the students to complete a series of exercises by providing them with simple spelling tests. Students participating in the FETAC programme must complete a portfolio for each subject. Their completed English portfolios must include:

1) Reading material. Students must have successfully read three pieces of text. The three texts are contained in the portfolio.
2) Written material. The portfolio must contain ten pieces of written work completed by the student.
3) Visual Material. The portfolio must also include three images and one visual aid designed by the student himself/herself.

The English classrooms also hold a large number of books suitable for all levels of literacy skills. In the Mathematics class, students requiring assessment are offered the NFER "Profile of Mathematical Skills Level 2" test. Computer compact discs are provided so that students may learn using games. The Mathematics teacher must also accommodate all levels of skills from the very basics right up to ordinary level Junior Certificate.

The "Life-Skills" course provided in Oberstown addresses issues such as Civil, Political and Social Education (CSPE) and Sexual, Personal and Health Education

[37] Data generated in this section was provided by the relevant subject teachers.

(SPHE). Issues such as needs, rights, responsibility, racism, stereotyping, prejudices are addressed. The "Life-Skills" teacher stated that he covers this material at FETAC level in order that the approved course is covered for students selected to take CSPE in the Junior Certificate Examination.

Prison/School Visitation V: St. Patrick's Institution, Dublin.

Introduction.

Between January 23rd and January 25th, 2002, the author visited St. Patrick's Institution with a view to observing educational practices at the centre. The author also intended to research the provision of guidance and counselling within the facility. **Any information in this Appendix pertaining to St. Patrick's Institution was provided by the school principal, unless otherwise specified.**

St. Patrick's Institution is located within the same complex as Mountjoy Prison. It houses up to two hundred and eighty male prisoners at any one time between the ages of sixteen and twenty-one. The centre detains offenders who are considered too old to be housed in Trinity House or Oberstown and too young to be housed in one of the regular prisons such as Mountjoy. Once a prisoner reaches the age of twenty-one, he is automatically transferred to an adult detention centre. It must be noted, however, that plans are being discussed to extend the ages of inmates in St. Patrick's to twenty-three. This will particularly benefit those prisoners who may subsequently be able to complete their sentences in St. Patrick's.

St. Patrick's Institution: Operational Procedures.

St. Patrick's operates independently of Mountjoy and is, therefore, considered a correctional facility in its own right. It possesses its own front gate, its own

independent governing infrastructure, its own staff and its own ancillary services. However, the Department of Justice, Equality and Law Reform directs St. Patrick's. As is the case with regular adult prisons, the centre is governed by prison officers of both genders. The inmates' accommodation consists of cells as opposed to the secure bedrooms that exist in juvenile centres. Each individual is assigned a cell to himself. Every cell contains a television, toilet and washbasin. These facilities were installed in recent years and replaced the old chamber pot that each inmate was issued with upon arrival at the centre. Unlike juvenile detention centres, St. Patrick's inmates' offences are kept on Garda records. However, an important distinction is to be made between St. Patrick's and other adult prisons. Technically, St. Patrick's is a correctional institution. Its detainees are classified as not having been confined in a prison. As a result, their criminal records are kept for record purposes only and are not intended to be used against them in the future. This is particularly relevant in the case of an ex-inmate applying for a visa. A person with a prison record may not be granted a visa to travel. However, an ex-inmate of St. Patrick's Institution will not have a prison record and will not, therefore, be refused a visa on these grounds. Consequently, ex-inmates of St. Patrick's will be able to work abroad if they so wish.

Recidivism rates among inmate of St. Patrick's averages out at approximately 70%. Indeed, young detainees speak of their time spent in Trinity House or of their previous committals to St. Patrick's. Sentences imposed on detainees range from a few weeks to six or seven years, depending obviously on the seriousness of the offences committed. Young adult male offenders who have been granted life sentences, may be detained in St. Patrick's until the age of twenty-one where upon they are relocated to another facility. In addition, St. Patrick's contains a segregation unit for vulnerable prisoners. The facility also houses a number of remand prisoners in order to alleviate

the overcrowded conditions existing for remand prisoners in Clover Hill Prison.[38] It must be noted that, in the past, remand prisoners confined in St. Patrick's were eligible to attend classes. However, remand prisoners spend a lot of their time with legal advisors and travelling to and from court. Consequently, this constant coming and going causes much disruption for convicted offenders. As a result, educators at the facility felt that they had no other option but to rescind the invitation that had been given to remand prisoners to attend classes.

St. Patrick's Institution: Profile of the Typical Inmate.

Interestingly, some offenders come from homes where there is no material deprivation whatsoever. Most offenders, however, come from homes where there has been long-term unemployment. Furthermore, teachers have noted that family dynamics is a crucial factor that may somehow influence criminal behaviour. Deprivation, in this case, may constitute emotional deprivation, lack of support or the lack of proper social skills development. If these young men had access to football clubs or local community resources, they would, in all probability, not participate. The lack of a proper family support structures is the root cause of criminal activity among younger offenders. This theory portrays a very disconcerting picture for the children of present day offenders. If the children of offenders are socially aware, they may escape the viscous circle of generational criminal tendencies. If, however, the child is not afforded the proper opportunities to escape from this recurring situation, then they may one day occupy a place themselves in the centre.

Most of the detainees have fathered a child; some have fathered more than one. Many inmates internalise no concept of fear whatsoever and have little or no parental

[38] Clover Hill Prison is a designated remand centre attached to Wheatfield Prison in Clondalkin, Dublin.

responsibility. They possess little sense of self-respect and have little or no respect for girlfriends or partners. Accordingly, they live for the present and rarely consider the consequences of their actions for the future. This ongoing phenomenon among offenders occurs as a direct result of the lack of personal responsibility on the part of the offenders themselves. As a result, they will not assume the responsibility to seek education, training or jobs of their own accord.

Many of the prisoners arrive at the centre with low levels of literacy and numeracy skills. In order for them to succeed in society, they must learn the very basics in literacy and numeracy. This is the basis upon which the education centre at St. Patrick's operates.

St. Patrick's Institution: Educational Provision.

In response to the pedagogical needs of detainees, the centre employs ten teachers full-time in St. Patrick's Institution. All teachers have been seconded to the centre by the City of Dublin Vocational Education Committee (CDVEC). Teachers are, therefore, paid by and are ultimately answerable to the CDVEC. However, the Department of Justice, Equality and Law Reform provides a budget explicitly for the education department in order to cover any necessary expenses. The school accommodates, on average, about eighty students each day. The classes consist of between four to ten students per class. Class size often depends on the subject to be taught, students' behaviour problems, subject continuity etc. Students attending school attend three classes per day, two on the morning and one in the afternoon. Classes begin at 10am with a lunch break at 12.00pm. Each class period, therefore, lasts one hour approximately. Of course, class commencement is subject to security arrangements concerning the transfer of prisoners from the cells to the school.

Wednesday afternoon, however, the regular prisoners attending the school enjoy the luxury of a half-day. Prisoners from the vulnerable prisoners' unit attend school each Wednesday afternoon as it is not possible for them to attend with the other prisoners.

Subjects taught at the centre include, Mathematics, English, Basic Computer Skills, French, Parenting Skills, Social Skills, Home Economics, French, History and Geography. In the case of Mathematics and English, basic proficiencies are taught for students lacking the bare essentials. With the exception of English and Mathematics students attend subject classes once per week. Students attend two English and Mathematics classes per week. Teachers in St. Patrick's tell stories about prisoners who come forward at the end of a class period and state "I never knew I was this good at ....." One particular inmate expressed a wish to learn Gardening Skills. He would love to work in that area. Unfortunately, such classes are not provided in St. Patrick's. Students are also allowed to smoke in class. However, in cases where teachers prohibit smoking in class, students are allowed to leave class for the time needed to smoke.

Ironically, prisoners attending classes in St. Patrick's have access to a guidance counsellor. One day each week, a guidance counsellor comes across from Mountjoy Prison and meets with all interested prisoners on a one-to-one basis. The guidance counsellor invites speakers from FAS, Pathways and CERT to address the prisoners. Of the total number of prisoners attending classes in St. Patrick's, approximately 40% will complete their Junior Certificate Examinations. Furthermore, on average, 10% of all students will complete their Leaving Certificates. The centre provides no access to Open University courses whatsoever. The teachers have claimed that, by the time prisoners complete their leaving certificates, they are either due for release or re-location to an adult facility. The majority of inmates who complete their junior certificates opt to go to the vocational training workshops to learn trade skills. Students

who choose to sit for their junior certificate require constant attention and nursing by the teacher. They arrive in the class without books, copies of pencils. Many students complete homework in order to impress trial judges. Inmates awaiting trial feel that trial judges may be suitably impressed by the tangible signs of reform presented by the offenders themselves.

Some students complete modules for FETAC accredited programmes. For instance, inmates may complete a "Level-1" FETAC module in Computer Skills. A small number of gifted students complete the "European Computer Driving Licence" certificate. Due to security restrictions, the inmates have no access to the Internet. Unlike Trinity House and Oberstown, the computers in St. Patrick's are placed in a separate classroom. However, there exists a great sense of co-operation between teachers. Teachers help each other out in aiding prisoners attain FETAC modules. For example, in order to apply Mathematical principles in a practical sense, the Home Economics teacher will teach the students in the art of weights and measures. The Art teacher, in turn, facilitates students in communications thereby, accommodating the English teacher. It may be argued, therefore, that subjects are cross-curricular or inter-related. In addition, students are issued with in-house certificates for successfully completing Home Economics projects. These certificates are forwarded to courts in cases where trial judges may wish to see evidence of an offender's attempts to reform. In cases where an inmate may be re-located to another facility, these certificates are forwarded to the prisoner's new abode. Students may also choose to complete FETAC modules while preparing for the Junior Certificate Examination.

St. Patrick's Institution: Pastoral Education.

At a pastoral level, the prisoners have access to a full-time chaplain. They are also provided with drug awareness and AIDS awareness programmes. Members of Alcoholics Anonymous, Narcotics Anonymous and Gamblers Anonymous visit the prisoners on a regular basis. It is interesting to note that many of the detainees have more than one addiction. Some prisoners have drug and alcohol, or drug and gambling problems. A small number have all three addictions. Accordingly, these three addiction support groups have a crucial role to play within the process of prisoner reform. One wing within the facility, "D Wing," is a designated drugs free area. Detainees housed on that particular wing enjoy extra privileges. However, they are subject to random and frequent drug tests. If these tests prove positive, the inmate is relocated to another wing. Each wing is also assigned a "class officer." A "class officer" is responsible for the day to day running of a wing or row of cells. He/she also tries to maintain good relations with all his/her charges, both officers and prisoners alike.

St. Patrick's Institution: Subject Teachers' Observations.

In the "Social Skills" class, the inmates address issues such as Alcoholism, Drugs, Human Relationships, Personal Development, Coping Skills, Transition and Harmony. Many of these modules are co-ordinated by outside agencies such as Alcoholics Anonymous and Narcotics Anonymous.

English, combined with Communications, constitutes an educational programme that not only addresses literacy needs but also helps students explore social conventions. The students learn to read and write while exploring social issues, customs, signs and symbols. Detainees are also encouraged to discuss current affairs and issues which may

arise periodically. They also learn to express their opinions and, more importantly, to value their own opinions. In another FETAC module, students engage in work preparation exercises. Inmates also need to learn more socially acceptable language.

In the Home Economics class, the detainees learn how to cook simple meals. They also address practical issues such as dietary needs, health care and sewing. The author observed a typical Home Economics class in operation. The two students were putting the finishing touches to two soft toys. The toys were the students' own work from the very beginning. The teacher has noted that the inmates learn to hand sew as opposed to using a sewing machine. To begin with, the sewing machines are dangerous and, in the past, have been used as weapons. The teacher claimed that it is good for the prisoners to learn how to repair clothes and sew in buttons. However, her primary reason for insisting on hand sewing lies in its therapeutic value. While stitching together toys or cushions, students learn to be patient. They come to appreciate that some jobs need to be completed slowly. It affords prisoners the opportunity to be methodical and meticulous about their work. Consequently, they maintain a greater appreciation of the finished product. There exists, among the inmates, a sense of achievement once their project has been completed.

Interestingly, the quality of work produced by prisoners in the Art class is equally impressive. Those prisoners involved in the Art classes take family photographs and, from them, paint family portraits. Another student paints sports portraits from photographs he finds in sports magazines.

Prison/School Visitation VI: Dóchas Centre.

Introduction.

16th April, 2002, the author visited the Dóchas Centre, for research purposes, and met with the supervising teacher. **All information contained in this Appendix pertaining to the Dóchas Centre was acquired during the course of this meeting.**

In 1999, Irish prison authorities opened a new women's unit, within the grounds of Mountjoy Prison, called the "Dóchas Centre." Teaching staff at the facility would rather refer to the unit as a "centre" as opposed to a "prison." The centre was designed to house approximately eighty adult female offenders, both convicted and remand. However, at the present time, as many as ninety-six women are detained there. The typical female detainee is in her early twenties while the youngest inmate is in her late teens. The building is very modern, well equipped and pleasant. There are no bars on the windows making the entire complex look less intimidating. Furthermore, the computers provided at the centre are modern. The yard is well equipped with sporting facilities. The outdoor sports ground is entirely covered with soft matting so as to avoid injury.

In the past, most female offenders were convicted for petty crimes such as shoplifting and prostitution. However, more recent years have seen a transformation in the classification of prisoners committed to the centre. Approximately 20/25% of the detainees are foreign nationals convicted for importing illegal drugs. There would also be a small number of high-profile inmates. Consequently, while most inmates are interred for short periods of time, others are given long-term sentences. At present, more than 25% of female offenders are detained for periods in excess of twelve months. In relation to women convicted for prostitution offences, projects such as the "Baggot Street Project" work towards alleviating the problem of prostitution. Indeed, most of

the women turn to prostitution in order to feed a drugs habit. The "Baggot Street Project" encourages women away from prostitution by offering alternative help for their drug habits. Hence, there is a significant reduction in the number of convictions for this particular offence. In more recent times, however, judges tend to keep offenders in remand for longer periods of time in order to facilitate drug rehabilitation programmes.

Dóchas Centre: Operational Procedures.

Upon arrival to the centre, many of the inmates would be otherwise homeless. It is unfortunate that some women would rather remain at the centre indefinitely. Certainly, the centre provides refuge and security for many inmates. The alternative is homelessness or a return to an abusive home. Many of the women speak of the abuse inflicted on them by men. Consequently, many of the women experience a grave lack of self-esteem. They question the reasons as to why they deserve to be treated so badly and then project the blame back onto themselves. Some of the women consider their own criminal acts to be minor when compared to the suffering they have endured themselves. Other women suffer from psychiatric disorders and would receive more appropriate treatment in a therapeutic facility. On occasions, women have arrived at the centre pregnant. There are facilities within the unit for mothers to care for infants. In many such cases, mothers are usually given short sentences due to the nature of their offences. An instance has never yet arisen where a newborn baby was taken into care while the mother remained in custody.

The single greatest stressor for imprisoned women is the worry they endure for their children who may often be in care. Authorities at the centre are very sensitive to the emotional traumas suffered by mothers who may need to inquire as to the well being of their children. The detainees are very supportive of each other in times of personal

crisis. For some of the women, the support they have received in the prison is the only kindness ever afforded to them.

Dóchas Centre: Educational Provision, A Re-Socialisation Approach.

On average, sixty-five of these women attend school. This number constitutes almost the sum total of convicted persons committed to the centre. Prisoners on remand do not usually attend the school unless the teaching staff is sure that remand prisoners will be held at the centre for an unusually long period of time. This is to avoid distraction to other women attending classes. However, the Dóchas Centre School operates on the following principles:

1) There exists a mutual respect between all people, that is, between inmates and teachers, between inmates and inmates. This is the only rule enforced by the school staff. The detainees appreciate the respect shown to them by the teaching staff. Often, the inmates confide in the teaching staff. Interestingly, there are no racial hostilities, or any other kind of disciplinary problems such as drug use, taking place in the school. Indeed, most hostile incidents occur within the residential areas and not in the school.
2) Students will be encouraged to participate in education at a level appropriate to their own pedagogical needs. Care is taken in order that no student should experience failure of any kind.
3) The basic priority of education is to help the detainees to cope with their sentences. By providing courses in basic skills, it is hoped that women's self-esteem may be enhanced. However, a "*meritocratic*" approach may result in failure for these women. Consequently, many of the women's achievements are not measurable by more formal standards.

4) In the case of detainees seeking certification by outside agencies such as FETAC some choose to use pseudo-names. Women seeking accreditation may choose to acquire qualifications that they may rely on in the future when seeking employment. On the other hand, they may choose to seek certification just to prove to themselves that they can succeed. In this case, some of the women opt not to use their real names and seek certification for their own intrinsic value. Unfortunately, certificates with pseudo-names cannot be included in job résumés.
5) Teachers strive to relate to the detainees in a meaningful way. In order to maintain this close bond between teachers and detainees, classes are kept to six or eight students maximum. Furthermore, the teachers often provide a listening and support service for the women. However, they do not provide a therapeutic service. Nevertheless, the detainees often relate to the teachers as guardians.
6) Teaching staff operate on the basis that the detainees are trustworthy. The teachers themselves would admit that the trust they place in the inmates has never been broken. The detainees themselves benefit from this unique relationship. Teaching staff organise, for the detainees, events such as swimming and outdoor pursuits outside of the complex. Detainees are allowed to participate in canoeing and rock-climbing two or three times a year. They are allowed to go swimming once a week. They are also encouraged to participate in dramas in Mountjoy Prison.

The detainees attend classes from 9.30 am to 12.30 pm and from 2.00pm to 4.00pm each weekday. On Monday evenings from 5.30pm to 7.30pm they are allowed back into the school, under the supervision of prison officers, to work on the "Open Learning Programme." This involves women working with the computers using educational compact discs. However, the more formal school curriculum incorporates:

a) Basic literacy and numeracy skills for detainees in need of such provision. It is interesting to note that most female offenders experience the same social deprivations as their male counterparts.

b) ECDL, FETAC and FAS programmes in Information Computer Technology. Some of the women are trained in Digital Imaging, a course that operates in conjunction with a Photography module.

c) Vocational skills training, incorporating Home Economics, Woodwork, Pottery and Art. Once again art is one of the more favoured subjects in the opinion of the detainees. Many of the toys or pottery artefacts made in the class are exhibited in centres outside of Dóchas itself. On occasions, some of the detainees are invited to attend. The artefacts made in the centre by the detainees are of the finest quality.

d) Provision of State examinations such as Junior Certificate and Leaving Certificate. Many of the detainees successfully complete recognised State examinations at ordinary and higher level.

e) Open University programmes. On average, two of the women are completing Open University courses at any one time. Recently, Dublin City University invited imprisoned offenders to complete degree programmes by correspondence. Some detainees are allowed to attend colleges in person in order to complete degree programmes.

f) Training courses outside of the centre. Because most female offenders are not considered a threat to the well being of society, they are afforded greater mobility to complete apprenticeships such as hairdressing. Teachers feel that they have successfully overcome the fears of Department of Justice officials who were initially slow to sanction such practices. Nevertheless, detainees must maintain the

trust afforded to them by teachers. Women taking illegal drugs are not offered outside job placements for fear they would steal in order to feed their habit.

g) Parental courses, such as childcare. As part of a media course, mothers are encouraged to record themselves reading bedtime stories to their children. These videos are, in turn, given to the children and played back in their temporary residences. The aim of this project is to maintain the mother-child bond. Imprisoned mothers are also afforded substantial child visiting rights.

h) Healthcare issues such as sexually transmitted diseases, particularly for those convicted of prostitution. Many of the detainees do not trust men. Accordingly, inter-personal relations is another area addressed in the normal curriculum.

There is no formal guidance and counselling programme at Dóchas. Nevertheless, teachers feel that many of the programmes and activities they provide help to form an integral life plan. Teachers feel that the use of standardised assessments may only reinforce feelings of inadequacy, while at the same time, failing to reveal natural abilities. The teachers feel that their own school curriculum offers a more self-enriching programme. Yet, the school curriculum appears to lack a behavioural modification module. However, much emphasis is placed on the trustworthiness of each individual.

Dóchas Centre: A Final Comment.

Furthermore, teachers at Dóchas feel that society remains "punitive focussed" in its approach to the treatment of offenders. This phenomenon is well measured by media reports of temporary releases issued to convicted offenders. Indeed, teachers at the centre would feel that media reports concerning individual detainees are inaccurate and unfair. Repeated studies have determined that female offenders rarely pose any serious

threat to society. Yet, despite this evidence, those female offenders given custodial sentences are detained in closed high security facilities. It could be argued that such measures are taken by legislators in order to appease the media and general population. In contrast, teachers at the Dóchas Centre consider that the educational and pastoral needs of female offenders are unique. Accordingly, they consider that educational structures which would address these particular needs should to be further established.

APPENDIX TWO

The Classification of Offenders within the British Penal System.

Within the British penal system, convicted prisoners are classified as follows:[39] Category "A" prisoners are regarded as posing a very serious danger to society and are therefore held in maximum-security institutions. Examples of maximum-security prisons would include Belmarsh Prison which is situated near London. In Britain, category "A" prisoners are further divided into three subdivisions. Category "A" prisoners have been convicted for very serious criminal offences and are believed to be a serious threat to the welfare of prison staff, even within the walls of the prison itself. Serial killers and those convicted for multiple murders would fit into this category. Two prisoner officers always accompany each category "A" prisoner when moving him/her from one part of the prison to another. Such prisoners are held in maximum security for they are judged to be a serious danger to society should an escape attempt succeed. Category "AA" prisoners are held to be equally dangerous to society but are also believed to "have connections" on a national level that could aid an escape attempt. Those convicted of very serious crimes and have connections with the leaders of organised criminal syndicates fall into the "AA" category. Category "AAA" prisoners are also treated as maximum security but are believed to "have connections" with international organisations that pose very real and serious threats to society. Those convicted of terrorist acts or those connected to terrorist or paramilitary organisations fall within the "AAA" category. All category "A" prisoners wear a distinctive uniform with a yellow stripe to distinguish them as such.

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[39] August 8th 2001, the author visited Wandsworth Prison, London. During the course of this visit, one senior prison officer outlined in detail the conditions by which prisoners are classified. This classification system was set in place in order to determine the level of security necessary to incarcerate each individual.

Category "B" prisoners are also judged to be potentially dangerous to society. Category "B" prisoners are distinguishable from category "A" in that category "B" prisoners do not pose the same threat of escape due to a lack of will or resources. Yet efforts are made to ensure that escape for category "B" prisoners is difficult to the point of being impossible. Category "C" prisoners are not judged to be dangerous to society but are not trustworthy enough to be placed in an open prison. Category "D" prisoners are placed in open prisons. Such prisoners are entitled to home visits for days at a time. They may work outside the prison during the day to return in the evening or may attend educational courses in local colleges. Very often, long-term prisoners, nearing the completion of their sentences, are relocated in category "D" prisons to aid their process of social reintegration.

APPENDIX THREE

Informal Introduction to Students/Inmates about Purpose of Visit.

Upon meeting the students/inmates for the first time, either in groups or on one-to-one, that author always introduced himself by name. When asked about the purpose of this visit, the author responded by stating that he was looking for students/inmates views as to what motivates them to turn to crime. The author also informed students/inmates that he was inviting them to suggest means which could help them with their education and overall rehabilitation. While visiting two juvenile centres and one young-adult centre, the author informed the students that he was searching for new ways to help people who were in trouble with the law. He clarified his position by stating that he was a teacher trying to develop programmes to help those who might be trying to become law-abiding citizens. While visiting two prisons in the United Kingdom, the author reported to inmates that he lived in Ireland and was exploring means by which he could further aid the reform process for those detained in Irish prisons.

APPENDIX FOUR

The Process of Seeking Consent from Inmates and the issue of Confidentiality.

Once the general introduction to the inmates had been completed by the author, he proceeded to ask them if they would like to participate in the study. The detainees were informed by the author that this was an invitation; they were not obliged to partake in the research. In other words, inmates were notified they were free to take part in the study and equally free to refrain. In nearly all cases, the author was asked by the inmates what help they could be to such an undertaking. He responded by stating that their views on the causes of crime and on further measures which could be undertaken so as to reduce repeated offences were important to the study.

APPENDIX FIVE

An Interview with the Governor of Midlands Prison, Portlaoise.[40]

Question: What would you consider to be the major precipitating factors that influence crime rates in Ireland?

Governor: Unemployment and inadequate accommodation. To begin with, most offenders, upon release, cannot find employment. "Idle hands lead to temptation." Because they remain unemployed, ex-prisoners are unable to acquire adequate shelter for themselves. They remain homeless or they return to the same environment that resulted in them turning to crime in the first place. While in custody, prisoners become accustomed to living in large groups. As a result, they need that same sense of companionship once released. Very often, the only form of camaraderie they may find would be among their criminal associates in a society that may be otherwise hostile. The second factor influencing crime rates in Ireland is alcohol while the third is drugs. Indeed, alcohol is a greater problem than drugs. Yet, the problems of unemployment, homelessness, alcohol and drug abuse are all inter-twined. Individuals acquire addictive habits in an attempt to escape from a meaningless existence.

Nevertheless, a criminal mindset begins in the home. Most prisoners would emerge from homes where parents did not exercise control. Individuals with a disciplined upbringing will show a greater respect for other people. Even those prisoners over whom parents maintained some control, no matter how small, tend to show a greater respect for prison staff than those inmates who would have been let do as they wish.

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[40] Friday, May 9th, 2003, the author met with the governor of Midlands Prison, Portlaoise, for research purposes. Information pertaining to Midlands Prison cited in this appendix was acquired during the course of this meeting.

Question: How do you account, therefore, for those individuals who emerge from privileged backgrounds, at least materially, and yet get caught up in drugs and petty crime?

Governor: It must first be noted that a large number of prisoners emanate from rural backgrounds. Crime is no longer restricted to urban districts or underprivileged areas in Dublin. Individuals from affluent environments feel that they must keep up with everyone else. In other words, they must have the same as everyone else. The "cost of living" also places extra burdens on many people. Those who cannot acquire by lawful means may, instead, turn to crime. Some may turn to alcohol or drugs as a means of attaining some manner of pseudo-satisfaction. As a result, much violent crime is caused by persons from affluent areas. Others may commit "white-collar" offences. "Desperate people do desperate things." Offenders from affluent areas may accumulate huge debts, tend to regard the law with greater contempt and come from homes where there was a grave lack of parental control. For instance, as children, we had a profound respect for, and possibly a little fear of, the ordinary Garda on the street. In contrast, the Garda on the street today is confronted with disrespect continually. Where once the Garda would stand and talk, the Garda is now the one living in fear. O'Connell Street in Dublin is now considered a most dangerous place to be in at night time. However, not all those detained for violent offences are from deprived backgrounds.

Question: In the light of what you have just stated, how do these views help you to formulate an effective prison policy?

Governor: Trying to develop an effective penal policy is very difficult. I tend to agree with a "positive sentence management" policy. This particular penal strategy is less punitive by nature and more rehabilitative. Upon entry into the prison, each new inmate

should be given a "structured sentencing policy," one that addresses the particular needs of each individual. I like to promote a caring and thoughtful prison policy. I think that the laws as documented on the statutes are not adequate to deal with today's issues. I would like to see the implementation of more just laws which would take into account each offender's personal circumstances. Meanwhile, the courts need to construct "more balanced sentencing policies." In other words, depending on the seriousness of the offence committed, the sentence should suit the crime if a custodial penalty is to be imposed. Each individual case should be judged on its own merits. Furthermore, trial judges should come to appreciate the harm a prison sentence does to an individual.

Question: What further resources are required, in your opinion, if your vision of an effective penal policy is to be actualised?

Governor: I am not in a position to put an actual figure on the sum of money that would be required. However, I can comment that the amounts involved would be considerable. Areas that I would consider to be in need of overhaul would include legal, structural and physical formations. I have already commented on the challenges facing the legal world and the judiciary. Structural improvements would incorporate a greater emphasis on offender rehabilitation. Physical improvements would include a reduced reliance on committal to high security facilities. In order to produce a more effective penal policy, I would require the following:

a) A definite timescale whereby, proposed structures could be implemented within a reasonable length of time.
b) Clear terms of reference which would ensure that there are no ambiguities concerning the dominant prison policy in operation and its goals.

c) Finance in order that I should employ full-time professional personnel to apply the new prison structures. Employing part-time or inexperienced staff may not be adequate to "see this project through."

Question: Given that my research focuses on the importance of education in offender reform, can you mention any further educational structures that could be implemented to facilitate this endeavour?

Governor: Education and vocational training gets "top priority." Initially, education helps inmates to overcome the affects of illiteracy which prevails among the prison populations. Education also gives prisoners the confidence to function, as normal, in society. Vocational training "gets prisoners to work with their hands." This, in turn, gives them greater confidence while applying for jobs. Unfortunately, a prison record will exclude many ex-inmates from a number of jobs. Those ex-prisoners who wish to re-establish themselves in society need opportunities if they are to progress in the world. In this case, society needs to change its attitude towards ex-offenders.

Question: Yes, I thought that issue may arise. In what way should society change in its attitude to those ex-offenders who may wish to live law-abiding lives?

Governor: Society should, within reason, provide opportunities for ex-prisoners to re-establish themselves in the world. Very often, criminals, particularly sex offenders, are considered the outcasts of society. Subsequently, accommodation often becomes a major problem for those prisoners due to be released. It is unfair to simply throw them out on the street. Back-up services for ex-prisoners are sparse. This is particularly true when prisoners are rejected by their families. The Probation and Welfare Service is not adequately equipped to cope with the demands placed upon it. It is a regrettable feature

in our culture that we live by "mob rule," a trend that is often created by media generated hysteria. This phenomenon results in ex-prisoners, particularly sex offenders, being "driven out" of their sheltered accommodation. The general population should also appreciate that many of those imprisoned should, in fact, be detained in alternative treatment facilities. For instance, from a total of five hundred prisoners in Midlands Prison at present, fifteen to twenty require urgent psychiatric care. The lack of proper residential treatment centres results in many in need of psychiatric treatment being committed to prison. Furthermore, there is a lack of qualified psychologists to assess the specific needs of individual prisoners, particularly in the case of sex offenders. Society, as a whole, has a dual responsibility to offenders. Firstly, offenders should be provided with warm shelter, food and medical care. Unfortunately, for many offenders, the only shelter they may get is within the prison system. Secondly, prisoners' "spiritual needs" should be addressed. Very often, these deeper requirements of offenders are neglected.

While we are debating the issue of social change, it is worth mentioning that society should become more pro-active in preventing crime. For instance, parents should assume greater responsibility for their children. In fact, if crime rates are to decrease, social change needs to start in the homes. In simple language, parents should exercise greater control over their children. Local authorities should also provide more recreational facilities in order to divert younger people away from criminal activity. Furthermore, families of prisoners should be encouraged to support inmates once they are released. It is not uncommon for family members to promise support during incarceration only to renege on those same promises as the inmate is about to be released. Unfortunately, on these occasions, family visitations become less frequent as the prisoner's date for release draws nearer. It is also regrettable that the media has

such a stranglehold over the fate of ex-prisoners. Once a prisoner's criminal history becomes public knowledge, he/she is again uprooted from his/her secure surroundings. This is often the case with convicted sex offenders who are subsequently left with nowhere to go. The public should be made aware of the fact that the sex offenders register, which I believe should not be made readily available to the general public, is a mechanism used by the Gardaí to monitor the activities of released sex offenders.

Question: Do you feel that high-secure penal facilities prohibit the local community from interacting with offenders?

Governor: Certainly, up to a point. Many individuals have reservations about visiting prisons. However, the "high walls" that encircle most prisons do not necessarily prevent society from participating in offender rehabilitation programmes.

Question: Surely, the high walls only exacerbate the problem of social isolation felt by most prisoners.

Governor: Right now, every effort is being made to prevent outside individuals from supplying inmates with drugs. Indeed, drugs are the scourge of every prison system. This reality makes the provision of "drug-free units" almost impossible to operate. As a result, security requirements dictate that we should restrict visitations to close family members only. In fact, this is one policy that we here in Midlands Prison are trying to inaugurate in the very near future. Under this system, each prisoner will be asked to nominate suitable close family members he/she would like to receive visits from. The nominees will, in turn, be required to provide positive identification before each visit. One advantage of applying this system is that close family members only may visit, criminal associates will be prohibited from entering the prison altogether. Besides, such

a policy would help prisoners to maintain contact with close family members. I would envisage a system whereby, a special place or a room would be set aside which would allow prisoners to spend a half a day, maybe three or four times a year, with their families. Besides, every effort should be made to help prisoners maintain contact with families, particularly when children are involved. Prisoners should also earn the right to "physical touch" from family members, particularly from spouses/partners and children. However, families and prisoners would require education concerning the trafficking of drugs into the prison. Indeed, partners/spouses are often pressurised into bringing drugs into the prison. I feel, nonetheless, it is a worthwhile system which would require the co-operation of the prison authorities, the prisoners' families and the inmates themselves. I believe that such practices would reduce the isolation felt by those held in State custody.

Question: Is there anything more that could be done to eradicate those obstacles which prevent further dialogue between society and detained offenders?

Governor: As I have already stated, prisoners' demand for drugs needs to be resolved at all costs. Consequently, education is critical. Prisoners consider drugs to be a form of "currency" and subsequently a means of acquiring power. Secondly, contracts should be made between prisoners and society. I must mention, however, that "society," at least for the foreseeable future, is usually restricted to prisoners' close family members. Few from the outside world enter into the prison system with a view to helping detainees reform. Thirdly, interactions between prisoners themselves are not constructive. It is important, therefore, that prisoners should be encouraged to develop their social and communication skills. Fourthly, the prison culture needs to change. In the past, prisoners were addressed by surname only. Prison authorities should work

towards creating a more positive prison culture. This culture change would include developing the listening and communication skills of the prison staff. The use of "heavy handed" tactics should also be discouraged. Prisoners should be addressed as people, not as members of another race. In fact, an increasing number of non-nationals now populate Irish prisons. Many would have been previously imprisoned in their native lands and would have been subjected to torture and brutality from prison officials. As a result, most foreign prisoners are unaccustomed to the care they receive in Irish prisons. I make a point of addressing each inmate by his/her first name.

Question: If given a fair chance in life, do you believe that the majority, or many, offenders would commit themselves to more law-abiding ways.

Governor: I would not be over-confident that many would cease their criminal activities. To begin with, crime provides an easy mechanism whereby, individuals can accumulate large sums of money. It also provides criminals with a status that they would not otherwise have. Yet, every inmate leaves prison with the best of intentions of never returning. However, many offenders have become accustomed to idleness and subsequently have become lazy. In fact, many express no desire to work at all in order to earn a living. Unfortunately, this particular character trait exists as a direct result of social conditioning. Family involvement in crime is also a factor that influences recidivism rates. Bearing this in mind, I have already mentioned that prisoners are often released into that same environment which resulted in them turning to crime in the first place. If society wishes to offer ex-prisoners a second chance in life, then society must be prepared to assist prisoners upon release. Still, it is not beyond the bounds of possibility that a small number of ex-prisoners may change their ways.

An Interview with the Governor of Mountjoy Prison/Dóchas Centre, Dublin.[41]

Question: What would you consider to be the major precipitating factors that influence crime rates in Ireland?

Governor: In my view, the primary cause of crime in Ireland is poverty. Poverty is linked to unemployment, homelessness and the lack of education. It is no coincidence that the majority of male and female offenders come from the more disadvantaged areas of Dublin, Cork and Limerick. Social disadvantage is closely associated with social exclusion in this respect. It is principally the poverty stricken that end up in prison. Secondly, most offenders that come from disadvantaged environments engage in petty crime such as shoplifting and burglary. In most cases, petty criminals steal in order to acquire enough money so as to feed their alcohol or drug addictions. Of these forms of addiction, the more prevalent among offenders is alcohol dependence. In addition, individuals are more likely to commit violent crimes when under the influence of alcohol or drugs. Thirdly, we live in a world where there is a growing lack of respect for other people. Many individuals are engrossed in a capitalist materialist culture which is overvalued daily through the media. "We must all have the same as everyone else." Unfortunately, some are prepared, or have no option rather, than to turn to crime as a means of acquiring "the same as everyone else."

It is also worth mentioning that one in four prisoners in Mountjoy, at present, have some form of mental illness. In fact, one in four prisoners housed in Mountjoy at any one time has a record of long-term mental illness together with a history of committal to various mental hospitals. Bearing this in mind, with the exception of those convicted for white-collar crime and sex offenders who do not necessarily emerge from

[41] Tuesday, May 13th, 2003, the author met with the governor of Mountjoy Prison, Dublin, for research purposes. Information pertaining to Mountjoy Prison cited in this appendix was acquired during the course of this meeting.

deprived environments, most prisoners in Ireland may be considered the victims of some form of social disadvantage.

Question: How do you account, therefore, for those individuals who emerge from privileged backgrounds, at least materially, and yet get caught up in drugs and petty crime?

Governor: Only a small number of people from affluent backgrounds end up in prison. From a total of three and half thousand to four thousand offenders committed to Mountjoy each year, only twenty, on average, come from the upper socio-economic groups. Most prosperous people need not turn to petty crime in order to acquire money. Yes, a small number of well-off individuals end up in prison convicted of white-collar offences, sex offences, dangerous driving, driving under the influence of alcohol and drug trafficking. Most middle to upper class individuals sentenced for drug offences are convicted for the supplying of drugs rather than for the possession of drugs for personal use. You must also remember that affluent individuals can afford expensive defence teams and are, therefore, less likely to receive custodial sentences. What's more, most can pay substantial fines imposed by the courts. White-collar criminals are also very hard to detect. They usually employ brilliant strategies in order to defraud. Many organisations are reluctant to report incidents of fraud and embezzlement for fear of damaging their own images in the public face.

Question: In the light of what you have just stated, how do these views help you to formulate an effective prison policy?

Governor: In order to answer that question, I must first examine the principle objective of the current prison system. The existing penal policies respond to the demands of the

public which are, in turn, expressed through the politicians. Consequently, prison structures remain punitive by nature while prisoner rehabilitation continues to be kept very low on the list of priorities. Within this framework, prison is regarded as a mechanism of punishment and as a means of deterring future criminal offences. Little consideration is given to the harm a custodial sentence imposes on detainees. Inmates become institutionalised within a regimental system which deliberately removes all their power of self-autonomy. Prisoners are also removed from society and are given little or no assistance to re-integrate themselves back into their communities. In my view, people come to prison damaged beyond repair as a result of their backgrounds. It is for this reason that prison is a greater deterrent for the middle and upper social classes. To receive a custodial sentence is "a disaster" for elitist groups. This same logic could be applied to working class groups. For those who are socially deprived, however, prison has become a way of life. "If you have nothing to lose then you adopt a carefree attitude towards an impending prison sentence." Consequently, prison fails to deter further crime. Current penal institutions lack the necessary resources to re-educate inmates appropriately. As a result, prisoners receive little assistance in overcoming problems that arise as a direct result of substance abuse or the lack of education and vocational training. In fact, it is common practice for long-term prisoners, including sex-offenders, not to be given any form of help or rehabilitative treatment until their sentences are almost complete. In addition, authorities have little or no control over the welfare of inmates once they are released back into society. Unfortunately, society remains very "unforgiving" in its treatment of ex-prisoners. Society demands that offenders should be punished. The logic behind this stipulation is that the harsh treatment of offenders will deter against repeated offenders and act as a warning to those who may be contemplating embarking on a life of crime.

Question: What further resources are required, in your opinion, if your vision of an effective penal policy is to be actualised?

Governor: The women's prison is the only prison, in my view, with any sort of adequate resources to be effective. Within the women's prison (Dóchas Centre), inmates are responsible for making their own decisions. For instance, they live in houses, not regular cell blocks. They make their own tea in the evening and they wash their own clothes. This structure provides an environment where it is possible to create a better community spirit. Inmates detained at the Dóchas Centre are provided with very good educational and training facilities. In fact, female prisoners at Dóchas enjoy a greater link with the outside community. They are provided with pre-release programmes whereby, they are left to and collected from work each day. Such a prison policy reduces the harmful affects of incarceration and is, as far as I am concerned, the penal strategy of the future.

Male prisons do not, however, enjoy those same resources. In Mountjoy, we lack the professional expertise to combat problems caused by substance abuse and psychiatric illness. Furthermore, you must also examine the structure of the buildings. The Dóchas building is well designed. In contrast, this Victorian institution is a monument from the past. Prisoners here in Mountjoy lack the necessary motivation to participate in rehabilitation programmes, a difficulty that exists to a lesser extent in Dóchas. If educational, vocational or any rehabilitative programme is to be effective, prisoners must first be motivated. It is critical that those involved in prisoner rehabilitation should remind or even convince inmates that this is an opportunity for change which should not be overlooked. Inmates must, in turn, give their consent to participate in such programmes. Offenders cannot be made do what they do not wish to do. It is also imperative that prisoners should contribute to programme design in order

that they should be motivated even further. Rehabilitation programmes must respond to the needs of prisoners if such syllabi are to be effective. I believe that the lack of motivation existing in most prisoners is embedded in their cultures. In fact, most are "not motivated to do anything." In order to be enthused, prisoners may ask "what is in it for me." Consequently, there needs to be an "end product" together with an "ability" on the part on the inmate himself/herself to complete the programme. Unfortunately, those detainees suffering from mental illness are often incapable of participating in rehabilitation programmes.

Question: Given that my research focuses primarily on the importance of education in offender reform, can you mention any further educational structures that could be implemented to facilitate this endeavour?

Governor: Education is critical to prisoner rehabilitation. I believe education is an empowerment. If an individual has insufficient educational achievements, he/she is not in a position "to insist upon his/her rights." In fact, those lacking adequate education are often unaware of their human rights and are, therefore, left to the mercy of society's powerful forces. Education gives an individual the power and the confidence to dialogue with those in positions of authority or influence.

Question: Yet, the concept of dialogue usually means that all sides in a debate are heard and are given equal freedom of expression. If prisoners are to be heard, to what extent then should society change its attitude towards those inmates expressing a desire for another chance in life?

Governor: Society maintains a "fundamental role" in the rehabilitation of offenders. In fact, if society is not a "player," prisoner reform is useless. To begin with, society has

failed many of those considered socially disadvantaged or from the lower social classes. Certainly, society is ultimately responsible for the generation of crime within its own confines. Many measures could have been taken to provide to right resources or to intervene at the appropriate time so as to divert individuals away from crime. Society itself creates the problems that result in criminal activity. Society may also be deemed unjust in that it excludes many from its inner circle, particularly those released from prison. You ask about change, society must begin to assume responsibility for the aftercare of prisoners. In fact, society is duty bound to provide opportunities for those ex-prisoners who may wish to re-establish themselves in society. It is important to remember, "society controls, society decides and society provides."

Society is also obliged to provide for the victims of crime. But who are the victims of crime? Surely the children who come in here weekly to visit parents are just as much victims of the crime culture. I wonder how any child can see prison as a deterrent to further crime if they are conditioned into coming in here regularly. In this case, crime breeds more crime given the damage that is caused to children by recurring visits to high security prisons. In many cases, the offenders themselves could be considered the victims of a criminal culture if this same logic is to be applied to the general prison population.

Question: Do you feel that high secure walls prohibit the local community from interacting with detained offenders?

Governor: It is inevitable that the secure character of most Irish prisons prevents outsiders from entering. In reality, locals tend to stay away from prisons. Each year, we organise a number of events to which locals are invited. These activities may include dramas which are presented by the inmates themselves. Many outsiders feel a

little intimidated by the bleak exterior of most prisons and are inclined to stay away as a result. The high perimeter walls are both "physically and psychologically imposing" in the eyes of many individuals. Subsequently, organised events are not well attended by local communities. Besides, it suits many to distance themselves from the reality of prison life. In this way, they may avoid their civic responsibilities to those who are less well off.

Question: Do you agree, therefore, that high secure units only exacerbate the social isolation felt by most prisoners?

Governor: Yes. Prisons succeed in keeping some people locked in while, at the same time, locking others out. Unfortunately, local communities are not always encouraged to enter prisons. Regrettably, security requirements may restrict access to detention centres. Still, as I stated earlier, most people prefer to stay away from prisons.

Question: Is there anything that can be done to eradicate those obstacles that prevent active dialogue between society and detained offenders?

Governor: In order to answer that question, one must first examine the current prison philosophy in operation in Ireland. One must begin by asking, is prison designed to be primarily punitive or rehabilitative? Ireland's reliance on high walls suggests that the prevailing penal policy in this country focuses on risk reduction and escape prevention. I think it paradoxical that an inmate who escapes one month before he/she is due to be released is judged to be a threat to society. Yet, that same individual may be lawfully released soon afterwards into society after having completed his/her sentence and may be considered no risk at all. It is regrettable that we live in a world that is susceptible to influence by media giants. Fear and hysteria, generated by mass media, are powerful

psychological tools. If we are to implement a "balanced penal policy," public support is essential. The difficulty lies in overcoming the emphasis placed on security. In Irish prisons, security takes priority over everything else. If we are going to move towards developing new open prisons, then we must first re-consider the objectives of the penal system. Open prisons are a far more effective means of effecting prisoner reform. You cannot use harsh methods to change people for the good. Prisoner rehabilitation begins by treating inmates as human beings in an environment that is compatible with the reform process. Consequently, a more progressive penal philosophy may be deemed a more appropriate means of effecting prisoner reform.

Question: If given a fair chance in life, do you believe that the majority, or many, offenders would commit themselves to more law-abiding ways?

Governor: Every individual possesses some capacity to change. I believe that all prisoners change over time. However, the issue at hand concerns the proof that such change has taken place. It is no accident that most prisoners in Mountjoy are under thirty years of age. Very few middle-aged individuals end up in prison. Maybe an offender might meet a nice girl, one that leaves a lasting impression. Yes, they are all capable of change. The question is, how quick can that change be brought about? Besides, prisoners mature at a very slow rate. Maybe, we should look at more preventative and intervention mechanisms which would reduce the number of individuals turning to crime in the first place. In either event, the primary task is to "expedite" change rather than simply allow such potential for change to follow a normal course.

An Interview with the deputy governor of HMP Wandsworth, London.[42]

Question: What would you consider to be the major precipitating factors that influence crime rates?

Deputy Governor: As a starting point, I would mention poverty. Poverty is linked to numerous other issues that exacerbate the original difficulties of social disadvantage. For instance, poverty is associated with inadequate education, a shortage of good opportunities, insufficient facilities for young people and the lack of proper supervision over children given that parents work outside of the home more these days than in the past. In addition, it is often that case that young people living in deprived areas do not have enough interesting things to do. Adequate recreational amenities would provide younger people with alternative and more constructive activities through which they could channel their energies. It is a regrettable fact that many individuals caught in the poverty trap turn to alcohol and drugs. In fact, a greater number turn to alcohol than drugs. Statistics issued by the National Health Service specify that more people are treated for alcohol abuse than for illegal drugs. Individuals, particularly young people, have greater access to alcohol than illegal drugs. However, drugs are far more readily available nowadays. When we were growing up, drugs, although attainable, were never considered an ingrained constituent in our culture.

Question: How do you account for those individuals who emerge from privileged backgrounds, at least materially, and yet get caught up in drugs and petty crime?

Deputy Governor: To begin, drug and alcohol abuse is not restricted to poor people. For instance, an individual may take drugs or abuse alcohol because of family

[42] Tuesday, June 17th 2003, the author met with the deputy governor of Her Majesty's Prison, Wandsworth, London, for research purposes. Information pertaining to Wandsworth Prison cited in this appendix was acquired during the course of this meeting.

circumstances. Violent offenders from affluent areas may have been physically abused as children or may have lived as part of abusive families. Besides, we live in a world that is becoming increasingly individualistic. More people are adopting the notion "we get what we can regardless of the harm done to other people." The recent increase in "white collar crime" is indicative of a world becoming increasingly consumed by "opportunism." In this particular prison, we have a large "vulnerable prisoners unit" that houses mainly sex offenders. Sex offenders come from all sectors in society. It is a known fact among us working here in this prison that many paedophiles are themselves the victims of sex abuse. Adults who have been abused sexually as children may subsequently feel that child abuse is normal behaviour. Little consideration is given to this reality by society. Our treatment programme for sex offenders housed in this prison has a dual purpose, therefore. Obviously, the programme is designed primarily to prevent the further exploitation of children. However, it also aims to treat the symptoms of sex abuse in those convicted of sex offences. Simply locking up sex offenders together without any intervention is unwise. Yet, we have found, in this prison, that group therapy for sex offenders is effective. Those sex offenders participating in group therapy programmes challenge each other very well.

Question: In the light of what you have just stated, how do these views help you to formulate a prison policy?

Deputy Governor: In this prison, at least, there is a huge "push" towards more education for prisoners. Education produces opportunities. It also allows offenders to believe that they "can do better." In addition, huge resources are being poured into alcohol and drug treatment programmes. I personally place great value on vocational training programmes. Vocational skills give prisoners the necessary tools with which

they can acquire jobs. Providing meaningful employment, for offenders, is critical to any attempt to reduce rates of recidivism. In fact, providing opportunities for employment is of equal importance to offering drug and alcohol treatment programmes.

In this prison, we operate in partnership with the "St. Giles' Trust." This particular organisation works towards ensuring that all newly released prisoners have adequate accommodation. Members of the "St. Giles' Trust" enter the facility regularly and subsequently train a number of specially chosen serving prisoners to cater for the needs of other inmates. It is a practice that has my full support. Post-release accommodation is a crucial issue for many unfortunate detainees. Prisoners trained by the "St. Giles' Trust" assess the basic needs of new inmates. Properly trained inmates may help new prisoners to settle in. They also set about organising appropriate accommodation for needy inmates who are due for release.

Question: What further resources are required if your vision of an effective penal policy is to be actualised?

Deputy Governor: To begin, I think we should reappraise and utilise the prisoners' innate resources. In my view, it is important that prisoners should learn to help other inmates. Prisoners can "help those in need of help." In this particular facility, trained inmates are actively involved with the "St. Giles' Trust," as already discussed, together with the "Listeners" programme. In addition, many detainees have acquired helping skills which they may use outside when they are released. Within the prison itself, we need to learn to rely on prisoners. Staff shortages and government cutbacks may, in fact, compel us to involve even more detainees in the everyday administration of the facility.

Strangely, this specific prison has, in recent times, received large amounts of finances dedicated to the education of prisoners. The prison itself has, of late, changed in status. For a number of years, it was considered a local prison, one that served as a holding centre for the local courts. Lately, however, the unit has been redefined as a more long-term facility. With its change in role and in order that it should operate within its new mandate more effectively, the prison was granted extra resources. We have used these newly acquired funds to develop our educational and vocational training modules for inmates.

Question: My main area of interest is concerned with the importance of education in offender reform. Likewise, you appear to emphasise education and vocational training as necessary constituents in any offender rehabilitation curriculum.

Deputy Governor: We place so much importance on education and vocational training that we concentrate many of our efforts on developing more effective syllabi. "Education and vocational training are still growing here and we are working towards developing both modules even further."

Question: What role, if any, has society got in the rehabilitation of offenders?

Deputy Governor: In this prison, we are trying to establish links with society. It is regrettable that newly released offenders should return to those same environments which resulted in many of them coming in here in the first place. Despite the best efforts made in this facility to treat those with a dependence on chemical substances, many have no recourse but to return to the same drug infested communes once again. Yes, society can be very unforgiving. Many ex-detainees cannot find suitable employment because of their criminal records. In response to this situation, we try to

develop relationships with outside agencies such as the "St. Giles' Trust," "Alcoholics Anonymous" and "Narcotics Anonymous." The increase in use of "electronic tagging" and the parole system means that convicted offenders are working more in conjunction with authorities such as probation officers. Many of these authority figures are actively engaged in developing constructive relationships between offenders and local communities. We have one very interesting pilot project in operation, at present, in this prison. It is one which is co-ordinated by the Imam, the chaplain to the large Muslim community within the prison. He is trying to establish links between the prison and other local Muslim communities. Many offenders rarely attend church of any kind until they are in prison. However, the Imam has invited members from three local mosques to come into the prison and work with Muslim inmates. Hence, these particular detainees will belong to a community once they are released. In this endeavour, Muslims are far ahead of Christian groups. This is a curious phenomenon when one considers the virtues of love and forgiveness as professed by Christian Churches.

Question: Do you feel that high secure facilities prohibit the local community from interacting with offenders?

Deputy Governor: High prison walls emphasise a climate of "separateness." Individuals outside of the system may add, "What happens behind closed doors has nothing to do with us." Nevertheless, many volunteers enter the prison. Some volunteers work with the chaplaincy team. Others enter the complex as members of recognised agencies such as "Alcoholics Anonymous." Some charitable organisations work with sub-groups here within the prison. For example, the "Samaritans" work with the "Listeners" group operating within the facility. Others enter simply because they may have some specialised skill to offer. For instance, we have a number of trained

counsellors who enter the prison and offer their services to inmates, free of charge. Nevertheless, it is inevitable that prisoners held in high-secure units should feel more isolated than those housed in open prisons. Offenders detained in open facilities enjoy greater mobility and are provided with better mechanisms to maintain contact with families.

Besides, the "Independent Monitoring Board" (IMB, formerly the "Board of Visitors") visits the prison as often as it wishes. The IMB itself is comprised of local volunteers who are individually appointed by the Home Secretary. Its primary function is to inspect prison conditions. The "Board" is not considered an official inspectorate team but is, nonetheless, capable of taking complaints or applications from prisoners. It is also permitted to confront issues with the Prison Governor. On occasions, the IMB has discussed policy issues with the Governor. It also produces an annual report which is subsequently published.

Question: Do you feel that penal institutions surrounded by high walls exacerbate the problems of social isolation as experienced by most offenders?

Deputy Governor: One unfortunate consequence of the high walls is that the inmates "cannot see out." However, most of the prisoners detained here, with the exception of those housed in the "vulnerable prisoners unit," are from the surrounding areas. As a result, most wish to remain here because of the close proximity to families. In this prison, prisoners are allowed up to one visit per week, depending on individual privileges. Indeed, most inmates enjoy the benefits of one family visit per week. Those on basic privileges are restricted to two visits per month. Unfortunately, because the visitors' room is too small to cope with the demand placed upon it, visits have time

restrictions. Individual visits are limited to between sixty and ninety minutes each. It is hoped to extend the length of visit to three hours each in the very near future.

Question: Is there anything that could be done to eradicate any recurring obstacles which prevent active dialogue between society and detained offenders?

Deputy Governor: I will begin by stating that current penal policies cannot function if applied in isolation from the community. There is a grave need for those involved in offender rehabilitation to link their efforts with outside agencies. In other words, those of us who are responsible for penal reform should work towards creating more coherent links between prison policies and the more progressive sectors of society. For example, most offenders come from areas that depend solely on State educational institutions. Yet, in my opinion, the greater London area lacks adequate comprehensive educational facilities. There is a grave need for extra provision in State schools. Good education is a crime preventative in itself. Besides, young people are easily bored. A decent education may, nonetheless, provide those young people who harbour criminal tendencies with prospects for further advance. These opportunities may, in turn, divert their attention away from alcohol and drugs. Among those areas designated as being socially disadvantaged, there is a need for extended "special educational needs" provision. Many offenders entering this prison are deaf or have significant learning disabilities. Many more prisoners detained here are "immature" by nature. In fact, some never grow up at all. Very often, prison officers fulfil the role of parents for immature adult offenders by imparting some form of discipline upon them. Indeed, it is commonplace for an officer to say to a prisoner, "That is silly, don't do it." These "special needs" programmes may, in fact, be extended to parents of wayward students in an attempt to prevent future criminal activity. In simple language, proper parental

supervision prevents crime. Maybe the Government should pay one parent to stay at home with the children.

Question: Finally, if given a fair chance in life, do you believe that the majority, or many, offenders would commit themselves to more law-abiding ways?

Deputy Governor: I think some would avail of the opportunity. In fact, I think that some are desperate for another chance. After having completed an alcohol or drug treatment programme, a number of offenders begin to look at life with a view to considering an alternative lifestyle. However, many find it difficult to change. It is for this reason that opportunities should be given to individuals when they are children. Unfortunately, for many of those detained here in Wandsworth, crime has become a way of life. They know of no other way.

APPENDIX SIX

Proposed Guidance and Counselling Programme for Offenders.

Introduction.

"Though slow learners and the socially disadvantaged often appear to have less to offer, this is a measure of their need rather than an indication of their limits."[43]

It may be concluded, therefore, that every individual is capable of learning.[44] Interestingly, corrective pedagogical structures may be considered *"compensatory education"* in that extraordinary educational programmes are designed primarily for the benefit of those individuals from "impoverished backgrounds."[45] Moreover, *"adaptive education"* is considered a process whereby, "all aspects of the curriculum are made special" to accommodate the particular needs of individual offenders.[46] Subsequently, this proposed guidance and counselling programme should accommodate a number of crucial issues that pertain particularly to offenders. To begin, convicted prisoners are categorised as long-term or short-term, depending on the seriousness of their offences. In addition, those offenders, for instance sex offenders, who constitute a potential threat to society, may require intensive rehabilitative treatment. Others may be obliged to receive psychological and medical assistance so as to overcome the affects of substance abuse. In short, guidance and counselling programmes should be designed to accommodate the specific needs of those offenders participating in specialised rehabilitative programmes. In the case of offenders classified as socially deprived,

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[43] R. Guillford, *Backwardness and Educational Failure* (Slough, NFER, 1969), 48.

[44] Peter D. Pumfrey and Rea Reason, *Specific Learning Difficulties (Dyslexia): Challenges and Responses* (Windsor: NFER-Nelson Publishing Company Limited, 1991), 1.

[45] Louis Cohen and Lawrence Manion. *Perspectives on Classrooms and Schools* (London, NewYork, Sydney and Toronto: Holt, Rinehart and Winston, 1981), 180.

[46] Westwood, P.S., *The Remedial Teacher's Handbook* (Edinburgh: Oliver and Boyd, 1978 edition), 17.

issues that would need consideration include the predominant lack of formal education, learning disabilities such as ADD/ADHD or dyslexia,[47] the need for experiential learning programmes[48] and the practical difficulties that may emanate by providing guidance and counselling programmes given the secure nature of most penal institutions in Ireland. If possible, "effective memory strategies" should be explored and possibly developed with offenders.[49] Indeed, the application of mnemonics and rehearsal procedures may be discussed with those offenders participating in the programme.[50] By developing such techniques, guidance counsellors should aim to permit the offender to expound a learning strategy that would facilitate completion of any agreed curriculum.[51] Additionally, guidance counsellors could help to establish, by means of diagnostic testing if considered appropriate, the discrepancy that may exist between an offender's potential for learning and his/her achievements.[52] In order to ascertain an accurate overall assessment of the discrepancy that may exist, offenders' language, reading and numeracy abilities ought to be accurately measured.[53] Furthermore, given that offenders with learning difficulties may employ select attentive procedures, any curricula proposed must appear to be appealing.[54] Consistency between learners'

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[47] Ibid., 6-8. This passage outlines "predictors of possible learning difficulties.

[48] "Experiential Learning" programmes based on hypotheses presented by David A. Kolb, *Experiential Learning: Experience as The Source of Learning and Development* (New Jersey: Prentice Hall Inc., 1984), Gordon A. Walter and Marks, Stephen E., *Experiential Learning and Change Theory, Design and Practice* (New York, Chichester, Brisbane, Toronto: John Wiley & Sons, 1981) and John Dewey, *Experience And Education* (London and New York: Collier Macmillan Publishers, 1963 edition).

[49] Donald E. Super and others, *Career Development: Self Concept Theory* (New York: College Entrance Examination Board, 1963), 288.

[50] Mark Fox, *Psychological Perspectives in Education* (London: Cassell Educational Limited, 1993), 204-207.

[51] Ibid.

[52] Janet Lerner, *Learning Disabilities: Theories, Diagnosis and Teaching Strategies,* 6th ed. (Boston and Toronto: Houghton Mifflin Company, 1993), 15.

[53] JulieDockrell and John Mc Shane. *Children's Learning Difficulties: A Cognitive Approach.* Oxford: Blackwell Publishers, 1993, language difficulties 53-80, reading difficulties 81-113, numeric difficulties 120-146.

[54] Fox, *Psychological Perspectives in Education,* 203.

abilities and subject matter taught together with the use of incentive schemes and goal setting programmes are suggested.[55]

The author also notes that, in order for a guidance and counselling programme to be more effective, offenders would require a certain mobility in order to participate in organised events. Indeed, the adverse affects of social isolation upon the learning process has been documented.[56] It is for this reason that non-secure units or the use of non-residential sanctions would be considered more helpful to offender reform. Concerning the provision of a guidance and counselling programme for offenders, it has also been noted that:

- Guidance counsellors working with convicted offenders may be required to co-operate with court appointed officials such as probation and welfare officers.
- Educational programmes are more effective among those offenders who wish to escape from the criminal lifestyle. In fact, more mature offenders may also desire to settle into a more normal lifestyle with a partner. Certainly, those offenders who have taken the time to consider personal career options appear to enjoy a greater need for significant life change.[57] In contrast, younger offenders are often enraptured by the adventure and social status that a life of crime may provide. It has also been observed that, throughout the whole of their adolescence, individuals are considering interests and vocational/career options.[58] Inevitably, younger offenders may resist any attempt to participate in educational programmes of any kind. Consequently, the author considers that more mature offenders are more likely to co-operate more with guidance counsellors engaged in prisoner reform.

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[55] Ibid., 118-123.

[56] Pumfrey and Reason, *Specific Learning Difficulties (Dyslexia): Challenges and Responses,* 65.

[57] Donald E. Super and others, *Career Development: Self Concept Theory*, 8.

[58] **Note:** this statement is based on the hypothesis that self-concept, values and career insights do not normally materialise until late adolescence or some time afterwards. Ibid.

- Female prisoners suffer severe trauma caused by the inevitable separation from their children. Certainly, this study has determined that the greatest distress endured by female prisoners is their concern for the welfare of their children, particularly prevalent among those with children in State care.
- There is a recurring need for society to accept reformed offenders.[59] Rehabilitative programmes who attempt to instil some sense of social reintegration in offenders require some mode of positive response from within the social forum. It is for this reason that the author considers reasons as to why society should participate more in offender rehabilitation programmes. Unfortunately, high security facilities do not allow for this style of interaction between detained offenders and the wider community.
- Many offenders may take into the counselling forum difficult personal issues such as despair, bereavement, separation and divorce.[60]

Nevertheless, the main thrust of this proposed programme is concentrated on hypotheses made by the three educational theorists already discussed in this paper, namely Buber, Freire and Rogers. Common to all three authors is the fact that any guidance and counselling programme incorporated into corrective educational structures should provide the following:

i. It should offer interested/motivated offenders with some realistic hope of a more fulfilled lifestyle for the future. Indeed, the only alternative to hope is a fatalistic acceptance of one's present situation. It should be dialogical in nature whereby, educators' values are not simply imposed upon offenders. Furthermore, guidance

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[59] W.D. Wall, *Constructive Education for Adolescents.* London: United Nations Educational Scientific and Cultural Organisation (UNESCO), 1977, 171.

[60] Ibid., 174. **Note:** In the case of younger offenders who have emanated from dysfunctional families or have suffered some significant loss, one possible programme that could be invoked is entitled "An Eye To Their Future," Teen Between, Relate Teen and Programme for Peace and Reconciliation. (Dublin, Belfast and Derry: Teen Between and Relate Teen: 2000).

and counselling programmes should be conducted from within the social arena rather than in isolation. It has also been noted by Rogers that self-discipline is not the product of harsh regimental regimes. In other words, pedagogical procedures should embrace a student-centred process that would, in turn, improve offenders' attitudes towards learning.[61]

ii. Furthermore, it should be essentially self-motivating. In order to maintain the interest of offenders, subject material addressed should be of particular relevance to them. In addition, guidance and counselling programmes should be experiential in essence as opposed to focussing entirely on cognitive/intellectual issues. In reality, self-directed learning enhances the process of personal transition in a world of change.

iii. It should respect the uniqueness of each individual. Indeed, any comprehensive guidance and counselling programme should address the creative ability of each offender, which can, in fact, only be recognised through a process of self-exploration.

iv. It must also constitute a liberating experience that would subsequently enable offenders to release themselves from imposed social bonds and misguided beliefs. In fact, the "necessary relevant previous experience" is considered a prerequisite to "restructuring" one's life.[62] In short, offenders participating in the proposed programme should be provided with opportunities to critically appraise their present worlds in a pragmatic manner.

v. It should generate, within each offender, a greater sense of social responsibility through which each one may become less individualistic.

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[61] David H. Hargreaves, *Interpersonal Relations and Education* (London and Boston: Routledge & Kegan Paul, 1972), 136.

[62] E.A. Peel, *The Psychological Basis of Education* (Edinburgh & London: Oliver & Boyd Ltd., 1967 edition), 88.

vi. It should construct, within each offender, a greater sense of independence and self-determination. Where appropriate, the guidance counsellor should establish avenues whereby, offenders may achieve their desired state of self-autonomy. The primary aim of this procedure is to enable offenders to actualise their creative potential in a constructive manner. Certainly, students learn more effectively when their "background knowledge is activated." In other words, pedagogical techniques tend to be more successful when educators invoke appropriate background knowledge and when the students participate in their own learning.[63]

vii. Finally, it should engender an environment that is accepting and conducive to developing good counsellor/client relationships.

While these three theorists provide the foundation for a comprehensive guidance and counselling programme applicable to corrective educational structures, the hypotheses presented by other specialist practitioners will also be invoked in order to achieve a greater state of social readiness among offenders.

It must be noted, however, that many of the modules proposed in this guidance and counselling programme are already provided in a number of correctional facilities. However, in this proposed programme, the author draws together many different rehabilitation modules from a number of correctional institutions and jurisdictions. The intention of the author is to develop a comprehensive guidance and counselling programme which is designed to address the needs of inmates in a holistic manner.

Development of a Positive Self-Concept.

Donald E. Super et al. have argued that an individual's vocational preferences are an expression of the kind of person he/she perceives himself/herself to be.[64] Indeed,

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[63] Lerner, *Learning Disabilities: Theories, Diagnosis and Teaching Strategies,* 287.
[64] Super and others, *Career Development: Self Concept Theory,* 1.

an individual's "self concept" is basically "his/her concept of himself/herself, not the inferences concerning him/her made by an outside other."[65] It has been noted that there is a strong link between "learning, self-concept and a positive attitude."[66] Consequently, opportunities for self-exploration should be integrated into a comprehensive guidance and counselling programme. In addition, by nature, offenders tend to underestimate their abilities and subsequently, lack self-confidence. Their self-concept constructs may be negative hence directing them to consider that their situation is hopeless. Indeed, this conjecture may be the product of limited experience and apparent restricted vocational choices.[67] Certainly, some time should be given to a student to explore his/her self-concept.[68] Still, any attempt made to help develop an individual's self-concept should aim to produce a more positive construct. Nevertheless, a realistic appraisal of a student is determined by the "agreement" of his/her own self-perception and the "objective evidence of his/her status."[69] In fact, the distinction between "fantasy choices" and "realistic choices" may be the determining factor.[70] Even so, the guidance counsellor should primarily aim to help the student actualise his/her more developed self-concept.[71] Indeed, the skill of the guidance counsellor is determined by his/her ability to provide the students with the proper mechanisms to assist in this procedure. In reality, offenders' self-concept may be aligned to their heroes in life who may, unfortunately, be other offenders.[72] Regrettably, this conjecture may be particularly true of younger offenders. Still, destructive goals, socially unacceptable values and undesirable associations may need to

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[65] Ibid., 5.
[66] Lerner, *Learning Disabilities: Theories, Diagnosis and Teaching Strategies,* 287.
[67] Super and others, *Career Development: Self Concept Theory,* 29.
[68] Ibid., 12.
[69] Ibid., 29.
[70] Ibid., 50.
[71] Ibid., 14.
[72] Ibid.,9.

be explored and reappraised.[73] In addition, the ability to describe oneself "in the abstract" as opposed to the "specific or concrete" develops only with age and experience.[74] Part of the self-concept exploration and development process involves some degree of experimentation. Regrettably, it is difficult to provide the proper experimental apparatus from within an enclosed high security facility. Other procedures to be mastered would include the "quest for independence," the adapting to an unfamiliar environment and the seeking out of opportunities.[75] Obviously, many of these procedures are only possible in open custodial facilities or in cases where offenders receive non-custodial sentences. Nevertheless, for those confined to penal facilities, outside professional agencies may be of assistance in providing some expertise concerning personality traits and occupation requirements. Yet, it has been argued that:

- Inferiority complexes often result in "psychic overcompensation." When faced with a reduced sense of self-esteem, an individual may struggle for "self-assertion."[76] Guidance counsellors should attend to any subsequent psychological disturbances that may arise as a result of inferiority complexes.[77]
- A *"will to power"* may ensue within an individual who may attempt to compensate for feelings of inferiority.[78] In fact, aggression is considered one such form of compensation.[79] Unfortunately, this striving for power may result in reckless acts in an attempt to acquire strength over weakness.[80] When applied appropriately,

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[73] Ibid., 60.
[74] Ibid., 26.
[75] Ibid., 55.
[76] Alfred Adler, *The Neurotic Constitution,* translated by Bernard Glueck and John E. Lind (New Hampshire: Ayer Company, Publishers Inc., 1983 edition), 1.
[77] Ibid., 8.
[78] Ibid., 24.
[79] Paul E. Stepansky, *In Freud's Shadow- Adler in Context* (London and New Jersey: The Analytical Press, Distributed by Lawrence Erlaum Associates, Publishers, 1983), 59.
[80] Adler, *The Neurotic Constitution,* 39-41.

educational programmes may provide offenders with alternative and more socially acceptable means of overcoming their sense of inferiority.[81]

- Feelings of inferiority may drive an individual towards blind obedience to social conventions or, on the other hand, to total defiance.[82] Guidance counsellors should enable offenders to learn "useful adaptive behaviours." The primary aim of this procedure would be to give offenders the ability to adapt to different situations.[83] However, Rogers observed that every effort should be made so as not to deprive those participating of their sense of self-autonomy. It was noted, however, that neuroses are made manifest by an inability to adapt to new situations.[84] The primary aim of this particular segment of the proposed guidance and counselling programme is to afford opportunities for "social and economic independence" to those offenders engaged in the process of reform.[85]
- The crucial issue is not necessarily the "necessary character traits" of the individual offender. Rather, the offender's "preoccupation with the estimation in which he/she is held is more important to the development of a positive self-concept."[86]

Adult Guidance.

It has already been determined in this thesis that those engaged in the education of offenders apply adult pedagogical techniques. In addition, Freire's notion of *"codification"* is considered applicable to adult guidance and counselling programmes. Behind the concept of "adult guidance" lies the hypothesis that offenders may become the "architects of their own lives." Subsequently, guidance counsellors do not "think"

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[81] Stepansky, *In Freud's Shadow- Adler in Context,* 211.
[82] Ibid., 121.
[83] Ibid., 220
[84] Ibid., 123.
[85] Wall, *Constructive Education for Adolescents.* 45.
[86] Stepansky, *In Freud's Shadow- Adler in Context,* 123.

for clients.[87] Instead, guidance counsellors are required to motivate offenders so that those individuals who may harbour criminal tendencies should assume some responsibility for their own lives.[88] Meanwhile, some consideration should be given to individual offenders' needs, goals and drives.[89] Offenders should be advised as to whether their goals are clear, realistic and carefully planned.[90] However, particular attention should be given to the impediments that prevent offenders from reintegrating into the workforce. These impediments include:

- Offenders' inability to make meaningful decisions concerning career related issues. For instance, an offenders "readiness" to reform must be established within the guidance and counselling process. Certainly, it has been noted that "readiness and motivation" are the two pillars upon which offender rehabilitation programmes are grounded.[91] Motivation, it is argued,:
    - Arouses interest.
    - Stimulates a desire to learn.
    - Directs interests and efforts towards the "accomplishment of suitable purposes and toward the attainment of definite goals."[92]
- The difficulties offenders experience in implementing career plans. Indeed, offenders are often restricted by their intrinsic lack of self esteem, their past experiences and the negative opinions of others.[93] Interestingly, Freire has noted that, by its very nature, the process of *"conscientisation"* simply illuminates reality but does not necessarily change reality itself.

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[87] Herr and Cramer, *Career Guidance and Counselling Through the Lifespan,* 530.
[88] Ibid., 532.
[89] William A. Kelly, *Educational Psychology* (Milwaukee: The Bruce Publishing Company, 1965 edition), 245.
[90] Eric Parsloe and Caroline Allen, *Learning for Earning* (London: Chartered Institute of Personnel and Development, 1999), 64.
[91] Herr and Cramer, *Career Guidance and Counselling Through the Lifespan,* 532.
[92] Kelly, *Educational Psychology,* 247.
[93] Herr and Cramer, *Career Guidance and Counselling Through the Lifespan,* 530-540.

- The difficulties offenders experience in satisfying occupational demands.[94]
- Offenders' difficulties in adapting to a new lifestyle.[95]

Consequently, "adult guidance" concepts allow offenders to explore all "available careers opportunities" that may be considered realistic.[96] Given the fact that offenders often feel isolated from society, they may benefit from the knowledge that there is place in the workforce for all individuals. This concept must be emphasised despite the anxieties offenders may experience concerning ethnic origin, impediments to career options or disabilities.[97] Indeed, cultural issues pertaining immediately to offenders should be addressed since these concerns may impact upon the offenders' world vision.[98] Nevertheless, it is necessary that offenders should be trained in marketable skills in order that they should compete in the uncertain world of work.[99] With reference to the provision of guidance and counselling for offenders, it has been noted that:

- Real life incorporates love, learning, labour and leisure.[100] Indeed, Freire observed that a holistic corrective educational curriculum should primarily aim to prepare the offender for social participation. Consequently, a comprehensive corrective guidance and counselling programme should address these four life qualities.
- When all these features are included into one formidable programme, guidance and counselling becomes an instrument of "life planning" for offenders.[101]

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[94] Ibid.
[95] Ibid.
[96] Ruth Hawthorn, "Careers Work in Further and Adult Education," in Watts and others, *Rethinking Careers Education and Guidance: Theory, Policy and Practice,* 117.
[97] Sunny-Hansen, *Integrative Life Planning: Critical Tasks for Career Development and Changing Life Patterns,* 59.
[98] Ibid., 155.
[99] Ibid., 61.
[100] Ibid., 83.
[101] Ibid., 81.

- "Positive life planning" reduces violence among offenders.[102] Certainly, a positive life plan offers offenders the possibility of unearthing satisfaction, fulfilment and meaning in life.[103]
- Offenders should learn to understand that a lack of "synchrony" between occupational decisions and "family decisions" may result in family conflict.[104]
- Offenders should discern the techniques of "self-sufficiency" together with the skills of "connectedness" with society.[105]
- Offenders should be encouraged to develop coping mechanisms in order that they should make the necessary transition from the criminal lifestyle to a more authentic existence.[106]

Depending on the academic ability of individual offenders involved, simple inventories such as "Strong's Vocational Interest Blank" or the "Rothwell Miller Interest Blank" could be invoked to facilitate this "life planning" process. In order to accommodate those who are impeded from completing these specific tests, guidance counsellors may be forced to rely upon counselling alone. Within this forum, guidance counsellors may concentrate on offenders' interests and vocational choices.[107] Nevertheless, a number of other factors must be considered:

1) Offenders may resent completing standardised assessments. Many would have been obliged to complete such tests upon arrival at their pre-arranged centre of detention. They may be subsequently suspicious of the reasons as to why they are required to complete yet more tests.[108]

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[102] Ibid., 68.
[103] Ibid., 107.
[104] Ibid., 140.
[105] Ibid., 111.
[106] Ibid., 215-218.
[107] Super and others, *Career Development: Self Concept Theory,* 48.
[108] Herr and Cramer, *Career Guidance and Counselling Through the Lifespan,* 655.

2) Offenders must be supplied with a realistic appraisal of their vocational/career choices given their criminal records, educational achievements, abilities, skills, interests, family support structures and financial resources. Even within this framework, their positive attributes should be accentuated.[109]

It has been noted that one source of stress stems from a lack of purpose in life. This condition may arise particularly when one does not know how to use one's abilities and talents.[110] Still, good decisions are "facilitated by a realistic picture of one's abilities, interests and other pertinent characteristics."[111] Consequently, to adopt a Freirean terminology, the guidance and counselling process could be considered one of *"conscientisation"* that, in turn, leads to *"creative praxis."*

Indeed, it has been argued that adult guidance techniques are appropriate for use with "reluctant students."[112] In fact, one possible procedure worth considering is "motivational interviewing" as presented by William R. Miller and Stephen Rollnick. Miller and Rollnick have discussed the "discrepancy" that exists between one's present situations and one's desired goals.[113] As a result, it is important to concentrate on offenders' intended ambitions in life.[114] It is a technique that is considered appropriate for use with "resistant" clients[115] and those who may be considering a major transition in life. Interestingly, offenders are listed among those who may benefit most from the

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[109] Ibid., 531-532.

[110] Patricia Cleghorn, *The Secrets of Self-Esteem: A New Approach for Everyone* (Shaftesbuty, Dorset: Element Books Limited, 1996), 48.

[111] Herr and Cramer, *Career Guidance and Counselling Through the Lifespan,* 651.

[112] Hawthorn, "Careers Work in Further and Adult Education," 120.

[113] William R. Miller and Stephen Rollnick, *Motivational Interviewing: Preparing People for Change,* second edition (New York and London: The Guilford Press, 2000), 10.

[114] Ibid., 19.

[115] Ibid., 9.

technique.[116] The process, in this case, concentrates on offenders' readiness, willingness and ability to change. The "willingness to change" is considered the foundation-stone of motivation. It concentrates on offenders' acknowledgement of the importance of transition in life. It is primarily founded on the "discrepancy" that exists in life between offenders' present life situation and their goals. "Ability to change" is more concerned with offenders' capacity to perceive the avenues of change. "Readiness for change" focuses on offenders' need to change in the here and now. Ironically, one may be willing and able to change but may not be ready.[117] Miller and Rollnick have argued that change is "triggered" within individuals by "connecting with something of intrinsic value."[118] The procedure itself incorporates a client-centred or empathic[119] method together with a more directive dimension where appropriate.[120] The Rogerian style of empathic approach to counselling is designed principally to ensure that resistance tendencies within offenders are not reinforced by over-confrontational counsellors.[121] Nevertheless, the more directive mode may be invoked in order to overcome feelings of "ambivalence" among offenders. Its purpose is first and foremost aimed at guiding the individual towards his/her desired targets.[122]

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[116] Joel I.D. Ginsburg and others, "Motivational Interviewing with Criminal Justice Populations," Miller and Rollnick, *Motivational Interviewing: Preparing People for Change,* 333-346.
Note: Ginsburg and others argue that "motivational interviewing," as a process, "has the potential to provide criminal justice workers with skills that could increase the effectiveness of their interactions with offenders and improve the climate of the criminal justice system which has traditionally been moralistic, judgemental, punitive and demeaning. Ibid., 335.

[117] Miller and Rollnick, *Motivational Interviewing: Preparing People for Change,* 10-11.

[118] Ibid., 12.

[119] Ibid., 9.

[120] Ibid., 25.

[121] Ibid., 9.

[122] Ibid., 25.

Social Development.

Buber considered that the process of personal development must incorporate an individual's responsibility to society. Moreover, social skills are described by Janet Lerner as "the ability to organise one's thinking and behaviour into an integrated course of action which is directed toward culturally acceptable social or interpersonal goals." Lerner continues her treatise by stating that "social skills include what a person thinks and how a person behaves in the social environment."[123] Certainly, the physical, mental, sexual, emotional and vocational dimensions of the individual offender should be explored and subsequently developed.[124] It is argued that many individuals with learning disabilities also suffer from a distinct deficiency in these essential social requirements.[125] Certainly, the means by which a reformed offender may interact with another individual influences society's response to ex-criminals.[126] Another important concern noted is that offenders are susceptible to stereotyping by society.[127] The ensuing negative climate may result in a manifestation of the "self-fulfilling prophecy" phenomenon.[128] In contrast, positive evaluations on the part of educators may result in a more positive outlook on the part of the individual offender.[129]

In addition, the need to gain the approval of others often impinges upon our relations with them. In such instances, individuals may become preoccupied with what others think of them.[130] It has been claimed that offenders should work towards letting go of their own guilt complexes.[131] Indeed, guilt feelings may subject offenders to manipulation by external forces thereby, reducing self-esteem among the criminal

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[123] Lerner, *Learning Disabilities: Theories, Diagnosis and Teaching Strategies,* 512.
[124] Wall, *Constructive Education for Adolescents,* 49.
[125] Lerner, *Learning Disabilities: Theories, Diagnosis and Teaching Strategies,* 513.
[126] Hargreaves, *Interpersonal Relations and Education,* 52.
[127] Ibid., 54.
[128] Ibid., 56.
[129] Ibid., 59.
[130] Cleghorn, *The Secrets of Self-Esteem: A New Approach for Everyone,* 87.
[131] Ibid., 73.

population even further.[132] Alternatively, a more positive sense of self-worth would allow offenders to choose what they would/would not like to do.[133]

Psychological, Emotional, Spiritual, Creative and Moral Development.

The author considers psychological, emotional spiritual and moral development as essential components to the construction of a positive self-concept. Consequently, a guidance and counselling programme should allocate some time to each of these concepts.

- ***Psychological Development.*** Terrence Real has associated depression with many types of anti-social behaviour such as addiction and violence.[134] Indeed, he specifically stated that prison stands in testimony to a culture that fails to teach its inhabitants how to handle pain appropriately.[135] Therefore, the psychological dimension of the individual may require further supplementation by means of intense psychotherapy[136] or, for those convicted for less serious transgressions, individual counselling. Certainly, it has been noted that an individual's "deepest repressions" are those which are "directed against the most unsocial tendencies."[137] Yet, within the criminal mindset, love is not absent. Instead, hate is considered an "effective cover for love." [138] Anger or resentment, which may be the products of "real experiences," may be given tangible expression through destructive acts.[139]

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[132] Ibid., 87.

[133] Ibid.

[134] Terrence Real, *I Don't Want to Talk About It: Overcoming the Secret of Male Depression* (New York: Scribner, 1981; Dublin: Newleaf, 1997), 62.

[135] Ibid., 83.

[136] Irish Prison Service, *A Survey of the Level of Learning Disability among the Prison Population in Ireland.*

[137] Melanie Klein, "Criminal Tendencies in Normal Children," *Love, Guilt and Reparation; and other works 1921-1945,* introduction by Hanna Segal (London: Hogarth Press, 1975; Vintage, 1998 edition), 170.

[138] Melanie Klein, "On Criminality," *Love, Guilt and Reparation; and other works 1921-1945,* introduction by Hanna Segal (London: Hogarth Press, 1975; Vintage, 1998 edition), 258.

[139] Klein, "Criminal Tendencies in Normal Children," 183.

Furthermore, criminal tendencies may result of a superego that has developed in a different fashion.[140] Consequently, as already mentioned in this thesis, the rehabilitation of offenders may be considered a process of "re-education." Taken in this context, individual counselling constitutes a journey of self-exploration for the offender. To adopt a Jungian terminology, the aim of psychological self-exploration is to empower the client who is working towards achieving a state of *"individuation." "Individuation"* is described as the unique pattern an individual may take in life.[141] Indeed, it is through a process of self-exploration that one comes to appreciate one's own "unique sacredness," a concept developed by Buber. Personal characteristics that would require specific attention include:

a) An examination of distinctive personality types.[142]

b) An investigation as to how the unconscious impacts upon an individual's everyday life in terms of emotions, behaviour and memories.[143]

c) The assessment of significant *"archetypes"* or patterns which underpin an offender's modes of behaviour and perceptions.[144]

d) The relieving of any unnecessary/disturbing tension that may exist between conscious and unconscious material.[145] This procedure is considered an attempt to re-unite, what Buber has called, a "divided soul."

In short, psychological development is considered a process whereby, the

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[140] Ibid., 184.

[141] Robin Robertston, *Introducing Jungian Psychology* (Dublin: Newleaf, 1992), 7.

[142] Ibid., 12.

[143] Ibid., 15.

[144] Carl Gustav Jung, *On the Nature of the Psyche,* translated by R.F.C. Hull (London and New York: Routledge & Kegan Paul, 1960; Routledge Classics, 2001), 131. **Note:** An "*archetype*" is described as a "formless pattern that underlies both instinctual behaviours and primordial images." Robertston, *Introducing Jungian Psychology,39.*

[145] Robertston, *Introducing Jungian Psychology,* 24.

"precipitating factors" leading to behaviour types are examined.[146] The primary aim of the psychotherapy process is not simply to reinstate social inadequacies. Instead, it should enable offenders to function normally in society despite their deficiencies.[147] A simple personality inventory such, as the "Enneagram,"[148] the "Myers-Briggs Type Indicator" (MBTI) or the "Minnesota Multiphasic Personality Inventory" (MMPI) could be considered appropriate for the more literate of offenders in order to facilitate this intrinsic conversion.[149] Yet, Jung has noted that the counsellor/therapist should refrain from remoulding the offender. Rather, the process should constitute a journey of self-discovery for the individual offender.[150] Indeed, the primary aim of the procedure should be to enable offenders to use their own innate tendencies to control their more destructive instincts.[151]

The association that exists between ADD/ADHD and other psychopathological disturbances such as defiant behaviour, conduct disorder and depression, has been documented.[152] It has also been noted that many children carry the affects of ADD/ADHD right into adult life.[153] Of course, the prevalence of ADD/ADHD among the criminal classes requires that therapy should be provided in

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[146] David H. Malan, *Individual Psychotherapy and the Science of Psychodynamics* (London and New York: Butterworth Heinemann, 1995; Arnold, co-publishers Oxford University Press Inc., 2002, second edition), 33.

[147] 163.

[148] Renee Baron and Elizabeth Wegele, *The Enneagram Made Easy* (New York: Harper & Collins, 1994).

[149] **Note:** Caution must be exercised in the use of the MMPI since it is employed by many forensic psychologists to detect psychological defects or personality imbalances in clients. Donald E. Super and John O. Crites, *Appraising Vocational Fitness by Means of Psychological Tests* (New York and Evanston: Harper & Row Publishers, 1962 edition), 516.

[150] Carl Gustav Jung, *The Undiscovered Self* (London and New York: Routledge & Kegan Paul, 1958; Routledge Classics, 2002), 55.

[151] Ibid., 57.

[152] Christopher Green and Kit Chee, *Understanding A.D.H.D.: A Parent's Guide to Attention Deficit Hyperactivity Disorder in Children* (London: Vermillion, 1997 edition), 47-49.
Note: Green and Chee make little distinction between ADD and ADHD in that the affects of ADHD are not always expressed through hyperactive or aggressive behaviour. Ibid., 39.

[153] Ibid., 191.

order to overcome any subsequent specific learning difficulty.[154] Nevertheless, such conditions may also prohibit the use of psychometric assessments altogether, depending on the severity of individual cases. In order to achieve immediate progress, however, the use of medication may be considered.[155] Yet, Christopher Green and Kit Chee have noted that cognitive behaviour therapy is considered an effective means of overcoming some of the affects of ADD/ADHD, particularly in adults.[156]

- ***Emotional Development.*** The concept of "emotional quotient" (EQ) was pioneered by Daniel Goleman. He considered EQ to be the essential social capacity one requires if one is to function within the work place and in everyday life. It is argued that emotional incompetence results from a lack of opportunity to develop a sense of self-worth and self-satisfaction.[157] Goleman based his hypothesis on contemporary trends that have emanated from within the business world. In the past, employers were fixated with maintaining hierarchical managerial structures together with academic qualifications and vocational skills.[158] At the present time, however, prospective employers and recruitment agencies tend to concentrate more on other traits, within the candidates, including:

  i. "Listening and oral communication" skills.

  ii. "Adaptability and creative responses to setbacks and obstacles."

  iii. "Personal management, confidence, motivation to work towards goals, a sense of wanting to develop one's career and take pride in accomplishments."

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[154] Ibid., 46. **Note:** It has been observed that the affects of ADD/ADHD are often complicated by the existence of specific learning difficulties, such as dyslexia, or other conditions such as obsessive compulsive disorder and depression. (Ibid., 46-49).

[155] Ibid., 21.

[156] Ibid., 42. **Note:** Please see bibliography for references relating to Albert Ellis and Aaron T. Beck concerning the application of "Cognitive Behaviour Therapy" theory.

[157] Lerner, *Learning Disabilities: Theories, Diagnosis and Teaching Strategies,* 519.

[158] Daniel Goleman, *Working With Emotional Intelligence* (London: Bloomsbury, 1999 edition), 12-13.

iv. "Group and interpersonal effectiveness, cooperativeness and teamwork," together with "skills at negotiating disagreements."

v. "Effectiveness in the organisation, wanting to make a contribution, leadership potential."[159]

Ironically, it has been argued that an underdeveloped emotional intelligence results in aggression, depression, substance abuse and the lack of cooperation.[160] Furthermore, Goleman defined "emotional intelligence" as a "gut feeling," that is, "an emotional wisdom garnered through past experiences."[161] One paradigm cited is that reason alone cannot inform us as to the right person to marry.[162] It is also noted that emotions affect rational processes. One common statement made is "I cannot think straight." [163] In the case of offenders, issues that may necessitate readdress in order for them to develop their emotional intelligence include:

- Introducing offenders to the notion of "self-awareness." Self awareness is described as the ability to know one's own emotions. Goleman was aware that this particular part of the programme may require the client to undergo some course of psychotherapy. Nevertheless, he insists that to know one's feelings is to control one's feelings.[164]
- The management of emotions, particularly the management of anger.
- The development of self-motivation; described as the ability to "employ emotions in the service of a goal."
- Recognising emotions in others and the development of empathic skills.

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[159] Ibid.

[160] Daniel Goleman, *Emotional Intelligence*: *Why It Can Matter More Than IQ* (London: Bloomsbury, 1996), 233, 239, 252, 263.

[161] Ibid., 53.

[162] Ibid.

[163] Ibid., 27.

[164] Ibid., 43.

- ❖ Offenders' ability to maintain relationships. Goleman has argued that relationships are maintained by the effective management of one's emotions and the emotions of others.[165]

Indeed, it has been noted that those who tend to succeed in the workforce are considered conscientious, trustworthy and capable of building relationships. Furthermore, they also appear to possess good social skills and exercise self-control.[166]

- ***Spiritual Development.*** The concept of "spiritual development", to be discussed, is based on the theory presented by Michal Levin. Not to be confused with religious affiliation, spiritual development is described as the acknowledgement of one's own innate giftedness.[167] Indeed, spirituality has been defined as "the core of the person, the centre from which meaning, self and life understanding are generated."[168] Furthermore, "spiritual intelligence" integrates two dimensions of the human condition, namely the affective and the intellectual.[169] When combined, both facets allow individuals to arrive at a greater understanding of themselves and their environment. The aim of this particular section of the overall programme would be designed principally to assist individuals to trust in their own intuition. It is argued that this procedure would empower them to reshape their own worlds.[170] It is considered an approach that encapsulates all the strands of life, the relational, the vocational, the social, the personal-developmental and the decision making

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[165] Ibid.

[166] Ibid., 40-41.

[167] Michal Levin, *Spiritual Intelligence: Awakening the Power of your Spirituality and Intuition* (Hodder and Stoughton: Coronet Books, 2000), 2.

[168] G.G Yates, "Spirituality and the American Feminist Experience," cited in Sunny-Hansen, *Integrative Life Planning: Critical Tasks for Career Development and Changing Life Patterns,* 189.

[169] Levin, *Spiritual Intelligence: Awakening the Power of your Spirituality and Intuition,* 2.

[170] Ibid., 33-34.

qualities.[171] Within the realm of "spiritual intelligence," issues that could be addressed include:

a) Finding meaning in Life, based on theories discussed by Viktor Frankl.[172]

b) The re-appraisal of values.[173] Indeed, Frankl has argued that, in any given situation, one has some control over one's actions.[174]

c) The examination of one's life mission.[175] This particular unit is founded on hypotheses presented by Rollo May.[176] He argued that anxiety among individuals is the product of unfilled potential.[177] In other words, frustration results, not from an "impoverished background," rather from a lack of vision for the future.[178] In addition, he has noted that, in order to be fully human, one should be responsible for one's own existence and for the choices one makes in life.[179] Consequently, Rollo May observed that "thinking and self-creating are inseparable."[180] He has stated that "the possession of creative possibilities, which is synonymous with freedom, is the first presupposition of human personality."[181]

- ***Creative Development.*** "Creativity," as a central feature within the human condition, is described as the ability to "shape" one's personal environment.[182] In

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[171] Ibid., 44-47.

[172] Please see bibliography for references relating to Viktor Frankl.

[173] Sunny-Hansen, *Integrative Life Planning: Critical Tasks for Career Development and Changing Life Patterns,* 201.

[174] Viktor Frankl, *The Doctor and the Soul* (New York: Vintage Books, 1980 edition), 105.

[175] Sunny-Hansen, *Integrative Life Planning: Critical Tasks for Career Development and Changing Life Patterns*, 208.

[176] **Note:** Please see bibliography for references relating to Rollo May.

[177] Rollo May, *The Discovery of Being* (New York and London: W.W. Norton & Company, 1994 edition) 33.

[178] Ibid., 140.

[179] Ibid., 96-97

[180] Rollo May, *The Courage to Create* (New York and London: W.W. Norton &Company, 1994), 99.

[181] Rollo May, *The Art of Counselling (*New York: Gardner Press, 1989; London: Souvenir Press Ltd., 2000 edition), 20.

[182] Harry Alder, *CQ: Boost Your Creative Intelligence* (London: Kogan Page Ltd., 2002), 99.

fact, all of life's choices require that we should execute some style of "creative endeavour."[183] Furthermore, individual creativity has been associated with the quest for self-actualisation and with the achieving of personal control.[184] Indeed, it has been observed that "creativity" is motivated by a "person's desire for self-actualisation."[185] Motivation is considered the "overriding factor" important to creative development. In addition, motivation may be intrinsic, that is, the objective pursued is considered worthwhile for its own sake. Alternatively, it may be of extrinsic value, in other words, a means to some other end.[186] Ironically, creative development is hampered when the individual feels he/she is under constant observation or authority. The feeling that one is "being tested" also impedes upon the natural progression of the process.[187] Consequently, progression in the creative dimension requires that the person should live within an environment that recognises and respects individual creative potential.[188]

- ***Moral Development.*** The chosen model for the moral advancement of offenders is based primarily on hypotheses presented by Lawrence Kohlberg and B. Kiely, SJ. Kohlberg ws of the view that moral maturity incorporates an "emotional empathic or sympathetic component" together with a "cognitive capacity to define situations in terms of rights and duties."[189] Besides, it has been noted that the fear of detection, conviction or even severe punishment itself, is no deterrent against further criminal activity.[190] Melanie Klein has argued that individuals may learn to control

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[183] Ibid.
[184] Ibid., 129.
[185] Ibid., 129-131.
[186] Ibid.
[187] Ibid., 73.
[188] Ibid., 58.
[189] Lawrence Kohlberg, *Child Psychology and Childhood Education: A Cognitive-Developmental View* (New York & London: Longman, 1987), 273.
[190] Klein, "On Criminality," 258.

their "aggressive instincts" by constructing a more positive super-ego.[191] Indeed, one's super-ego is considered the foundation-stone upon which one's conscience is established. Conscience is subsequently considered the internal mechanism that allows individuals to construct their own "ethical and moral standards."[192] Although, Kohlberg has observed that personal morality is the product of cultural/social conditioning rather than representing "fixed individual moral traits."[193] However, difficulties arise when individuals' personal value constructs are in conflict with social conventions. Conversely, it has been acknowledged that a blanket value structure cannot necessarily accommodate individual personality traits.[194] Still, conscience is considered a dimension of the human condition that should allow individuals to enrich their relationships with others and with objects, thereby making such persons more socially adaptable.[195] In fact, offenders should learn to appreciate that values are not directly "identified" with personal satisfaction.[196] Furthermore, moral principles are not necessarily discerned by rational processes. Instead, ethical standards are considered an "existential choice" whereby, one opts for the greater good. This "existential choice" is made most manifest when one chooses the greater good even when values and personal desires are in conflict with each other.[197]

Those engaged in the rehabilitation of offenders strive to explain what "ought to be true" as opposed to offenders individual perception of reality.[198] The most basic

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[191] Melanie Klein, "Development of Conscience in the Child," *Love, Guilt and Reparation; and other works 1921-1945,* introduction by Hanna Segal (London: Hogarth Press, 1975; Vintage, 1998 edition), 255.

[192] Ibid., 256.

[193] Kohlberg, *Child Psychology and Childhood Education: A Cognitive-Developmental View,* 267.

[194] B. Kiely, SJ, *Psychology and Moral Theology* (Rome: Gregorian Publications, 1980), 33-34.

[195] Klein, "Development of Conscience in the Child," 255.

[196] Kiely, *Psychology and Moral Theology,* 27.

[197] Ibid.

[198] Ibid., 35.

form of a moral code is blind conformity which results from fear of punishment. Subsequently, one may become the object of physical coercion.[199] Within this spectrum, the rules and expectations as laid down by society are extrinsic to oneself. In this case, individualism becomes the primary motivator.[200] The moral development of offenders, therefore, constitutes the establishment, within deviants, of a genuine concern for other individuals.[201] Ultimately, social conventions, which are designed to safeguard the rights of one person, automatically demand some element of duty and responsibility from another individual.[202] One simple programme that may advance the moral development of offenders has been outlined by Edmund V. Sullivan, a contemporary of Kohlberg. According to Sullivan, a number of issues that could be reviewed in "two forty-minute periods" with offenders include:

- "The rules people have given us."
- "The place of rules in society."
- "Exceptions to society's rules."
- "The individual's need for other people."
- "Helping other people."
- "The self and others."
- "The place of law, judges and the Gardaí."
- "The place of governments and other authorities."
- "Law-breaking and the place of punishment."[203]

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[199] Ibid., 51.
[200] Ibid., 52.
[201] Ibid., 53.
[202] Ibid., 61.
[203] Edmund V. Sullivan, "Kohlberg's Stage Theory as a Progressive Educational Form for Value Development," *Lawrence Kohlberg: Consensus and Controversy,* edited by Sohan Modgil and Celia Modgil (Philadelphia and London: The Falmer Press, 1986), 235.

This process of moral development begins, however, when offenders embark upon a process of initiating constructive human relations with others.[204] In short, a positive human code of morality is founded upon 1) a "unilateral respect" for those in authority and 2) a "mutual respect" for other individuals.[205] However, moral development may be restricted by:

i. Personal perceptions based upon one's own social environment.[206]

ii. An inability to respect the dignity of another individual.[207]

iii. An inability to apply, in practical terms, ones more positive value constructs.[208]

In order to augment the moral development of lawbreakers, consideration could be given to providing face-to-face exchanges between offenders themselves and the victims of crime/victim support groups. The author argues that such encounters may inspire offenders to reflect on the consequences of their actions upon the innocent victims of crime. Furthermore, prison authorities in Ireland have emphasised the need for providing "thinking skills" and "anger management" programmes for offenders. In fact, these two particular modules particular module already form part of the Irish Prison Service Strategic rehabilitation plan.[209]

Health Promotion.

Issues of particular relevance to offenders concerning health promotion would include AIDS/HIV (and their prevention), safe sex and the prevention of sexually

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[204] Kiely, *Psychology and Moral Theology*, 54.
[205] Kohlberg, *Child Psychology and Childhood Education: A Cognitive-Developmental Vie,* 275.
[206] Kiely, *Psychology and Moral Theology,* 64.
[207] Ibid., 66.
[208] Ibid., 67.
[209] Irish Prison Service, *Irish Prison Service: Strategic Statement, 2001-2003* www.irishprisonservice.ie/publicationsItem.asp?pubID=5 Accessed 20th January 2004. Published 9th October 2001.

transmitted diseases, substance abuse (drugs, alcohol and smoking), stress management, healthy living incorporating good diet, exercise and the need for general health maintenance. The author observes that professional health practitioners could be invited to contribute directly to these programmes. It is also noted that each custodial facility has unrestricted access to properly trained medical and nursing staff. The appropriate staff members could be contacted with a view to negotiating their possible contribution to any proposed guidance and counselling programme. Indeed, many detention centres provide these services already. Outside agencies and support groups, such as Alcoholics Anonymous, Gamblers Anonymous, Anna Liffey Drug Project, Narcotics Anonymous and Gay Switchboard, may be invited to partake in such a programme. For female prisoners, rape counsellors, CURA, and domestic violence counsellors may be consulted and their input considered. The author considers that exposure to such support groups may entice reformed offenders to maintain contact once released from detention.

In addition, a number of programmes dedicated to these specific topics are readily available. One such course is entitled "Social and Health Education: A One Year Programme For Senior Cycle Pupils" composed by Frank Dorr and Eileen Lynch.[210] This particular course, though a little dated, discusses many of the issues already referred to. However, it requires that those taking part in the programme should have already acquired a high level of literacy skills. For the less academically able, one programme worth considering is the "Learning For Life" course, edited by Sheila

[210] Frank Dorr and Eileen Lynch, *Social and Health Education: A One Year Programme For Senior Cycle Pupils* (Cork and Limerick: The Cork Social and Health Education Project, the Limerick Social and Health Education Project and the South East Social and Health Education Project, 1990).

Kirwan.[211] Both programmes mentioned allow for dialogue and personal input on the part of all participants.

Coaching Skills.

The author considers that younger individuals harbouring criminal tendencies tend to listen more acutely to reformed offenders. Indeed, as already discussed, authorities in Ireland have experimented with this hypothesis and subsequently developed the "Connect" project. This concept lies at the very heart of Freire's notion of *"contextualisation"* within education. As a result, many offenders could participate in sporting/community activities as part of their community service sanction. In fact, agile male inmates tend to play football in the prison yard and often become skilful players as a result. For non-offending students who may not be academically orientated, some schools/colleges are providing sports and leisure courses. Certainly, Vocational Education Colleges such as Coláiste Eoin in Cappagh, Coláiste Dhúlaigh in Clonsaugh, Kylemore College in Ballyfermot, Bray Institute for Further Education, and St. Kevin's College Clogher Road, offer full-time courses to interested candidates in sports/leisure related doctrines. Successful students are issued with a certificate/diploma that would entitle them to work in a gym or an outdoor education centre as an instructor/leader. Some penal institutions, such as Dóchas Centre and Oberstown, are actively promoting sports/outdoor education activities as part of their rehabilitation programmes. Ideally, these events would be organised away from the residential complexes. However, each facility must operate within the limits of its own security protocols. Nevertheless, concepts such as "trust, ownership, personal achievement, teamwork, leadership, determination, strategic planning and motivation,"

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[211] Sheila Kirwan editor, *Learning For Life (Books 2 & 3)* (Dublin: Tipperary Vocational Education Committee, Mid-Western Health board and the Health Education Bureau, 1994 edition).

qualities considered valuable in the workplace, may be integrated into this programme.[212] John Adair has divided the essential subject matter of this part of the syllabus into the "functional" and the "personal" dimensions. In order to function as a coach/team leader, an offender needs to develop skills in team building, creative problem solving, team maintenance, planning models, role assignment and basic leadership skills.[213] At a more personal level, the procedure would allow an offender to examine and develop his/her innate control techniques, evaluation procedures, motivation ability, organisation skills and capacity to lead by example.[214] Subject matter taught and pedagogical methodologies employed "provide the arena for the personal, social and educational development" of individuals.[215] It has been noted that the excitement experienced while participating in such activities provides some of the adventure and stimuli that many young people, particularly offenders, crave.[216] Indeed, researchers have determined that involvement in sports, as an extracurricular activity, enhances academic performance.[217] In order that offenders should acquire the essential personal and leadership skills to participate in coaching programmes, the author proposes that:

- Suitable offenders should be granted the necessary mobility in order to attend organised coaching programmes in one of the above mentioned institutes of education. Specialist sports skills cannot be developed within confined areas that lack essential environmental features, qualified training personnel and proper equipment.

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[212] Nicholas P. Gair, *Outdoor Education* (London and Washington: Cassell, 1997), ix.

[213] John Adair, *Effective Teambuilding* (Basingstoke and Oxford: Gower Publishing Ltd., 1986; Pan Books, 1987).

[214] John Adair, *Effective Leadership* (Basingstoke and Oxford: Gower Publishing Ltd., 1993; Pan Books, 1998).

[215] Gair, *Outdoor Education* 2.

[216] Ibid., 7.

[217] Ibid.

- Offenders should be facilitated, as much as possible, in the completion of practical assignments.
- Offenders should be helped in the task of contacting the relevant governing agencies. For instance, individuals may be required to complete first aid/life-saving programmes with recognised accrediting agencies before being considered qualified to occupy a position of responsibility within any sport and leisure facility.
- The appropriate resources should be made readily available to help offenders successfully complete leadership/coaching programmes.

Communication Skills.

It has been noted that human interaction, verbal and non-verbal, constitutes a three dimensional phenomenon which requires psychological, sociological and cultural development on the part of the intended communicants.[218] In addition, good communication requires an element of equality within a dialogical process. This concept lies at the very heart of Buber's "I-Thou" relationship. Within such an encounter, social inequalities are demolished and each person has an equal right to deliberate. In addition, Goleman acknowledged the cultural tensions that may exist between two or more individuals in dialogue. He has noted that hostilities and mistrust may need to be overcome. Defensive negotiations may need to give way to more constructive dialogue.[219] So that their communication endeavours should be effectual, offenders need to be heard. In order to achieve this goal, offenders need to learn how to make their points of view heard, effectively and accurately. Besides, human communication is more effective when all parties engaged in a dialogue are "skilled in

[218] Cohen and Manion, Perspectives on Classrooms and Schools, 161-162.
[219] Goleman, *Working With Emotional Intelligence,* 292-293.

listening, speaking, writing and reading."[220] Furthermore, qualities considered essential to effective speaking are "clarity, simplicity, vividness, preparedness, naturalness and conciseness.[221] Indeed, Freire noted that obstacles to good communication are often caused by cultural differences and the subsequent language barriers. Interestingly, educators at Wormwood Scrubs Prison encourage inmate students to produce an oral presentation of completed project work. Besides, the author considers discussion groups, role plays and debating techniques appropriate mechanisms whereby, offenders could develop their communication skills. For the more intellectually advanced offenders, Rogerian style encounter groups are considered another possibility.[222] Those instigating these groups would aim to develop, within offenders, a general respect for others and for diverging individual opinions.[223] Rogers has noted that, within an authentic group dynamic, false masks are discarded, individuals gradually feel more accepted and trust begins to evolve.[224] In short, individuals gradually begin to overcome their "resistance to personal expression or exploration."[225] In addition, each individual is considered "valuable to the proceedings."[226] Indeed, Freire considered education a means whereby, individuals could eventually gain the confidence to actively dialogue with society's most powerful forces.

Information Computer Technology Skills.

Freire recommended that students should be provided with training in the most up-to-date technical innovations. In response to this debate, this study has determined that

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[220] Adair, *Effective Teambuilding,* 18.
[221] Ibid.
[222] Carl R. Rogers, *Encounter Groups,* (Middlesex: Allen Lane, 1969; Penguin 1973).
[223] Sheila Thompson and J.H. Kahn, *The Group Process As A Helping Technique* (Oxford, New York, Toronto, Sydney, Paris, Frankfurt: Pergamon Press, 1985 edition), 6.
[224] Rogers, *Encounter Groups,* 16.
[225] Ibid., 23.
[226] Thompson and Kahn, *The Group Process As A Helping Technique* 146.

penal institutions in England tend to offer a small number of prisoners the opportunity to compete the CLAIT programme. Penal educators in Ireland tend to direct offenders towards gaining the European Computer Driving Licence (ECDL).[227] Holders of the ECDL are capable of working in businesses that rely on Microsoft Office applications. Nevertheless, those involved in the education of offenders in England have noted that students must acquire a certain level in literacy and numeracy skills before computer studies can commence. Besides, in order to successfully complete the ECDL programme, students would be required to explore a number of computer application books. Unfortunately, most secure facilities prohibit the use of the "Internet" among offenders. Consideration should be given to installing, within the prison service computer network, a governing device that would prevent any transgression of security regulations. In order to complete academic papers, non-offending students are being increasingly encouraged to browse through various web sites, official and unofficial. Certainly, the provision of "Internet" facilities would be of particular benefit to those prisoners pursuing Open University degrees.

Political Activism.

Freire considered education as an empowerment, a philosophy that linked pedagogical programmes to political activism. The entire educational process incorporated a journey from a state of dependence to one of independence. Subsequently, in order for education to be most effective, it should address political issues. Thus, according to Freire's pedagogical philosophy, educationalists should aim to empower those individuals in dialogue with the more dominant political forces. Indeed, Henry A.

[227] Thursday 5th April 2001, the author met with the co-ordinator of prison education in Ireland. During the course of this meeting, the co-ordinator stated that the ECDL programme is offered to those detained individuals who are considered suitable for participation.

Giroux noted that the quest for self-determination begins by exploring the tension that exists between the present reality of oppression and the desire for something more.[228] He suggested that many of the ideologies which individuals internalise remain within the unconscious dimension of the human psyche. Self-emancipation ensues only when the individual engages himself/herself in a process of "ideology critique." This particular procedure incorporates two separate features in that it:

i. Offers the individual the opportunity to examine his/her "history of social relations" with a view to critiquing the authenticity or genuineness of such relations.

ii. Allows the individual to investigate the influencing factors that helped to shape his/her personality.[229]

It is important, nonetheless, that offenders should not be encouraged to devalue their more authentic dominant cultural values. Yet, offenders may come to appreciate the reasons as to why their own experiences are "reinforced, contradicted or suppressed" as a result of the ideologies mediated to them.[230] However, such a course should not restrict the individual to a simple process of critical reflection. Instead, it should encourage the individual to engage in the practice of personal and social transformation.[231] Giroux has described the "principle of reconstruction" as one that basically:

> Shifts the theoretical terrain from the issues of reproduction and mediation to a concern for critical appropriation and transformation. This suggests a mode of ideological critique in which the interests that underlie texts, representations and social practices would not only be identified but also deconstructed and refashioned with the aim of developing social relations and modes of knowledge that serve radical needs. The task of reconstruction is not simply to analyse knowledge and social relations for

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[228] Henry A. Giroux, Pedagogy and the Politics of Hope: Theory, Culture and Schooling (Oxford: Westview Press, 1997), 79.

[229] Ibid., 80.

[230] Ibid., 81.

[231] Ibid., 85.

> their dominating ideologies or subversive unintentional truths but to appropriate their material elements, skills and critical knowledge in order to reconstruct them as part of the production of new ideologies and culture experiences.[232]

Consequently, the onus remains with guidance counsellors to instil, within offenders, the courage to address and overcome oppressive structures by lawful means.[233] Outside agencies such as Amnesty International and Combat Poverty could be invited to participate in this part of the proposed programme.

Work and Interview Skills.

This particular segment of the programme would concentrate on seeking employment work related skills. Subsequently, it would be sub-divided into the following "developmental" constituents:

i. ***Decision Making and Problem Solving:*** It has already been noted that offenders may require some instruction in the art of making correct and meaningful decisions. One disturbing argument presented suggests that offenders may rely solely on past experience in order to solve immediate problems. Unfortunately, this practice may inevitably end in failure for the individual offender.[234] Consideration may, therefore, be given to a five-step approach to the decision making process, as presented by John Adair. This particular methodology incorporates:

   a) Defining the intended objective.

   b) Collecting any relevant information.

   c) Generating feasible options.

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[232] Ibid., 90.
[233] Ibid., 107.
[234] Michael W. Eysenck and Mark T. Keane. *Cognitive Psychology: A Student's Handbook,* 4th Edition (Hove and New York: Psychology Press, 2002), 399.

d) Making the actual decision which also includes assessing risks and calculating risk consequences.

e) Implementing one's preferred choices and subsequently evaluating any significant outcomes.[235]

In short, without the necessary "*schemata*" to solve problems, individuals may have no other recourse but to rely on past experience.[236] Adair also observed that decisions differ from problems in that decisions often generate problems.[237] Nevertheless, he also discusses a "unified model for decision making and problem solving."[238] The procedure itself necessitates 1) defining the precipitating problem, 2) generating feasible options and 3) choosing the "optimum" course of action.[239] Adair also discusses issues pertaining to the use of "creative thinking techniques"[240] and the development of "thinking skills."[241]

ii. ***Initial Job Search:*** The process itself would obviously open with where to embark upon looking for suitable employment. Certainly, the wisdom of seeking the advice of professional services such as guidance counsellors or recruitment agencies as opposed to relying on friends or non-professionals, the composing of a good quality curriculum vitae, if possible depending on individual offenders' literacy skills,

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[235] John Adair, *Decision Making and Problem Solving* (London: Chartered Institute of Personnel and Development, 2001 edition), 17-30.

[236] Eysenck and Keane. *Cognitive Psychology: A Student's Handbook,* 442.

[237] Adair, *Decision Making and Problem Solving* 35.

[238] Ibid., 35-36.

[239] Ibid., 36.

[240] Ibid., 43-58.

[241] Ibid., 59-67.

Note: On February 18th, 2004, the author met with a clinical psychologist working within the Irish Prison Service. During the course of this encounter, it was noted that, within the Irish Prison Service, all prisoners are eligible to attend a "Thinking Skills Programme." This particular programme is identical to that offered to those detained in British prisons already referred to in Appendix One, Prison Visitation II, HMP Wandsworth. It helps inmates to develop skills in problem solving, impulse control and looking at things from another's perspective.

together with the format of a "persuasive covering letter," would also be reviewed.[242]

iii. ***Interview Techniques:*** At this stage, offenders would be instructed in the art of making a good impression in an interview. Offenders would be taught the importance of good presentation, honesty, punctuality and assertiveness.[243] Role plays and mock interviews could be considered appropriate instruments for the development of such skills. Professional interviewers, training specialists or prospective employers could also be invited to partake in this exercise.

iv. ***Presentation Skills:*** It would be proposed to educate offenders in more effective means of transmitting information about themselves to potential employers.[244] Offenders would be advised on the importance of researching the position applied for,[245] pre-interview preparation,[246] relaxation techniques so as to overcome the affects of pre-interview nerves[247] and appropriate dress codes.[248] At a more relational level, offenders would be encouraged to develop some sort of appropriate rapport with interviewers. Possible recommendations would include the adopting of a humorous approach, where fitting,[249] the assuming of a relaxed but professional posture in the chair[250] and the responding to all questions with confidence.[251]

v. ***Assertiveness:*** It should be noted that personal assertiveness should not be confused with anger or aggression. Still, "self-assertiveness" is described as the capacity to

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[242] John Courtis, Getting *a Better Job* (London: Institute of Personnel Management, 1993; Chartered Institute of Personnel and Development, 1999), 1-40.

[243] Ibid., 41-54.

[244] Suzy Siddons, *Presentation Skills* (Chartered Institute of Personnel and Development, 2002 edition), 3.

[245] Ibid., 9.

[246] Ibid., 15-33.

[247] Ibid., 43-46.

[248] Ibid., 46-47.

[249] Ibid., 24-26.

[250] Ibid., 51.

[251] Ibid., 56-57.

defend one's rights while, at the same time, acknowledging the rights of others.[252] In short, assertive people are prepared to treat others with respect. They are also keen to compromise and persist in the achievement of intended goals.[253] Yet, offenders would be taught that self-assertion requires that they should remain in control of their personal feelings while, simultaneously, possessing the ability to "confront an issue" with other individuals.[254] Once again, suitable role plays could be constructed in order to assist in the development of this characteristic within offenders.

vi. ***Negotiation Skills:*** This portion of the programme is designed to extend offenders' ability to influence and persuade others by means of negotiation.[255] Inevitably, such a skill depends on one's ability to "listen and respond to the views of others."[256] Within any negotiation formula, a certain appreciation as to how one's actions could affect one's future working relations with others is recommended.[257] In other words, one should strive so as not to appear over confrontational. In fact, a more "collaborative" approach is advised when one is engaged in any form of dialogue.[258] This "collaborative" formula invites those in negotiations to consider:

> Saying the right things in the right way at the right time, knowing when not to speak and listening extremely carefully to what the other person says.[259]

vii. ***Business Management Skills.*** It has been noted during the course of this research that prison educators tend to prepare offenders for self-employment since many find

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[252] Terry Gillen, *Assertiveness* (Chartered Institute of Personnel and Development, 2000 edition), 13.
[253] Ibid.
[254] Ibid., 41-62.
[255] Alan Fowler, *Negotiating, Persuading and Influencing.* (London: The Chartered Institute of Personnel and Development, 2000 edition), 3.
[256] Ibid., 4.
[257] Ibid., 10.
[258] Ibid., 38.
[259] Ibid., 43.

it difficult to find suitable employment as a direct result of their criminal records. Consequently, topics that could be incorporated into this unit include:

a) *Customer Care.* Themes that could be explored in this section would include customer satisfaction, communicating with customers, maintaining customer rapport, meeting customers' needs and dealing with customer complaints.[260]

b) *Essential Business Management Skills.* Subjects in need of address in this particular part of the programme include basic managerial competences, strategic planning and preparing for "long-term success."[261]

c) *Marketing/Finance/Revenue/Industrial Affairs.* As already discussed in this thesis, some of the more long-term institutions offer courses to inmates in banking and revenue transactions. The author proposes that, for those offenders with intermediate literacy/numeracy skills, this particular unit should contain many of the Business Studies concepts required for the Junior Certificate examination. Those inmates with advanced literacy/numeracy skills may be offered business training up to and including Leaving Certificate standard. A tutor suitably qualified to teach this material may be invited to offer the necessary instruction to the offenders. Topics explored within the Junior Certificate and Leaving Certificate syllabi include Budgeting, Accounts Maintenance, Information Technology, Industrial Relations, Employer/Employee Relations, Marketing, Revenue Affairs, Commercial Banking and an introduction to the Domestic/International Business World.[262]

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[260] Frances and Roland Bee, *Customer Care* (London: Chartered Institute of Personnel and Development, 2001 edition), 11-67.

[261] Cherry Mill, *Managing for the First Time* (London: Chartered Institute of Personnel and Development, 2002 edition), 1-75.

[262] Junior Certificate extracts taken from Máiréad Roche and Des Cusack, *Studies In Business: Junior Certificate Business Studies* (Dublin: CJ Fallon, 2002). Leaving Certificate extracts taken from Enda Connolly and Joe Keating, editor, *Business On-Line: Leaving Certificate,* Euro Edition, editors Joe Keating and Claire Haugh (Dublin: Mentor, 1998).

Food Preparation and Home Management.

Issues that have already been discussed in this proposed programme include education on dietary requirements and self-maintenance. The author considers that instruction in self-catering and home management would augment an offender's quest for self-independence. Consequently, in consultation with resident qualified Home Economic teachers, a suitable dietary and home management unit should be formulated. This intended course would adopt many of the concepts already incorporated into the Junior Certificate Home Economics syllabus. Subjects that may be discussed, therefore, include Food Studies, Dietary Needs, Textiles, Home Management and Personal Care/Hygiene.[263] For the more academically able or long-term prisoners, a number of topics outlined in the Leaving Certificate Home Economics programme may be incorporated. For this more advanced course, areas of interest which may be incorporated include Home Design, Food Safety, Food Processing, Family Law, Energy Saving, Household Technology, and Household Services.[264]

Conclusion.

This proposed guidance and counselling syllabus demonstrates the intense nature of prisoner/offender rehabilitation programmes. It is one that outlines the multiplicity of pertinent issues requiring redress. The author considers this particular prospectus a holistic and multi-faceted approach that is designed to prepare prisoners/offenders for normal social functioning. Understandably, in order that offenders should operate conventionally in society, themes which are explored in this proposed curriculum include vocational awareness, the need for education/training,

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[263] Extracts taken from Deirdre Madden, *Home Economics Today: Junior Certificate*, ed. Mary Kinsella (Dublin and London: Folens, 1991).

[264] Extracts taken from Siobhán McSweeney, *Live & learn: Leaving Certificate Home Economics*, ed. Margaret Burns (Dublin: Folens, 2002).

personal development, social integration, relational and domestic matters. However, it is a process that relies on the co-operation of participating offenders. The required level of co-operation is only achieved when individual offenders are motivated. Meanwhile, offender motivation is aroused when individual differences are respected together with offenders' quest for self-autonomy. Indeed, it is a process that aims to re-direct the exceptional giftedness of each offender towards positive, constructive and life-enhancing activities.

APPENDIX SEVEN

Guidance and Counselling Programme Plan.

Guidance and Counselling Defined.

Effective Careers Guidance has been defined as "a process which aims to equip individuals with a clearer understanding of themselves and the potential for future career development." [265] Within the echelons of prison education, guidance counsellors aim to assist offenders to:

1) Assess their individual career development needs.
2) "Understand the process of effective choice of a career."
3) "Clarify their objectives for the future."
4) "Take appropriate action to implement these objectives."[266]

Guidance and counselling in education is designed with a view to helping students "explore their own thoughts and feelings about their present life situation, about the choices open to them and about the consequences of each choice."[267] It is important, therefore, that guidance counsellors working within the prison system should;

1) Remain sensitive to offenders' current life situations.
2) "Understand the factors influencing offenders' decision making procedures."
3) "Appreciate more realistically what offenders have to offer."
4) "Review and evaluate the options available to offenders."
5) Identify individual offenders' "preferred options."

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[265] Lynda Ali and Barbara Graham, *The Counselling Approach to Careers Guidance.* Edited by Susan Lendrum (London and New York: Routledge, 2000 edition), 1.

[266] Ibid., 2.

[267] National Centre for Guidance in Education, *Guidelines for the Practice of Guidance and Counselling in Schools* (Dublin: Department of Education and National Centre for Guidance in Education, 1996), 1.

6) Assist offenders to formulate action plans which will result in the achievement of their objectives."[268]

7) Remain sensitive to the cultural issues that may influence career choices.[269] Indeed, the "significant others" in an offender's life, for example family, friends and peers, may also influence his/her career choices.[270]

8) Provide opportunities to allow offenders to follow "personal inclinations."[271]

For the purpose of this study, therefore, guidance and counselling is defined by the author as a process which allows offenders to realistically appraise their life situations with a view to developing their previously unrecognised innate talents in order that they should eventually become fully-functional law-abiding social beings. In short, it is a process which is intended to help the individual offender to plan for the future in a positive, coherent and constructive manner.

The Role of the Guidance Counsellor.

The National Centre for Guidance in Education (NCGE) has described the "Guidance "Counsellor as one who:[272]

1) Supplies individuals with factual information relating to careers opportunities.

2) Uses standardised assessments in order to help individuals make career or other important decisions.

3) Offers advice based on his/her own personal experience and knowledge.

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[268] Lynda Ali and Barbara Graham, *The Counselling Approach to Careers Guidance,* 4-5.
[269] Ibid., 38.
[270] Ibid., 107.
[271] Ibid., 42.
[272] National Centre for Guidance in Education, *Guidelines for the Practice of Guidance and Counselling in Schools,* 4.

4) Provides the necessary resources and knowledge which helps individuals acquire the skills to make possible the transition from the educational environment to the world of work or to Institutes for Higher Education.
5) Imparts knowledge and skills to enhance study techniques, examination performance and subject choices.
6) Offers opportunities that would empower individuals to progress through the process of self-awareness and self-development thus helping offenders to expand their personal decision-making practices.
7) Helps individuals on an individual basis to "explore their own thoughts and feelings about their present life situation, about the choices open to them and the consequences of each choice." [273]

The NCGE has suggested that the concept of "guidance and counselling" in educational establishments incorporates a broad range of activities. Thus, any proposed guidance and counselling programme should include input from a number of different agencies. In addition, the NCGE further advised that contributors to any guidance and counselling programme should not only include resident Guidance Counsellors but also subject teachers, parents, friends, students themselves, other professional agencies together with the local community.[274]

Accordingly, the NCGE has summarised the "specific responsibilities of the Guidance Counsellor" that could be applied to the rehabilitation of offenders as follows:[275]

1) The Provision of Individual Counselling. The "Guidance Counsellor" facilitates a process whereby, individual offenders may be empowered to make decisions, solve

[273] Ibid.
[274] Ibid., 5.
[275] Ibid., 6.

problems, change behaviours and effect the desired changes in their lives.[276] Such counselling procedures are provided on an individual or small group basis. Certainly, Milner has observed a number of issues guidance counsellors may discuss with offenders including:

a) The problems offenders may experience while making that all essential existential transition.

b) The complications offenders may confront in maintaining relationships with significant others such as family and relatives.

c) The difficulties offenders may experience within the decision-making process while exploring career options.

d) The developmental deficiencies which some offenders may experience in relation to their emotional, physical or intellectual capacities.

e) The emotional disturbances that may subsequently affect offenders' academic work/vocational training.[277]

2) Consultation. The guidance counsellor often acts as a mediator between offenders and recognised authorities/agencies. In fact, he/she often mediates on behalf of offenders when such occurrences arise.

3) Assessment. The guidance counsellor uses a selection of psychometric assessments for the purpose of detecting individual learning difficulties and behaviour problems.[278] Given that offenders are often numbered among society's most disadvantaged, the "Sternberg Triarchic Ability Test" (STAT) and the "Torrance Test of Creative Thinking–Verbal" (TTCT-V) may be invoked in order to measure

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[276] Ibid., 6-8.

[277] Patricia Milner, *Counselling in Education* (London: J.M. Dent & Sons Ltd., 1974), 83-86.

[278] Irish Prison Service, *A Survey of the Level of Learning Disability among the Prison Population in Ireland.*

individuals' unique innovative potential. It has also been observed in this thesis that criminal elements constitute a distinct minority group. Furthermore, not all those occupying Ireland's correctional facilities are of Irish extraction. Subsequently, tests that may be invoked in order to measure individual intelligence within a multi-cultural context include the "Draw-A-Person Test" and "Raven's Progressive Matrices" (RPM). The standard "RPM," already mentioned, would be considered the most suitable for use with offenders.

Individual personality traits may be assessed by using tests such as the "16PF." For those lacking the necessary literacy and numeracy skills, the junior version of the "16PF," entitled the "High School Personality Questionnaire" (HSPQ) may be employed instead. The "Enneagram," the "Myers-Briggs Type Indicator" (MBTI) or the "Minnesota Multiphasic Personality Inventory" (MMPI) may be administered to those offenders who are considered capable of completing them adequately. The "Problem Analysis Test" (PAT), produced by Brian Lennon, could be considered appropriate for use with those students who have acquired sufficient computer skills. For the more literate of offenders, "Strong's Vocational Interest Blank" and the "Rothwell Miller Interest Blank" may be used with offenders as a means of determining individual vocational preferences. In the case of diagnostic assessments, these are often administered by prison or court appointed psychologists. Ultimately, the responsibility remains with trained psychologists to clinically diagnose psychological imbalances and the presence of ADD/ADHD in offenders. Nevertheless, evidence of psychological disturbance/dysfunction may emerge through the routine use of psychometric tests such as the "16PF," the "HSPQ" and the "MMPI."

The overall advantages of employing psychometric tests in the assessment of individuals are apparent. Yet, as already mentioned in this study, corrective educators tend to resist an over-reliance on the results of such assessment procedures. Instead, they maintain a greater confidence in individual counselling and counsellor-client interviews.

4) Information. The guidance counsellor provides careers information for students in order to assist them with decision-making process. In reality, responsibility rests with him/her to provide useful, factual and up-to-date information concerning careers related issues. Offenders should also have access to the latest computer based information relating to careers and college courses. Computer software readily available, at present, can assist offenders with careers choices. These include:

   a) ***Career Directions.*** This particular software package is produced by FAS. Unfortunately, like many of its contemporaries, it is most useful for use with those who have achieved substantial formal education before entering the prison system. Nevertheless, this particular programme has been designed with a view to assisting individuals who may wish to explore their personal careers options.

   b) ***Gairm.*** This programme is also produced by FAS and provides extensive information relating to careers/job opportunities. It also offers a brief job-description for every occupation it covers.

   c) ***Qualifax.*** "Qualifax" is produced by the NCTE and provides extensive information relating to academic courses in every Institute for Higher Education in Ireland, including Northern Ireland. The package also details academic requirements for each course such as the required number of points a student

must earn in the Leaving Certificate. "Qualifax" may be purchased on CD or is available online through the "Scoilnet" website.

d) ***Careers World.*** This programme provides extensive information and video footage relating to careers options. "Careers World" software may be purchased on 4 CDs but is also available online through "Scoilnet."

e) ***Jobscan.*** "Jobscan" has been composed and produced by Brian Lennon. This package provides a very brief overview of careers opportunities.

5) Classroom Guidance Activities. The guidance counsellor assumes the responsibility for the teaching of appropriate skills covering job search, work preparation and college preparation. He/she is also responsible for implementing personal growth programmes that would facilitate the development of self-esteem. These particular units should also address issues of actual concern for offenders.

6) Referrals. Other subject teachers will often refer those persons requiring individual attention to the guidance counsellor. Soon after, he/she may refer those clients in need of specialised treatment to other professional agencies within the criminal justice system. It is essential, therefore, that the guidance counsellor should be available to meet with those offenders in need of individual counselling. He/she should also be aware of the services available for those individuals in need of specialised professional intervention.

7) Vocational Preparation. The guidance counsellor, in conjunction with subject teachers and outside agencies like local businesses and colleges, is responsible for preparing offenders for work and, when considered appropriate, for higher education. He/she is also ultimately accountable for organising work experience, work shadowing wherever possible and for inviting outside career consultants to their respective institutions of detention.

8) The Development of a School Guidance Plan. The "Guidance Counsellor" is responsible for interacting with subject teachers, local educational authorities, prison authorities, local business enterprises and, of course, offenders themselves, in order to formulate a viable guidance and counselling plan.

Educational Needs Assessment.

The author proposes that the entire intended programme should focus on the special educational needs of offenders. Indeed, expectations placed upon offenders should be realistic. In fact, guidance counsellors should make every effort so as not to create fantasy or unrealistic hopes within offenders.[279] Special attention should also be given to the prevalence of specific learning difficulties, for instance ADD/ADHD, amongst the prison populations. Initially, offenders' educational achievements, to-date, should be closely examined. In order to assess individual offenders' reading and numeracy ability, the following standardised tests may be applied:

6) The "Drumcondra Verbal Reasoning Test."
7) The "Single Word Spelling Test." This test is produced by the National Foundation for Educational Research (NFER).
8) The "British Picture Vocabulary Scale," produced by the NFER.
9) "Spelling in Context," produced by the NFER.
10) "Word Chains Reading Test for All Ages," produced by the NFER.
11) "Drumcondra Mathematics Test."
12) "Profile Of Mathematical Skills Level 2," produced by the NFER.
13) "Differential Ability Tests" (DATS).

[279] Patricia Milner, *Counselling in Education,* 37.

Guidance and Counselling Programme Plan.

The author intends to outline his proposed programme in modular form. The suggested programme will consist of a total of three modules. "Module One" would accommodate the pedagogical needs of the less academically able in terms of literacy and numeracy skills. Upon completion of "Module One," the author would hope that those participating in the programme would have acquired literacy and numeracy skills which would equal sixth class primary level. "Module Two" would be designed to assist those offenders who may have already acquired some literacy and numeracy skills to attain intermediate levels of skills in these two particular subjects. The author considers that intermediate skills should coincide with the skills required to complete ordinary level Junior Certificate examinations. In reality however, many offenders participating in the programme would opt for foundation level papers. Finally, the author proposes that "Module Three" should offer a course in advance literacy and numeracy skills for those offenders who may benefit from such criteria. Advanced literacy and numeracy skills would be equivalent to the standard required for the Leaving Certificate examination, ordinary level. Once again, however, few offenders reach this level of expertise and most, if any, taking the Leaving Certificate examination would select foundation level papers.

Accordingly, it may be argued that most offenders will not progress beyond "Module Two" in literacy and numeracy skills. As already mentioned in this thesis, most offenders remain imprisoned for short periods of time. As a result, many prisoners do not benefit in full from prison educational provision. The author also presents the difficulties which may arise in placing time-limits for the completion of each "Module." Given the typical "Mountjoy Prisoner Profile" already documented, most offenders would begin studying at "Module One" stage. The length of time an offender would

remain learning at this level before progressing to "Module Two" would depend on his/her ability to learn, his/her level of skills upon entering the detention centre (or school/college in the case of those who have been granted non-custodial sentences), and his/her motivation to learn together with the resources readily available. The author suggests that, within each "module," the mainstream academic subjects, such as literacy and numeracy, should be designed to accommodate the immediate needs of individual offenders partaking in the programme. Conversely, some units, such as basic computer skills coaching, would be introduced in "Module Two" once the participating offenders have acquired adequate literacy skills.

However, in order to capitalise upon the resources available within each institution, it may be necessary to organise other educational programmes, such as life-skills, work-skills and health education, on a two/three year cycle basis. The advantages of providing such an arrangement are twofold. Firstly, such an arrangement will reduce the load for an already over-burdened prison staff. Secondly, the natural progression of each individual component of the programme is not disrupted with the "coming and going" of short-term or remand prisoners. The disadvantage of implementing such a structure is that these two same categories of offenders participating in guidance and counselling programmes may be absent from many essential course components. Accordingly, they will not benefit, in full, from guidance and counselling provision. Nevertheless, structures should be implemented to allow newly-released offenders to continue with their studies outside of the prison environment.

Finally, some sections of this proposed programme is more suited to those in open facilities or those who have received non-custodial sentences. Indeed, for the most part, the "Coaching Skills" course is applicable to those offenders who are not detained

in high-security units. Nevertheless, each "module" is, by and large, considered appropriate for use with all offenders, whether held in custody or not. Yet, those sections of the programme that require mobility for participating offenders will be clearly specified.

MODULE ONE.

Basic Literacy Skills. Basic Numeracy Skills.	Upon completion of this module, participants should have acquired skills up to and including sixth class primary level in these two disciplines.
Health Promotion.	This course depends on the co-operation of the resident medical staff at each correctional facility. It will operate on a 2/3 year rotation basis.
Work-Skills/Life-Skills/Social-Skills.	These classes will offer offenders the opportunity to acquire the necessary skills to function as normal in society and within the business world. It will operate on a 2/3 year rotation basis.
Marketable Vocational Skills.	This section of the programme requires guidance counsellors to work in co-operation with trades officers/instructors involved in the training of offenders.
Relationship and Sexual Education.	This particular section of the overall programme is designed to assist offenders to maintain significant relationships. Furthermore, it is intended to provide offenders with up-to-date information on safe-sex practices. It will operate on a 2/3 year rotation basis and will require input by professional agencies.
Communication Skills.	This unit will train interested offenders in the techniques of listening, speaking and oral/written presentation which are essential to good communication. It will operate on a 2/3 year rotation basis.
Catering and Dietary Information.	Catering skills and dietary information are considered key components to autonomous living. Subsequently, Home Economics teachers already employed at participating correctional facilities will be invited to contribute to this section of the overall programme.
Coaching/Sports and Leisure Training.	Open to all interested offenders who may have an interest in sports discipline and skills. It is considered an introductory programme for those offenders who may wish to attend certification courses in coaching/sports and leisure in the future. Given the specialised skills required to provide such a course, input by outside governing sports bodies may be required.

Personal Development.	This unit includes an emphasis on psychological, social, emotional, spiritual, creative and moral development together with the construction of a "positive self-concept." This course will operate on a 2/3 year rotation basis.
Political Activism.	This particular unit is designed with a view to empowering offenders to engage themselves in social-justice issues in a legal and pragmatic fashion. It will operate on a 2/3 year rotation basis.
Assessment and Evaluation.	Based on continual monitoring of each offender's progress to-date.

MODULE TWO.

Basic Literacy Skills. Numeracy Skills.	Upon completion of this module, participants should have acquired skills up to and including Junior Certificate, ordinary level, in these two disciplines.
Health Promotion.	To be continued from "Module 1."
Work-Skills/Life-Skills/Social-Skills.	To be continued from "Module 1."
Marketable Vocational Skills.	This section of the programme requires guidance counsellors to work in co-operation with trades officers/instructors involved in the training of offenders.
Relationship and Sexual Education.	To be continued from "Module 1."
Communication Skills.	To be continued from "Module 1."
Catering and Dietary Information.	To be continued from "Module 1."
Coaching/Sports and Leisure Training.	Intensive training, within the normal educational structure, for those offenders interested in pursuing a career in coaching/sports and leisure. This particular unit should be directed by qualified personnel such as representatives from governing sports bodies.
Information Computer Technology.	Basic computer applications, word processing and typing skills.
Personal Development.	To be continued from "Module 1."
Political Activism.	To be continued from "Module 1."
Assessment and Evaluation.	Based on continued monitoring of each offender's progress to-date.

MODULE THREE.

Basic Literacy Skills. Numeracy Skills.	Upon completion of this module, participants should have acquired skills up to and including Leaving Certificate, ordinary level, in these two disciplines.
Health Promotion.	To be continued from "Modules" 1 and 2.

Work-Skills/Life-Skills/Social-Skills.	To be continued from "Modules" 1 and 2.
Marketable Vocational Skills.	This section of the programme requires guidance counsellors to work in co-operation with trades officers/instructors involved in the training of offenders.
Relationship and Sexual Education.	To be continued from "Modules" 1 and 2.
Communication Skills.	To be continued from "Modules" 1 and 2.
Catering and Dietary Information.	To be continued from "Modules" 1 and 2.
Coaching/Sports and Leisure Training.	Certification programme open to all interested offenders who have reached at least "Module 2" in academic/vocational skills and who have acquired the necessary mobility to attend organised events by accrediting agencies or governing bodies.
Information Computer Technology.	This particular unit is designed to introduce offenders to more advanced computer applications. Ideally, those offenders participating in this particular course should be encouraged to complete the ECDL syllabus.
Personal Development.	To be continued from "Modules" 1 and 2.
Political Activism.	To be continued from "Modules" 1 and 2.
Assessment and Evaluation.	Based on continued monitoring of each offender's progress to-date.

Guidance and Counselling for Remand Prisoners.

It has already been documented in this study that adult offenders held in custody while on remand receive no education or training whatsoever. The author considers that, for educational and training purposes only, the existing distinction between convicted and remand prisoners should be eliminated. Thus, remand prisoners may be invited to participate in educational and vocational training programmes.

Guidance and Counselling Provision for Learned Offenders.

The author notes that a small percentage of the prison population has received adequate formal instruction, even up to and including third level education. Along with those included amongst the learned offenders are some sex offenders, "white-collar" criminals and a number of long-term prisoners. Consequently, guidance counsellors are

required to accommodate the educational needs of the more academically able offenders. Thus, guidance counsellors should ensure that:

- Provision is made to offer the Leaving Certificate and Junior Certificate syllabi to those offenders capable of completing these two examinations successfully.
- Those offenders who lack the potential to complete the Leaving Certificate programme are provided with Leaving Certificate Applied (LCA) and Leaving Certificate Vocational Programme (LCVP) syllabi, where appropriate.
- Those offenders, who have received non-custodial sanctions and are considered unable to complete formal educational programmes, are provided with alternative educational courses with accrediting agencies such as "Youthreach" and "FAS."
- Those offenders who have successfully completed Leaving Certificate, LCA or LCVP programmes and subsequently wish to further their education are furnished with factual information concerning PLC and FETAC courses. In the case of detained offenders, PLC and FECTAC courses should be provided within the confines of the prison itself.
- Those offenders who wish to complete Open University programmes are accommodated.[280]

One interesting feature that this research has unearthed is that many prison authorities employ educated inmates to assist in the teaching of the less knowledgeable. Indeed, the author considers that recruiting prisoners to act as support teachers may be conducive to their own rehabilitation.

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[280] Adult Educational Guidance and Information Service (AEGIS). *U Choose: A Career and Educational Information Guide for the Jobseeker and Lifelong Learner* (Portlaoise: AEGIS, date of publication not stated).

Guidance and Counselling Provision for Long-Term Prisoners.

Given the fact that long-term prisoners have spent many years isolated from society, they may require special help so as to re-adjust to normal social practices. As a result, the author considers that *"exposure therapy"* could be incorporated into a pre-release programme designed to assist long-term prisoners in the social re-integration process. "*Exposure therapy*" is considered a process that allows the individual to confront the situations which result in anxiety. Such experiences allow him/her to overcome those acute feelings of apprehension.[281] Structures that may be introduced to ease the anxieties of those long-term offenders, due to be released, would include pre-release day/weekend release under accompaniment by suitably qualified personnel, the gradual re-assuming of personal responsibility and independence on the part of the offender himself/herself, the re-establishing of relations with supportive family members, the promise of temporary sheltered accommodation if necessary together with the assurance of appropriate employment.

Guidance and Counselling Provision for Prisoners of Foreign Extraction.

In recent years, Ireland has experienced an upsurge in the number of foreign nationals seeking asylum or residential permits. As a result, it is only inevitable that Ireland's correctional centres should house a greater number of non-English speaking individuals. Bearing this situation in mind, guidance counsellors would be required to provide basic English instruction to foreign prisoners. The author argues that those offenders with a desire to participate in prison rehabilitative courses would require a high standard of English if they are to accomplish something. The "Teaching English

[281]Isaac M. Marks, M.D. *Living with Fear: Understanding and Coping with Anxiety,* second edition (Maidenhead: McGraw-Hill Publishing Company, 2001), 139.

as a Foreign Language" (TEFL) programme would be considered appropriate for use in this case. Another course that could be deemed suitable for non-English speaking inmates would be the "English for Speakers of Other Languages" (ESOL) programme which is widely used with detainees of foreign extraction in Wormwood Scrubs Prison. The ESOL programme is considered more appropriate for use with those offenders acquiring basic skills in English.

Guidance and Counselling Provision for Female Prisoners.

Every effort should be made to encourage all prisoners/offenders to maintain contact with family and relatives. This is particularly true of female offenders who may have children in care courtesy of the courts or health boards. Furthermore, special assistance should be given to those female prisoners who are pregnant or are nursing/rearing children while in detention.

Guidance and Counselling Provision for Younger Offenders.

In so far as it is possible, younger offenders should not receive custodial sentences, except in circumstances where specialised therapeutic treatment is required. However, it may be necessary to remove younger offenders away from their criminal environments or associations. In all cases, however, guidance counsellors are required to make every effort to direct younger offenders away from criminal activity and towards more constructive activities.

Guidance and Counselling Provision for Newly-Released Offenders.

The responsibility rests with guidance counsellors to ensure that newly-released offenders are, if possible, provided with meaningful employment. Alternatively,

guidance counsellors should implement structures that would allow newly-released offenders to complete their education/training outside of the prison confines. Furthermore, those released from prison and are considered homeless, should be provided with appropriate accommodation.

Guidance and Counselling Provision for Sex Offenders.

In Ireland, the first "Sex Offender Treatment Programme" was established in Arbour Hill Prison in 1994. This actual programme was used extensively with sex offenders in United Kingdom.[282] Psychologists and members of the Probation and Welfare Service acted as facilitators. Facilitators aimed to quell repeated offences by addressing, with offenders, issues such as "reducing anti-social peer associations" and cognitive behavioural development.[283] In 2000, the programme was revised within the United Kingdom. The modified version was subsequently applied to Arbour Hill Prison and extended to the Curragh Prison in 2000.[284] In April, 2002, the Irish Prison Service published a document entitled "The Development of a New Multi-Disciplinary Sex Offender Rehabilitation Programme." This particular document advocates introducing a "sentence management plan" for each convicted sex-offender.[285] However, it also noted that each "sentence management plan" should include, on the part of the inmate, "participation in a sex offender programme. In every case, a "multi-disciplinary team should be established involving psychologists and educationalists to formulate every individual "sentence management plan."[286] Guidance counsellors may, in fact, take a

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[282] Irish Prison Service, *The Development of a New Multi-Disciplinary Sex Offender Rehabilitation Programme,* www.irishprisons.ie/sex_offender_programme.pdf Accessed 2nd April, 2003. Published 8th April, 2002, 10.

[283] Paul Murphy, *"A Therapeutic Programme for Imprisoned Sex Offenders: Progress to Date and Issues for the Future," The Irish Journal of Psychology* (1998), 194.

[284] Irish Prison Service, *The Development of a New Multi-Disciplinary Sex Offender Rehabilitation Programme,* 10.

[285] Ibid., 141.

[286] Ibid.

prominent role in assessing offenders' individual educational and vocational training needs.[287] It must be noted that, in the case of sex offenders, career options many be restricted by conditions imposed by the Probation and Welfare Service. Issues concerning an offender's relationships with family/friends, domestic situations, support groups and after-care would require some reflection on the part of the offender himself/herself and the guidance counsellor. Furthermore, individual offender's risk of re-offending should also be considered. The author suggests that, within each offender's "sentence management plan," provision could be made for an "Integrative Life Planning" programme, as already discussed in this thesis.[288] This particular "Individual Life Planning" programme, which would be unique to each offender, would incorporate career planning[289] and existential transition.[290] The author suggests that guidance and counselling process would allow those sex-offenders already engaged in rehabilitative programmes to appraise their life-situation constructively and realistically. To adopt a Freirean terminology, the author considers that guidance and counselling would help to "illuminate reality" for sex offenders.

Pastoral Care.

Pastoral care in education is described as a structural construct that "offers support for the learning, behaviour and welfare" of all individuals.[291] Within the context of corrective education, it is one that allows guidance counsellors to interview, meet parents (in the case of younger offenders), attend case conferences and negotiate

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[287] Ibid., 107.

[288] L. Sunny Hansen, *Integrative Life Planning: Critical Tasks for Career Development and Changing Life Patterns,* 11-12.

[289] Ibid., 14.

[290] Ibid., 10.

[291] Ron Best, "Concepts in Pastoral Care and PSE," *Pastoral Care And Personal-Social Education: Entitlement and Provision,* 5.

on behalf of individual offenders. Furthermore, quality pastoral care is achieved through "structures, systems, relationships, teaching quality, monitoring arrangements, extra-curricular activities and ethos."[292] Issues that require significant consideration include, therefore, "the way in which practices are carried out," relationships between staff and offenders the prevailing ethos/climate within the educational centre.[293]

[292] Ibid.
[293] Ibid., 6.

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