

Career Counseling in Adult Prisoners

Dr. Vasiliki Brinia, Vasiliki Stouri

Hellenic Open University

Abstract: The purpose of this research is to investigate the perceptions of prisoners regarding work rehabilitation and career counseling and provide the necessary guidance. The main purpose of people's imprisonment is their rehabilitation, education and counseling in prison, which will prevent a future relapse in criminal activities. The sample of the research is 28 prisoners who attended the Second Chance School of the Greek prison, Korydallos. The research tool is the questionnaires and results showed that the participants-students have been focused on their job rehabilitation. It was found that the main reason for their dropping out at school is that they had to work to earn money to survive and 68% of the participants considered that a degree is a crucial asset for finding a job. Additionally, the Second Chance School seems to contribute to their future educational development and progress. A large number of prisoners look forward to find a job and others to continue their training, in order to expand their knowledge.

Keywords: Prison, confinement, counseling, education, career, adults.

1. INTRODUCTION

The prison is an institution that serves as residence and working place for people who are cut off from the society for a specific period. It is a totalitarian institution which affects the personality of the prisoners and their mental health. Features like the lack of culture in prison, the large number of prisoners, anxiety disorders and insecurity, the absence of the family and the exclusion of the social environment act negatively to the mentality of prisoners because they become alienated. In particular, the deprivation of freedom and the detention limit their capabilities to meet basic obligations. All of these have a negative impact on family and on the professional life of the prisoners, both during imprisonment and after their release. (Aloskoufis, 2010)

Observing the impacts of imprisonment it becomes clear that the prisoners need time to regroup and organize their life with new data, but also to identify and choose the means which will provide a substantial assistance in social reintegration. The main purpose of the inclusion of people with delinquent behavior is their rehabilitation. Therefore, education and counseling in prison could contribute in this direction and to reduce the chances of relapse (Bhatti, 2010). The ultimate goal is for prisoners to get the proper training (Vergidis, 2007), which, during their return to society, will assist in their integration, professionally and socially (Bhatti, 2010; Vergidis, 2007).

The educational programs for prisoners should seek the interconnection with the labor market and their smooth integration into the social system. It is easily understood that the educational process should combine the provided knowledge with the psychosocial support, in order to meet the new conditions of life (Tsimpoukli, 1999). Counseling supports the educational process and informs about vocational rehabilitation. Additionally, it strengthens the prisoners, in order to work effectively and creatively and participate in the educational process (Tsimpoukli, 1999).

The purpose of this research is to investigate whether the views of prisoners are in line with the role career counseling. More specifically, the research questions were:

- Which were the reasons that influenced the prisoners' decision to drop out of school?
- Do prisoners believe that a degree is necessary for finding a job?
- Do prisoners believe that the Second Chance School contributes to their future careers?
- Which are their motivations and future plans?

2. THEORETICAL PART

Prison and prisoners:

The prison is a confinement of man and, in accordance with the Criminal Code, it is the sentence with which misdemeanors and felonies are punished. As an institution, it confines the person giving opportunity for a second look and a second thought. The stay of prisoners, conditions and residence are regulated by the Correctional Code, which describes in detail and in accordance with the principles of correctional science, the living circumstances of prisoners in the prison and in some cases even out of it. Generally, prisons not deprive detainees of their rights. They are free to develop their personality and to exercise the rights conferred on them by law (Vergidis, 2007).

The prison institution as a key component of the Greek penitentiary system should serve three key purposes:

- 1) the punishment of the detainee through deprivation of freedom,
- 2) guaranteeing basic civil rights of prisoners, together with the smooth running of prisons
- 3) The social and professional rehabilitation of the prisoner.

In prison, prisoners are forced to adapt to their new lives and, in order to survive, they adopt the appropriate behaviors and attitudes. The latter relate to violence, isolation, even inertia. The special group of prisoners has the following characteristics:

- Institutionalization: Prisoners exist and survive in a different system, which carries its own rules and principles with numerous constraints, such as personal time and space, the lack of human contact and the lack of opportunities for personal development through activities such as working and communication.
- Lack of basic social skills, since the majority of the prisoners come from low socio-economic backgrounds (Vergidis, 2007).
- Lack of basic education and employment opportunities, as in prisons, the chance to follow a training program exists but it is limited, such as employability.
- The low professional profile, as the majority of prisoners is characterized by reduced employment opportunities, a situation that may contributed to the delinquent behavior.
- The use of addictive substances, usually because of prisoners' need to escape reality.
- The disruption of family life, which in most cases is unavoidable, or because the ties loosen as the person is away from the family or because the family does not accept the criminal act and becomes estranged (Vergidis, 2007).

Therefore, the prisoners have to deal with many difficulties, related both to their lives in prisons (fewer opportunities for personal growth and attempts to escape from reality) and to their relationships with people (family and social environment). Within this context, they must survive and, at the same time, form the right conditions that will facilitate their reintegration into society (Vergidis, 2007).

Career Counseling:

Career Counseling deals primarily with human behavior on the basis of professions and it is included in the field of psychology. It appeared in the early twentieth century. In addition to developing the theoretical side, it also developed practical applications from various economic and social trends (Malikiosi-Loizou, 1998).

Its origin is focused on five points (Malikiosi-Loizou, 1998):

A. Frank Parsons and the increasing need for professional orientation. The increase of this need came from the industrial revolution. Due to the fact that many young people of that time were working, people who could lead them to the appropriate way to find a proper job were necessary. Frank Parsons created such a service in Boston in 1908 to help young people and simultaneously people were trained to provide their services as consultants. He was extremely innovative for his time; he argued that in order to correctly provide vocational guidance, it should be based on development, i.e. starting from childhood and be completed in adulthood, the age that the individual is willing to work, and it should aim not only in professional recognition but also in emotional and spiritual growth. To achieve these objectives he used counseling as the most appropriate method.

B. The mental hygiene movement. This movement, which was also created in 1908, dealt with a subject which is a mainstay of the counseling until today: the conditions and the maintaining of dignity for psychiatric patients hospitalized in psychiatric hospitals.

C. The psychometric movement and the study of individual differences. In 1900 in France, Alfred Binet produced a scale that rated the children with learning difficulties in the country's schools. This process is particularly developed after World War II with the development of several more specialized intelligence scales. Alongside with Binet, twenty years later, James McKeen Cattell developed a scale of student assessment, but it was more focused on career guidance according to the abilities and skills of each student. The psychometric movement is considered as fundamental for Career Counseling and led several educators in arguing that the psychological scales are essential for Career Counseling.

D. Carl R. Rogers claimed through his book "Career Counseling and Psychotherapy" that psychotherapy can be performed by people who are not professional doctors. This included individual counseling and psychotherapy in Career Counseling.

E. The economic and social development of society. Especially in America these developments played an important role in shaping the Career Counseling. Due to the economic conditions, the wars, the population movements and the scientific and technological developments, the Career Counseling evolved.

During the century, Career Counseling changed a lot on its way to be defined as a science in its current form. During the 40's there were attempts of separation from the clinical psychology and psychiatry. That happened during the 50's when the standards for the education of people who were scientifically occupied with it were set. Morphological theory and therapy of Gestalt, the theory of vocational choice of Ginzberg and the work of Anne Roe, John Holland, Donald Super, David Tiedeman, Robert O Hara and John Krumboltz led Career Counseling from professional orientation to mental health. Its objective is the correct choice of profession and the integration-reintegration into working life (Malikiosi-Loizos, 1998).

Social exclusion is a phenomenon that it is difficult to change, because it has many implications in the person's life. The end result is a function of many factors, which makes it difficult for the person to reintegrate into the labor market, even if there is a generally positive trend in the economy and employment. This means that economic growth alone cannot break the cycle of unemployment and poverty. The Centre for Social Exclusion (Commission of the European Communities, 2001) defines social exclusion in relation to the social rights of citizens. It states that every citizen has the right to a certain standard of life and be represented in the main social and professional institutions in society. This right can be reflected or not in legislation, it can be rooted in the tradition or not and it can be clearly justified or not (Kavounidi, 2000).

Social exclusion can be seen as the result of the attitudes and perceptions that some people have for specific population groups. Their attitudes and perceptions create stereotypes and prejudices, the direct consequence of which is racism. Social exclusion in Greece appears in a significant number of population groups. The most important of these are (Tsiakalos, 1998): single parents (particularly those whose only parent is a woman), handicapped, elderly people, people who are HIV-positive, addicts, ex-prisoners, juvenile offenders, people with language/cultural/religious differences (such as ROM, Pomaks, etc.), immigrants, homeless, mentally ill etc. The negative image for those belonging to vulnerable groups, directs to discrimination against them, placing them on the margins of society and ultimately to their stigmatization. Career counseling for those who suffer social exclusion is not different from those who belong to the general population, at least theoretically. In practice, this is not entirely true, because the characteristics of such individuals cause difficulties which are not encountered in counseling of the general population.

The participants in the career counseling need to realize that they are responsible for:

- their actions and the consequences
- making decisions about what concerns them.

The consultant of the Career Counseling is very important. The removal of negative stereotypes is required for the success of the program. The consultant collaborates with teachers in raising the level of awareness and implementation of active policy programs in various subjects. Additionally, the consultant collaborates with employment agencies in order to provide temporary jobs but also to prepare the labor market to accept the vulnerable social groups.

Some guidelines for the consultants of Career Counseling are:

- The consultants of Career Counseling must offer psychological support to people who are socially excluded.
- The consultants of Career Counseling must develop the skills of individuals in order to express other aspects of their personality.
- The strategy for Career Counseling must be modified in relation to the cause of social exclusion.
- There is usually a negative effect on integrating people into the society; hence it must be done by skilled people with knowledge of Career Counseling (Kassotakis, 2004).

Many socially excluded groups are forced to enter the labor market temporarily, occasionally or periodically, depending on the needs of the economy, their personal characteristics and level of education or training. Living conditions do not allow socially vulnerable or excluded people to acquire knowledge, qualifications and skills to join the labor market with prospects for development. In the best conditions, these individuals lack in qualifications and cannot claim high or specialized jobs. Furthermore, rapid advances make the need for continuing professional education and training of all employees in each category essential (Kassotakis, 2004).

Career Counseling in prisoners:

There are several schools of counseling for prisoners but the main is the customer-oriented therapy of Rogers who considered that pathology comes from the deviation of man from the path to self-realization. The treatment aims to restore the individual on the path to self-realization (Vergidis et al, 2007).

The consultant is invited to hear and not necessarily solve the problem. The Counseling helps the person to be activated inside the prison, to feel part of a group, to work together with other prisoners, to put goals and gain perspective. Prisoners will feel part of the society and will be able to act collectively after their release. The detainees can receive information on issues of concern such as education and training (inside and outside the prison) that will help them to acquire knowledge and skills for the labor market, be informed about labor issues (e.g. entrepreneurship) and any allowance they are entitled to (Vergidis et al, 2007).

The education of prisoners faces difficulties as it is implemented and applied in a totalitarian institution. The lack of culture in prison, the overcrowding, the high mental illness rates, the stress, fear and insecurity, the isolation from the family and the social environment, the institutionalization, marginalization and depersonalization, are the most negative characteristics and weigh very heavily in every effort and action to improve detention and survival conditions within the prison. While the general population of students has numerous experiences of the educational system which often use in order to set important goals, the inmate population has the mostly negative experiences and is particularly cautious and suspicious towards any new educational efforts (Winters, 1997). Additionally, in the general population students seek education to improve the conditions of life and deal with their problems in the best possible way. However, for prisoners, regaining freedom, independence, security and social acceptability prevail over the demand for education (LoPitno, 2006).

Additionally, the particular difficulties are highlighted because of the low educational level of prisoners. According to research data of Harlow et al., (2003), the inmates leave school due to their early involvement in the problems of the penal mechanism (Harlow, 2003). Therefore, they do not complete compulsory education (Vacca, 2004). According to research data, 79% leave school prematurely (Stephens, 1990). The majority of prisoners have learning difficulties which were not diagnosed during school (Mears & Aron, 2003). It is noted that the causative factor between school failure, learning difficulties and delinquency has been proven by several studies (Leone et al., 2003; Linares-Orama, 2005; Zabel & Nigro, 1999).

The high percentage of addicts and patients with mental health problems significantly affect every educational effort in prison. The literature indicates that more than half of prisoners are drug users and more than one third suffer from mental disorders (Blaauw et al., 2000). In addition, the vast majority has low self-esteem, while they often experience feelings of failure and shame for early withdrawal from the educational process and the multiple difficulties in finding a job (Winters, 1997).

It is obvious that the reconnection with the educational process, the acquisition of new skills and the contact and cooperation with trainers beneficially affect the personality of the prisoners. Education opens a communication window, discharging the prisoner from the evils of incarceration and acting as a preparation channel for social integration. The trainee in order to learn, need to feel he is in a safe environment, to commit and feel that education is a bridge between the inside and the outside, a bridge between him and society, but also an internal bridge among what he feels and how he can express it.

Education is a transitional space (University of the State of New York, 1995). With the help of the tools that are given through education, the inmates can give meaning and content to their feelings and thoughts and transform the field of education into "mental space". The prisoners give meaning to what they live and on their personal experiences, using them to learn, as it is essential in adult education. The prisoners through education can create a new reality. Pingaud (1977) points out: "We cannot accept the reality, but create it." Any activity where the inside communicates with the outside as in poetry, literature, music, theater etc. it helps the individual to withstand the pressure. The prisoners channel their anxiety and the pressure and they transform it into knowledge. In this way they learn, create choices and support them. They convert the stress, anxiety, stereotypes and fears into symbols, meaning, structure, delimitation, maturity and responsibility. Research has shown that participation in educational programs significantly increases self-esteem and greatly improves the social skills of prisoners (Parker, 1990). Prisoners derive great satisfaction from their involvement in creative activities, as often it is the first time that they are given the opportunity for growth and development of the positive aspects of their personality (Kett, 1995; Parker, 1990).

Most importantly, however, is that education in prison is inextricably linked to the reduction of recidivism and social reintegration. The first research which was carried out in the 70's doubted the existence of a causal relationship between education in prison and reducing recidivism. However, researchers after 80's claimed the opposite. According to research by Allen (1988) in the United States of America, the relapse rate for the inmate population was 77% while for the group which took part in training programs was 23% (Allen, 1988).

Clark (1991) confirming Allen's findings that prisoners who received training when they had served their sentence had lower relapse rate (26%) compared with those who did not participate in any educational process (44%). Batiuk found that the relapse rate of the prisoners involved in the educational process was lower (25%) than the rest of the prison population (77%). Indeed he stressed the beneficial influence of the completion of an educational effort that reduces the risk of relapse rather than simply participating. The relapse rate in this case was found to be reduced by 72%. Harlow showed that the relapse rate of inmates/students was 20-60% lower compared with the rest (Harlow, 2003). A survey in Canada supported the above findings, and showed that the inmates, who were not involved during the serving of their sentence in any educational activity, were twice as likely to relapse after release (Duguit, 1995). It has been found that the reduction of the relapse rate occurs only when educational programs take into account the specific needs of the population (Vacca, 2004). The reduction of recidivism is inextricably linked to educational interventions that contribute to the development of social and artistic skills, which help in crisis management and solving problems as they promote critical thinking (Ripley, 1993; Vacca, 2004)

3. RESEARCH PART

Methodology:

The purpose of this research is to investigate the perceptions of prisoners regarding work rehabilitation and career counseling. More specifically, the research questions were:

- Which were the reasons that influenced the prisoners' decision to drop out of school?
- Do prisoners believe that a degree is necessary for finding a job?
- Do prisoners believe that the Second Chance School contributes to their future careers?
- Which are their motivations and future plans?

The survey was conducted using the method of qualitative interviewing. The main feature of the qualitative interview is that it seeks the qualities of knowledge, not the quantitative ones (Kvale, 2007). Kvale (2007), has described that "in qualitative interviews, the precise description and the severity in interpretation correspond to the accuracy of quantitative

measurements," while King and Horrocks (2010) have reported that the main characteristics of quality interviews are their flexibility, the open-ended questions, the fact that the relationship between the individuals carrying out the interview is crucial to the existence of the interview itself, and their tendency to focus more on the subjects' experiences and less on their beliefs and views. It is the ideal method to obtain knowledge on educational and social issues that concern people, through understanding the aspects of their lives (Seidman, 2006).

The semi-structured interview was selected as this is the most typical type of qualitative interview (Mason, 2003). The semi-structured interview has questions, whose layout and wording may alter according to the conditions of the interview process (Robson, 2007). Additionally, the expert has the ability to add or remove questions and to provide clarification (Robson, 2007). All these features adapt the interview to the specificities of the interviewee, as each person is unique and perceives the world in his own way (Berg, 2001). Thus, the researchers manage to reach the world from the perspective of research subjects (Berg, 2001).

The application of semi-structured interview ensures the conditions in order for the respondent to answer without restrictions, while it gives the option to the researcher to keep the discussion within the research purpose, but also consider parameters that he may have not thought earlier. Our desire to collect in-depth data on the thinking of the participants, but also more practical reasons led to the choice of semi-structured interview. Specifically, many of the participants were not fluent in the Greek language, either because they were foreigners or because of their lack of completing the compulsory education. Consequently, the researchers often had to reword the questions and provide clarifications (Robson, 2007).

Another reason is that the interview requires immediacy in the relationship between interviewer and interviewee (Iosifidis, 2008). The prison environment is characterized by a pervasive distrust, thus the researchers through the immediacy of communication can inform the interviewees for the purpose of the research and to answer any related questions. Additionally, several interviewees are in poor psychological state, addressing often stress issues. Thus, the researcher through discussion may discharge the atmosphere in order to continue the process. Finally, another important issue is the strict timetables of prison. Using the semi-structured interview, the interviewer is able to restore the interviewee from unnecessary references, which squanders the time of the interview (Vamvoukas, 2007).

The sample was 28 prisoners who attended the Second Chance School of the Greek prison, Korydallos.

4. FINDINGS

In question on the reasons for interrupting school, 6% said that the need to work to survive was the main reason, while 21% reported poor relationship with their teachers and imprisonment.

Table 1: Reasons for interrupting school

Reason	Individuals
Lack of access to school	2
Disease	1
Need to work	13
Prohibition of family	1
Bad relationship with teachers / professors	3
Learning disabilities	2
Family problems	2
Economic problems	1
Prison	3

When asked whether the degree is necessary for finding a job, 68% said they actually consider it necessary while 32% felt that it was not very important. When asked whether they knew the existence of the Second Chance Schools before starting their studies in it, 75% said they were not informed and did not know that there were these schools while 25% knew about them. When asked whether there was participation in another program within the prison except the Second Chance School, 64% denied having had any previous involvement while 14% reported that they participated.

On the question of what are the reasons that motivated them to attend the Second Chance School, they have been asked to respond by evaluating each reply with grades from 1 to 5 corresponding to: Slightly important, Moderately important, Important, Very important, Crucial. 65% considered that the acquisition of knowledge is a key reason for participation in educational programs, as well as the acquisition of skills for the labor market. 35% agree that development in the labor sector is a very important factor. 43% believe that to create a new career can be a very important reason to attend an educational program. 75% of participants consider that personal improvement and creating social relationships are very important causes that motivate individuals to attend school and escape from the routine.

Table 2: Reasons for attending school

Reason	Slightly important	Moderately important	Important	Very important	Crucial
Knowledge	0	2	9	18	0
Obtaining skills for job search	0	2	7	18	0
Promoting labor sector	0	5	12	10	1
New career	0	4	11	10	3
Personal development / improvement	0	0	5	20	3
Widening social contacts / friends	0	0	5	20	3
Escape from the routine or personal problems	0	1	5	12	10

When the participants were asked what they intend to do after studying at the Second Chance School one person mentioned the needs of the family, 11 replied they will work, the two continued to Vocational lyceums, 10 continued will continue to adult vocational schools and 4 will continued in high school.

When they were regarding their future plans, the participants gave interesting answers. The largest percentage expressed the wish to finish their studies, while 53% want to find a stable job. 68% want economic comfort and 53% desire economic independence. Finally, the largest proportion of respondents would like to combine work and family, while higher education is not in the direct plans.

Table 3: Plans for the future

Plans	Slightly important	Moderately important	Important	Very important	Crucial
Finish my studies	0	2	22	2	0
Stable job	0	2	8	15	2
Economic comfort	0	2	7	14	5
Economic independence	0	3	10	11	4
Prestigious job	0	2	13	10	3
Have family	10	3	5	7	3
Combine family and work	2	4	8	10	14
Higher education	4	7	11	4	2

Finally, as regards to the benefits and allowance they can get, 40% are not aware that there is this possibility, while 50% are informed about the public office for employment and only three people know the public providence.

5. DISCUSSION

The findings show that both the views and expectations of the participants who took part in the study focus on their professional rehabilitation. It was found that the main reason for their dropping out at school is getting a job, while 68% consider that a degree is a much needed asset for finding a job. It was shown that the Second Chance School contributes decisively to their future development and a large percentage is up to future job and will continue its educational training.

The Second Chance School are suggested as a new opportunity for people without family and social support, who have left school before completing compulsory education in order to acquire the necessary education, training and confidence

to join the society. Moreover, the European Commission clarified that: “Generally, these young people have low literacy levels. They often have experienced negative school experiences. In the absence of prospects for improving their social situation, they are at risk for being irrevocably trapped in a situation of marginalization and exclusion”.

However, the prisoners are not part of the target group of the European Commission to attend Second Chance Schools, but they have a low level of education and are included in that social group that can experience marginalization and exclusion. Therefore they have all the characteristics of the target group of Second Chance Schools. According to data that have emerged from international research of the International Centre for Education in Prison, the education level of inmates is generally lower than the average training (Wacquant, 2002).

Past research has shown that most of the prisoners were of different nationalities and came from rural areas, but the most part lived in Athens and a significant proportion in rural areas. In this research, the highest percentage was separated between Greece and Albania. We add that in 1983, foreign prisoners in Greece accounted for 11.6% of the total, 22.7% in 1993 and 46% in 1999 (Panoussis, 1999). It is also interesting to note that in Greek prisons the percentage of foreigners among prisoners in 1997 was the highest in the European Union (Wacquant, 2002). Therefore, the Correctional Code specifically provided measures “for the education of foreign prisoners, if possible in this same prison” (Article 35).

The research of Tewksbury and Stengel (2006) attempted to understand the importance of the programs, tools and resources in correctional education programs, as they are understood by prisoners themselves. For this reason, the sample was the population of prisoners-learners enrolled in academic and professional programs of the Kentucky State Reformatory. Participants were asked by questionnaire about their motivation to participate in the program, their beliefs about the benefits they will receive upon successful completion, their perceptions for the program content, the sources of learning and how they facilitated them. The results showed that the majority of participants had low level of education prior to their imprisonment, and attending academic programs increased their self-esteem, while respectively attending business programs focused on vocational rehabilitation after release. Also significant incentives for all were their desire to improve themselves and their place in society. Regarding the positive aspects of the programs, they mentioned quality as the most important. Self-esteem is considered as an important benefit for the trainees after successful completion of the program as it can affect positively both themselves and their peers. Additionally, it represents a significant reintegration factor to society after release, which may help reduce the chances of relapse.

Hall and Killackey (2008) in Southern State Penitentiary prison in the USA tried to investigate the views of trainees-prisoners for education in prisons through the personal interviews of 10 trainees-prisoners and two administrative staff of the prison. The research focused on three main factors:

- a. previous educational and work experiences of trainees-prisoners and how these experiences affect educational choices during imprisonment,
- b. how trainees-prisoners perceive the correctional education programs and the classroom environment and trainers, and
- c. How the combination of experience before imprisonment and the experience of correctional education influence the successful reintegration of prisoners into society.

An important conclusion drawn from the qualitative analysis of the survey data was that the options of the prisoners in life and their past educational experiences cause them grief, which acts as an incentive to change their own situation. It was also found that the motives result both from internal sources, such as friends, family and themselves, and from external sources, such as judges, probation boards and prison managers.

Manger et al. (2010) investigated the educational incentives of prisoners participating in educational programs in prisons in Norway. Having chosen an appropriate sample, participants answered a questionnaire. The results showed that there were three categories of educational incentives. First, the incentives related to the preparation of life after release, secondly, incentives related to social reasons and reasons that exist only within the prison, and thirdly, the incentives related to the acquisition of knowledge and skills. Moreover, it appeared that the age of the students and the level of education affect the incentives for participating in educational programs.

Cho and Tyler (2010) investigated the effect of the program Basic Adult Education in the Florida prison. Initially, the data analysis focused on four parameters related to the effects of the program employment of persons after their release. Specifically, they investigated:

- a. the effect of participation in relation to non-participation in the program,
- b. the effect of the completion of the program versus non-participation,
- c. the effect of participation against inadvertent abandonment within 21 days from launching the program, and finally,
- d. The effect of the completion of the program against inadvertent abandonment within 21 days from the start of the program.

The conclusions drawn from the study were that prisoners who participated uninterruptedly in the program and those participating in other academic courses, had higher employment rates and increased their income, when coming out of prison than their inmates who either did not participate in educational programs or prematurely abandoned their studies.

There are several theories that argue that rehabilitation can be achieved at some level through education in prison, to limit the cases of relapse. These theories include among others the theory of moral development, the theory of socio-psychological development and the theory of the new opportunity. The assumption in this idealistic perspective, as articulated by criminologists, sociologists, and educators, as well as statistics, is that correctional education programs can enhance the successful reintegration from the prison to the free society resulting in personal change. Theories of personal change focused their analysis directly on the person and only indirectly on the wider society (Ubah & Robinson, 2003).

Wynne (1999), referring to a maximum security prison in the Irish Republic, where he worked as head professor, stresses the contribution of the external local community to the success of educational activities carried out in prison.

Prisoners in Greece have a low level of education. The current Greek legislation provides their participation in educational activities either in prison or in educational institutions outside of the prison with special permission. Additionally, there are specific measures for prisoners who are trained and specifically the reduction of their sentence.

6. CONCLUSIONS

In conclusion, we need to stress that there are major problems regarding the education and rehabilitation of prisoners. The suitability of campuses, the adequacy of the training time, the participation of all prisoners in education, the continuity of education, the certification of the knowledge acquired in prison, the creation of stable partnerships with educational organizations, institutions and the State, the improvement of the educational level of the trainers, awareness and the change of trainers' attitudes on stereotypes and prejudices, recording and analysing of the training needs of the group, linking education with the release and the creation of an educational profile for prisoners, require proper treatment both nationally and internationally.

Effective implementation of education in Greece requires the existence of autonomous, appropriate and accessible areas of the prisoners, the existence of a special employee from the prison who will arrange for the formulation of appropriate programs, providing organized information for prisoners to what they can learn in prison from the very first day of their confinement, counseling support to prison personnel and ensuring the direct link of education programs with other training programs and reference for those leaving prison in appropriate educational institutions for continuation of education and training after their release.

It has been shown that training programs, reduce the risk of recidivism of prisoners in new criminal activities, limits the use of violence and also significantly contribute to the humanization of the prison (Newman et al., 1993). However, the training should on the one hand meet the prisoners' needs, and on the other to ensure continuity of the learning process and the possibility of participation for all prisoners. The development of proper educational process presupposes selection procedures, self-determination and freedom and multiple improvements. Ensuring good education during the deprivation of freedom and the interconnection of the prisoners with the society is essential.

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