

Archaeology in Prison

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Abstract: *In this study, we present an educational activity of archaeology interest with young detainees of the Diavata prison and volunteer Law students. The application and evaluation of this activity reveals that providing opportunities to alternative pedagogic approaches to groups of special interest, such as young detainees, might exploit in a fertile way their various skills, assist in shifting social stereotypes and promote everyone's right to access to civilization. [pp. 27-51]*

1. Introduction

Within the framework of the 'Diodos' ¹ Programme for the contact of Law students of the Aristotle University of Thessaloniki (AUTH) with young detainees of the Diavata prison¹ materialised by the Department of Criminal law and

¹ 'Diodos' in Greek means 'pathway'. This word was used to symbolize the pathway that the particular programme initiated in order to bridge the gap between society (especially the university society) and prison.

Criminology, the 16th Ephorate of Prehistoric and Classical Antiquities was invited to participate in a pilot alternative intervention in the Diavata prison. The 16th Ephorate of Prehistoric and Classical Antiquities, which for the last ten years tries to broaden the social and educational role of the museum, by approaching through educational activities students, university students and groups of disabled persons, responded to this call, assuming the planning of an activity related to archaeology in prison, one of the par excellence places of social exclusion. The goals, the execution procedure, and the evaluation of this activity which took place in the 10th May 2007 are all presented in this article, after the presentation of the Greek correctional reality needs which led to the design of the “Diodos” Programme.

2. The needs of young detainees as the starting point of the “Diodos” Programme

The “Diodos” Programme which takes place from October 2004 is based on an earlier relevant activity of the Department of Criminal Law and Criminology of the Aristotle University of Thessaloniki, which took place during the 2001-2003 period in the framework of the “Youth” programme of the European Community. This first idea was conceived by the conclusions of a study conducted by that Department in cooperation with the Social and Clinical Psychology Sector (AUTH). The study was conducted during the 1997-1998 period in a sample of 200 young people, aged from 14 to 24, from which 100 were detainees. In particular, the conclusions of the study’s evaluation rendered the need for improving interventions in correctional establishments with the view to developing activities regarding education, professional training and psychological and social support of young detainees.

2.1. Research data

Based on the data from the aforementioned research, the young detainees, i.e. under-age and young adults who according to article 12, paragraph 1 of the Correctional Code (CC), are in their 13rd year of age and have not yet completed their 21st come in a great percentage (70%) from families of medium to poor economic situation, which did not have the possibility to support them neither in their education procedure nor in professional training. The difficulties in being integrated in the educational procedure were worsened by the great percentage of foreigners (37%) and the ever larger percentage of persons who were not native speakers of Greek (51%). As far as grammar knowledge was concerned, the percentage of those who either had no degrees or had only graduated from primary school was 87% of the responded. Therefore, a large percentage (60%) had no professional training and for those who had, it had not lasted more than a couple of months. As a result, the majority of these young people would try to work after being released with no typical qualifications.

The innate difficulties of the educational, working and, consequently, social (re)integration of young detainees are strengthened by the “infertile” time they pass while doing time. In particular, apart from the liberty deprivation, the detention period was characterised, based on the responses of the detainees, as monotonous and lonely, whereas the activities they could get involved with, as a counterbalance, were few. The large percentage (56%) of people who wished for their inclusion or reintegration in the educational scheme, for training programmes, for crafting

activities and for the possibility for more free time activities is thus justifiable. It is important that, among problems they were to face after their release they ranked stigmatism (33%) and unemployment followed (27%). It is important as well the fact that the majority of the detainees claimed that in order to affront the grave problems of imprisonment they got support from their co-detainees (60%), while a small percentage claimed that their family (4%), the social services of the institution (4%), or the psychiatrist (1%) supported them. The 25% of them noted that he got no support and 4% did not answer this question.

These problems and needs were confirmed by the data from the follow-up enquiry by the Department of Criminal Law and Criminology Science of the University of Athens during the 1999-2000 period in a sample of 103 released young offenders. These data of the study revealed that during the service of the sentence not only isn't there any provisions for the necessary training, with the exception of few programmes, but the fact that young people stay in these institutions renders them lazy and fearful of free life and assuming responsibilities as well. The stigma of their imprisonment follows them in every effort they make in order to stand on their feet and to reintegrate in society, whereas after a short period after their release a great percentage (50 out of 103 responded) end up in prison again.

2.2. The sufficient legal framework and the insufficient application of it

We have to remark that the reason why the aforementioned needs of the young detainees escape from the care of the State is not the absence of a sufficient legal framework. On the contrary, on the one hand education, training, entertainment, as well as easing the communication of the detainees with the larger social environment, in order to help their social reintegration, has been the object of an

important international legal text as well as of the Greek correctional legislation. On the other hand, the problems of the Greek correctional policies has not ever been the actual lack of regulations but their insufficient application. Especially in the area of the treatment of prisoners, the distance between the current legal framework and the correctional reality is vast.

In particular, the Greek Correctional Code (Act 2776/1999) in article 12, paragraph 2 provides for the issue of a Presidential Decree on the application of special programmes of educational and training character in special correctional institutions for young offenders, something which, note, has not been issued yet (!). Furthermore, in article 35, paragraphs 5-6 of the same Code special regulation is provided for the young detainees' education, and articles 51-58 provide for the right to communication with the broad social environment. Apart from these, regulations with similar content (education, training, work, entertainment, visits, etc.) are included in the Internal Regulation for the Operation of Correctional Institutions (articles 17-24). Nevertheless, there are no special regulations for the exertion of the communication right of under-age and young detainees with people out of prison (for instance, as far as the frequency of the visits and their conditions), despite the fact that their status would justify a special and more favourable treatment.

As far as reality in correctional institutions is concerned, it is a far cry from the valid legal framework provisions. There are steps for improvement, however, especially in the materialization of various programmes area, but most of them are short-lived and few of them are long-term.

2.2. The materialization of an unexploited possibility

After taking all these factors into account, we came up with the idea to organize a programme which would be beneficial and manageable and which would use the existing human resources in the Greek University, so as to develop activities in order to reduce the exclusion and monotony feelings of young detainees, lessen the stigma their detention imposes on their social identity, get support by society members and provide them with education or training possibilities. The main unexploited resource of the University which can contribute to the materialization of this programme were the students themselves.

3. The need of practicing students in volunteerism

A vital presupposition for helping detainees to reintegrate in social life is, among others, the activation and the participation of society itself. A recommended way for the society members to contribute to the sensitive field of imprisoned and released offenders help is offering volunteer work. In particular, social services not only can it actively support education, training or entertainment of the detainees inside prison, but it can offer support in the social network, they can aspire to when released from the prison. For instance, the United Nations Guidelines for the Prevention of Juvenile Delinquency (The Riyadh Guidelines) of the 1990 provide that with regard to the designed - according to valid research data- crime prevention programmes, the volunteer participation of young people should be cared for (guiding principle 50).

3.1. Incomplete development of volunteerism in the field of prisoners' care

Despite the references of international legal instruments to the need to stir up and organize volunteering, this kind of efforts concerning supporting prisoners and

ex-prisoners in Greece, however valuable, are fragmental, whereas there is no institutional framework established, unlike in other countries. The volunteer visits at correctional institutions are included in the general regulation of the article 52, paragraph 2, subparagraph b of CC, in which there is a reference simply to visits by representatives of social agencies, members of scientific societies, cultural, religious or other kinds of organizations. These visits take place under the permission of the Prison Board.

Apart from these, exercising young people, like students, in volunteerism and supporting prisoners and ex-prisoners is already known in other countries. For instance, in German prisons students of the Schools of Law, Psychology etc work as volunteers during the period of their obligatory exercise. Actually, there can be interchange of information and problems between the teams and volunteers, resulting from their experience during regular meetings, seminars and activities which take place in the prison environment. Furthermore, it is worth mentioning that the various aspects of the work volunteers offer in German prisons, by doing conversation etc so as to better education and professional capacities of the prisoners, as well as the preparation for their release, does not concern only the period of the imprisonment but the period after their release, for they keep on supporting them.

Under this spectrum, the practice of Greek Law students in providing volunteer work was an unexploited potential, whose use was desirable and advisable, whilst it could be turned into something favourable in the long run, especially if it was to be done on a regular base, after being successfully applied as a pilot programme.

3.2. Diffusing the students' volunteering experience to the wider society

The students' practice in volunteerism could offer lots, not only to prisoners but to themselves as well, for the particular work is linked with their object of study. The stereotype of the criminal they might have it could be put into the test and become an object for further brainstorming, because of their direct contact with the young detainees and their problems.

Moreover, the diffusion of the experience and knowledge of the volunteering students of this field could function as an attempt to eliminate the stigma young detainees have in society, and can especially help to stop discriminating (racist) treatment from their fellow citizens. This purpose would be served by the presentation to the great audience of the activities, the views and the experience the volunteering students have had. The presentations can be made in various ways as in open debates and exchanging opinions in the university society or with a wall diary of the activities, etc.

Informing the public of the problems young detainees face and of the social factors which interpret their offending the law as bad family conditions, unemployment and school problems would render sensitive the simple society member and release him from negative evaluations which include the increasing accusations against violent young people, particularly against immigrants who are economically weaker. In fact, the increase in accusations during the last years aims to disorientate citizens from crucial social problems, as unemployment, generalized drug use etc. rendering these problems of delinquency.

The eagerness of the Law students initially responded and with which they still keep on responding to the invitation to participate in the "Diodos" programme reveals the existence of an important capital of young people in Greece. Young people who are willing to dedicate time and effort in order to offer as volunteers to vulnerable social groups as young detainees.

4. Designing the “Diodos” programme

Based on all the aforementioned data, i.e. the young detainees’ needs and the need to urge and practice students in volunteerism, as well as based on the positive experience of the “Youth” programme, the “Diodos” programme was designed.

4.1. Defining the goal

The goal of the “Diodos” programme was defined in particular as the communication of Law students with young detainees, so as to help: a) decrease the sense of alienation and exclusion young detainees experience, b) alleviation of the stigma that imprisonment poses on them, c) helping preparing young detainees for a smoother reintegration in society and, finally, d) students practicing volunteerism.

4.2. Defining the activities’ content

The aiming communication of the student-volunteers with young detainees was to be materialized by various activities taking place in the prison environment. An incentive for defining the object of the activities of “Diodos” programmed was covering the following needs: a) creating a familiar ambient between the two groups, b) self-expression and entertainment of mainly the detainees, c) exchanging opinions on the correctional system and the detention conditions, and d) helping them with their integration into the society by using non-typical educational

activities. Thus, the Programme included drama therapy activities, painting, conversation and debate on the rights and the obligations of the detainees, as well as general problems of young people. In addition, educational activities took place as basic digital camera training, photocopy lab classes and the presented educational activity of archaeological interest.

4.3. Preparing the student-volunteers with seminars

Before doing the visits and the activities in prison, the 45 students had to be prepared suitably. For this reason, one of the priorities of the programme was the attendance of seminars by special, volunteering persons who worked in prisons, as well as by members of the Educational Scientific Staff and collaborators of the department of Criminal Law and Criminology. These seminars were related to Juvenile Criminal Law, Correctional Law and prisoners' rights and psychology, dramatherapy and other relevant issues.

5. An invitation and a question to the 16th Ephorate of Prehistoric and Classical Antiquities

In the framework of the "Diodos" activities, as described before, the 16th Ephorate of Prehistoric and Classical Antiquities *took on* the materialization of an educational application of archaeological interest with the aim to examine the ways a public of special needs take archaeology into account as well as the knowledge, views and outlooks this public has about the past.

The approach and the education of the non-specialised public and developing communication with it from the area of archaeology is nowadays part of an

interesting conversation about public archaeology both in Greece and international society. Modern theories on the material civilization promote- as a prerequisite of success of the educational mission of archaeology and museum policy distinguishing the public in various categories (based on their social class, sex, age and ethnicity) and adopting different methods for the knowledge reception from these categories, depending on the social and cultural characteristics of the subjects. On the one hand, these notions mark the social definition of knowledge, its past and its characteristics and on the other hand support the self-definition of social groups and help then to recognize “the others” in the framework of educational activities in museums.

As a result of the previous brainstorming, museums are trying to go “outside its four walls” and transport thematic organized activities [museum (educational) kits, mobile exhibition units, educational material and exhibitions] in areas which traditionally are a far cry from museums and the education they offer. Examples of these activities are frequent in Greece as well, and they broaden the social and educational role of museums. The areas they usually target are schools, villages far from big towns or neighborhoods near archaeological sites, schools for disabled persons etc. We can say there is an important number of museum activities for social groups which are physically excluded from museums and their activities.

This education activity attempts to cover up to an extent the grave lack of relevant extrovert communicative policy of museums towards socially excluded groups (intercultural and minority schools, areas of immigrants, prisons.) Nevertheless, unfortunately, the official state policy of the museums, as an important factor of the main ideological-political speech, seems to lack the way of coming closer to these groups. In other words, museums, despite the important steps away from its older introvert activities, stills excludes large part of the

population from its theoretical and practical activities, thus underlining the educational and social inequities.

The application of an educational activity of archaeological content was a challenge in the first place, as well as a question on the way subjects are to be approached; subjects which are deprived of their freedom and experience imprisonment. The necessity and the aims of the activity inevitably were put into question and even its designers felt awkward at times. Moreover, the potential reactions of the detainees to a “secondary” (possibly “unimportant”) issue for them, which was actually a result of the “speech” of representatives of two national institutions (the University and the Ministry of Culture).

Based on the aforementioned questions, examining the way the archaeological information was received by young detainees, as well as the evaluation of the informational value of archaeological data in relation to both their time as well as nowadays were the general goals of the activity.

6. The activity's preparation

6.1. The characteristics of the application group

The application group consisted of 12 of the 15 young young detainees on average who were detained in the Diavata prison, at the time. At this point, we have to mention that the Diavata prison, chosen for the materialization of the "Diodos" programme for being the closest prison to Thessaloniki, is not a special establishment for young detainees but it has a special sector for them. In this, there

are mainly untried detainees and some sentenced ones who are temporarily held there, until they are sent in another institution.

The particular young detainees who were willing to participate in the activity were from 18 to 21 years old, mainly untried detainees. Most of them were of Albanian origin and only had elementary education; however, everyone had good oral knowledge of the Greek language. In addition, in this activity participated 14 out of 45 approximately volunteers-students of the Programme, who had already finished the prerequisite seminars. 38

6.2 The subject and the selection criteria of

In order to select the subjects which would be the bases of our activity, we took into consideration the following: the social, cultural and national identity of the young detainees, their age and sex, the lack of previous experience on subjects and activities concerning the museum and archaeology education, their cognitive particularities in general, and their detention situation, which inhibited getting the material directly (through a visit at an archaeological site, a museum, historic monuments, etc.). 39

Therefore, based on the above the subject which was selected was the acquaintance of the team with basic concepts concerning the archaeology world and its results in the society. Especially, the basic thematic axes around which the activity was structured, were the following: 1) The archaeology as a science and the archaeologist's work, 2) The concept of the excavation, 3) The maintenance and the study of findings, 4) The museum as a protection and exhibition area of the findings and as an educational area, and 5) The archaeology's utility for the society.

6.3 The questionnaire of diagnostic evaluation (knowledge check)

A few days before the realization of the activity a questionnaire was distributed to the team, which had two open type questions: "What makes you think of the word archaeology?" and "What do you believe an archaeologist does?". In this questionnaire 7 out of 12 young detainees were willing to answer as well as 12 volunteering students.

The answers by the detainees to the first question varied from complete ignorance to basic knowledge of the subject, while there were cases of emotional and psychologically charged answers deriving from the detention situation they were experiencing. The following answer is indicative: "I think of my child and my wife, of my family in general. I hope I will soon get out and see them". Most of the answers were characterized by vagueness and confusion with regard to the scope of archaeological action and the eras researched. The archaeology's contribution in the understanding of the way of life in other eras was noted only in one case. Furthermore, depending on the nationality of the respondent, the archaeology was connected with Ancient Greece or Egypt. Finally, there was an answer which connected the archaeology with artefacts (sculptures etc).

In the second question regarding the archaeologist's occupation, the answers varied from peculiar (businessman, painter: representation of a male professional with high rewards for the first case and high aesthetic pursuits for the second, i.e. a man of an important social class at both cases) to the expression of the importance of the archaeologist's work on the understanding of ancient civilizations. The verbs which

were used were: "digs", "searches for", "discovers", while no one used the noun "excavation". The didactic value of the archaeologist's work and its educational importance of findings (without any specifications) was noted in two answers.

Moreover, it must be noted that the answers of the students who participated in the action, (with few exceptions) showed general knowledge of the subject, since they connected the archaeological science only with monuments, museums, past eras and civilizations. In other words, from the majority of the students' answers a romantic and vague image of archaeology emerged. As far as the archaeologist's work is concerned, the majority of the respondents, approached it with more scientific accuracy and terminology (ex. excavation, studying the past, research, recording). In some of the answers, archaeology was connected with history and finding the historical truth.

Based on the answers of the young detainees to the questionnaire, a simple elaboration of the thematic areas of the activity was attempted, with final aim the acquaintance, the understanding and the simple definition of the archaeological object by the activity group. This initial record of the opinions which were presented was completed afterwards, during the final process of the data, with a more systematic analysis and parallel exploitation of elements from other qualitative methodological approaches, as the ideological and critical analysis and the speech analysis.

7. The application

This application took place in 10th May 2007 41 in the special defender area of the prison. In this participated, apart from the writer 43 and the detainees, as mentioned above, the volunteer students of the Programme, who, after brief information, they were called to assume heartener roles for the young detainees. The time given by the prison for the realization of the activity was approximately one hour and a half.

The development of the subject was accompanied with extra material like the use of replicas of archaeological objects and simultaneously slides were projected. The selected method was based on the modern alternative educational approaches which promote dialogue, questions and judgement expression, in order to achieve the aim of their subjects' participation on knowledge structure, on critical comments of objects and on the expression of individual speech. The dialogic and participatory form of "teaching", depending on the responsivity level of the team, was considered the more appropriate for the interest rise, for the reflection and the active participation of its members.

The activity, as an action non-typical education, tried to take the character of a "live" and flexible conversation, so that a static form of an academic lecture is avoided. The activity team sat in a circle followed by the presentations between the members. The initial hesitation of the young detainees, as well as the hesitation of the volunteer students, quickly gave its place to a greater and greater participation of the young detainees in the conversation, as gradually their will to take active part in the talk and to express their opinions. 45 With the help of the slide presentation, the conversation followed the "guided discovery" and the personal expression path,

which was encouraged and fed by the writer, the co-coordinator as well as the volunteer students.

The conversation begun from the object of the archaeology science and the archaeologist's work in the excavations and was led gradually to the moving and unmoving monuments, to their conservation, to their preservation and their exhibition in some of these in museums with a view to the public's education and entertainment. The use of objects-replicas (miniature amphora and real size lamps) got the team excited, as in other case they would have not been able to observe close and touch archaeological objects. Furthermore, it was proved extremely useful for the economy of the conversation, as they gave the possibility to set and answer questions as the following: What is the importance of the constructing material for the conservation of the objects, what is conserved and why, which is the informative and didactic value or our days, how and from whom are these objects maintained, etc.

Repeatedly, some of the young detainees expressed the question if the copies were real findings, so the responsible person for the activity was given the opportunity to explain the reasons of non-removal of the original findings of the archaeological sites where they are stored and exhibited, only in special occasions. The incidents of the random finding of archaeological objects from non specialist, was also interesting for the group so the occasion for conversation about the subject of respecting the material remains as proof of the cultural heritage of a country.

After a question-abetment of the coordinator that had to do with the existence or not of confinement areas in the antiquity and the form of punishments in older times, the conversation was spread on ways of imposing justice and punishment in

different historical eras, as well as the modern form of the criminal and disciplinary system. At this point, an intense interest of the group to familiarize with the difference of the punishment ways of earlier eras raised, and was mainly expressed as questions to the responsible persons of the programme.

The activity concluded with general conversation and questions of the young detainees mainly concerning Thessaloniki monuments as (the White Tower, the Palace of Galerio and the city's walls). Their interest was great at this point, taking into consideration the amount of questions asked, something positive for the evaluation of the particular activity, and for the repetition of the programme in the framework of a possible future relevant activity.

In the final part of the activity, the group was called to participate in a drawing workshop of representation of the analysed subjects, that is to say, they were asked to draw and depict freely whatever of the things they had heard or seen that caused them an impression. The universal participation of the group, after the initial hesitations of individuals in the group, was a pleasant surprise. So, the young detainees drew and coloured amphorae, pyramids, Macedonian tombs, the Galerio Ark but also one of the 300 warriors of Leonidas, with direct references to the recent cinematographic version. Finally, the fact that in many cases there was representation of modern simple houses is interesting; evidently, they are a reference to more personal desires and needs. Despite the fact that the activity was limited in its duration, the young detainees left, mainly satisfied and happy the room.

8. The evaluation

The approach to the archaeology as a science which studies the past through material testimonies is a subject which presents difficulties even for groups which are excluded from the standard educational procedures as students. 47 Therefore, the attempt to communicate with the group of special needs and demands, as those of young detainees, and to find ways through which they will get acquainted with the archaeological work was from the beginning a big "bet". On the other hand, the need for having this kind of activities in places where "people with aberrant behaviours from the norm or the average" , 48 without at the sometime them being an addition form of "educational spirit" and "learning reform" for the detainees, defined generally the activity's content and planning.

Trying to do an initial evaluation of the activity, based in the existing analysis of both the material (questionnaire and artistic depiction of the subject) and the speech of the subjects in this, which was produced during its realization, it is necessary to note that:

a) The confinement and detention (physical and social) situation which the persons experience is very important both for the comprehension of the concepts and for their speech management, despite the cognitive areas they are called to "identify".

b) Undoubtedly, these innate difficulties are stressed a lot due to the constant and intense supervision by the penitential officers in the progress of the activity, a fact that inhibited (at least partially) vital parameters for the normal progress of the activity, as spontaneity of the group, lack of auto-censorship, active intellectual and emotional participation and naturally the (non-existence due to the circumstances), at this case sense of freedom.

c) Furthermore, the "institutional-magisterial" speech of the programme's coordinators, despite the attempt to appropriate as possible and approach the everyday language practise of the young young detainees, it was logical that up to a great extent the language remained a "specialist" and superior one, a fact that defined up to an extent the total attitude-responce of the group.

d) The merging of the young detainees with the students, that is to say with people who belong in the same age group but they have very different social and educational differences, probably increased the inferiority syndrome coming from their exclusion. This is the reason for the awkwardness and the hesitation of many detainees, which was shown at the begining of the activity when judgements and opinions were expressed about the topics in question. Nevertheless, the detachment of the subjects from the usual cognitive and educational institutions (mainly from the school education), something that has to do not only with their detention but the social, national and cultural identity, did not inhibited from showing a general interest for archaeology and the relevant issues.

e) The above observation supports the conclusions of older researches, which claimed that people of lower education and income show a greater belief that there is a need for archaeology and that archaeology and the past have great value and they provide a sense to the present. 50 So, despite the initial difficulties that were found in the written explication of this statement in the questionnaire answers, 51 during the activity, the group seemed to share the importance of archaeology as well as its social role.

f) Furthermore, the difficulty in comprehending concepts of archaeology as a science, the vagueness and the confusion relevant to the scientific field of it were

obvious; the stereotype reproduction which are usually formed by the cinema, the Media, the Press, etc. and the consequent forming of relevant attitudes and points of view about the archaeological work. Nevertheless, the gradual active participation in all the phases of the activity and the clarification-during the limits time margin of one and only educational activity- of basic concepts that have to do with the archaeology science, easily led us to the following evaluation: Providing the special interest groups with opportunities for alternative educational approaches can successfully utilize their various skills, during the acquaintance, the comprehension and the critical interpretation of the past, helping the stereotype disestablishment. In addition, it is one of the sine qua non prerequisites which support the right to civilization for everyone.

Consequently, the continuation and the growth of similar activities in areas of social exclusion and their systematic critical evaluation would provide the museum and educational intellect with a dynamic analysis tool, taking advantage of the cultural characteristics of population groups, which delimited on "places outside of all places" 52 and out of the usual museum activities, they are called to form and structure their identity. This may be one of the ways to be more supportive and less sarcastic in front of the content of the giant inscription which we saw when entering the prison written in black capital letters: "The love for the man should reign in our heart and in our soul".

Endnotes

1. Realized under the scientific responsibility of the Professors Dr. E. Symeonidou-Kastanidou and Dr. M. Kaifa-Gbandi as well as the assistant Professor A. Pitsela.
2. Papadopoulou, Ch. (2006). Young Detainees meeting Law Students; an effort to bridge the gap. International Juvenile Justice Observatory. II International Conference on Juvenile Justice. Brussels 2006. http://www.oijj.org/documental_resultado.php
3. Symeonidou-Kastanidou, E., Kaifa-Gbandi, M., Pitsela, A. (2003). Anti criminal Policy and Young people: Presentation and results of an Empirical Research in: N.E. Courakis (ed.) Anti criminal Policy III. (328-376). Athens, Komotini: A. N. Sakkoulas, 334, for this research done in the framework of the Leonardo da Vinci pilot programme.
4. All of them were male. There are no detention centres for female under-age or young detainees. They live in the Women Korydallos Prison. Cf. Couraki, N. E., (2004). Juvenile offenders' Law. In the boundary between Criminal Law and Criminology. Athens, Komotini: A. N. Sakkoulas, 326-327.
5. For those who are allowed to be detainees in the special establishments for young detainees or in the special departments for young detainees until their 25th year, cf. article 12, paragraph 6 Greek Penitentiary Code.
6. 51% of the detainees, Cf. Symeonidou-Kastanidou et al 2003, 343.
7. A percentage of 22% has never been to school or was there for less than three years, 44% had primary education certificate, 17% secondary education certificate, 4% were still studying, while a 19% percent although they have been at school they had no certificate whatsoever.

8. Symeonidou-Kastanidou et al 2003, 349-356, the comparison with young people outside prison.
9. Op. cit., 2003, 365-366 and 372-376.
10. Op. cit., 2003, 367.
11. In the first phase of the research in 1993, 156 young detainees were questioned in the correctional establishments for juveniles. Cf. Stathopoulou, E., Milioni, F., (2004), Young detainees after their discharge from prison: The problems which are facing, the percentages of recidivism and their future course in society. N. E. Courakis (ed.) Poinikos Logos 6, 2895-2012, 2897-2898.
12. Op. cit., 2004, 2904.
13. Cf. article 10, paragraph 3, International Covenant on Civil and Political Rights (Act 2462/1997) of 1966 and article 40 paragraph 1 of the International Convention on the Rights of the Child (Act 2101/1992). On the texts, cf. Pitsela, A. (2003). International instruments of correctional policy. Athens, Thessaloniki: Sakkoulas, 279 and 342.
14. Alexiadis, S. (2001). Corrections. Athens, Thessaloniki: Sakkoulas, 377, Panoussis, G. (1989). The correctional reformation in Greece. Athens, Komotini: A. N. Sakkoula, 1999 and Lambropoulou, E., (1990-1992). The confrontation of the correctional problem by the Greek correctional policy. Elliniki Epitheorisi Eglimatologias 5-10, 117-139.
15. Cf. also the article 34-45 Disciplinary Code.
16. With the exception of the amendment of the article 56, paragraph 1 on the normal leaves provided especially for the young detainees who execute sentences provided only for under-age convicts.
17. For a study for the communication right of the detainees of the correctional systems in other countries. Cf, Tsilonis, V. (2003). The young detainees right of

communication in the information era. Unpublished LL.M. Dissertation. University of Nottingham, 8.

18. Ministerial Resolution 62367 of the 21/30.6.2005.

19 School units function in the special juvenile detention centres in Avlona (Primary and Secondary education), in Volos (subsidiary of the 6th High School of Volos) and in the Rural Penitential Centre of Kassaveteia (Primary School).

20. Cf. Rule 25.1 of the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules) of 1985 in: Pitsela, A., G. (2006a). International Instruments on anti criminal Policy. International and European. Juvenile Law II. 4th Ed. Athens. Thessaloniki: Sakkoulas, 140.

21. Cf. the Riyadh Guidelines. Cf. op. cit., (2006a), 238, on the Rules' text.

22. Various institutions, often through their volunteers offer projects with various content, for instance Arsis (Centre of Young Social Support), the Company for Under aged Protection of Thessaloniki, Doctors without Borders, the Centre of Detainees Help "Onisimos", etc.

23. Pitsela, A., (2006b) The social care in the field of criminal justice. Athens, Thessaloniki: Sakkoulas 194 on the Germany example.

24. The same goes for the article 21, paragraph 10 of the Internal Rules of the Special Detention Establishments for Juveniles.

25. The term "volunteers" is only found in the article 82, paragraph 1 of the DC, with the recognition for the possibility to participate in five-member groups of Social Support. Cf. Pitsela, 199.

26. Op. Cit., 2006b, 196.

27. The drama-therapy seminars helped a lot.

28. These are, in fact, the things that lead the Greek judges to sentence juveniles to imprisonment as an extreme measure. Cf. Couraki, 2004, 327.

29. Bauman, Z (2005). *Wasted lives, modernity and its outcasts*, 141.
30. We must note that no form of material reward, that has to do with the grades of the degree, is provided for the students.
31. In the seminar A. Pitsela, associate professor in criminology has collaborated, V. Tsilonis, research fellow, L. Zografou, psychotherapist-dramatherapist, G. Nikiforidis, psychologist and M. Mpolmatis, head of the Under aged Service of Thessaloniki participated.
32. Cf. above in the text, 4.
33. Merriman N. (2004). «Introduction: diversity and dissonance in public archaeology. In: Merriman N. (Edit.), *Public Archaeology*, London and New York: Routledge, 1-4 and Jameson J. (2004). «Public archaeology in the United States». In: Merriman N. (Edit.), *Public Archaeology*, London and New York: Routledge, 50-54.
34. Hooper-Greenhill E. (1999). «Learning in art museums: Strategies of interpretation. In: Hooper-Greenhill E. (Ed.), *The Educational Role of the Museum*, London and New York: Routledge, 44-51..
35. We mainly refer to archaeological museums and art museums, which still present a traditional conservative presence and function.
36. In the framework of the extension and the importance of the museums during the various decades their movement to metropolitan has begun; these areas have serious and long-lasting degradation problems of their population (the so-called community museums). A characteristic example is the Anacostia Museum, situated in the neighbourhood of Afro-Americans in Washington, which presents the historic course of the Afro-american population. . Cf. http://anacostia.si.edu/anacostia_history/public_institution.htm.

37. An exception is the Minister of Culture programme (it was then the Department of Educational and Communication Programmes) with the title "Culture as a medium of social intergeneration inter cultural approach". It was "a circle of specially designed and multilayer educational activities, with the axle of culture of children of Muslim families who live in the Athens centre". Cf. Gkotsi, S. (Edit., 1999) The culture as a medium of social integration- An inter-cultural approach, The time. Athens: Ministry of Culture-Direction of Pre historical and Classical Antiquities- Centre of Educational Programmes, 3.

38. The following students participated: Georgiadi Natalia, Giokarydaki Maria-Christina, Karasavvidou Maria, Kareli Praskevi, Kationi Savina, Kompatsiari Eliza, Koros Dimitris, martidou Anna, Mpaka Chrysoula, Baltatzi Pnagiota, Bartsithina, Papavasileiou Artemis, Sarikaki Elina and Tsomani Aikaterini.

39. Given the fact that there is total lack of relevant activities in penitentiary institutions of our country.

40. Some juvenile detainees who did not know how to write, were helped to fill in the questionnaires from the students of the Programme.

41. The initial date of application was cancelled after the revolts of the detainees that occurred in the country prisons during the April of 2007. The application took finally place in 10th of May of 2007. Cf. Stergiou, A. (2007). "Here the arbitrariness reigns ", Eleutherotypia newspaper of 25-4-2007.

42. During the duration of the application in the area two penitential employees, who intervened commenting on the subject during the activity.

43. The units 5-8 of the text are a contribution of the historian Olga Sakali.

44. The students were to be positioned between the detainees, so that the creation of two separate "closed' and separate groups would not be formed.

45. Only two of the detainees seemed distant from the conversation for a few minutes before the beginning of the application, personal information that had to do with them was announced.

46. Which, according to the opinion of the writer was very similar to the prison's control gate.

47. This proves that not only the answers to the questionnaire, but during the diagnostic evaluation phase of the programme's students, who very few had a concrete knowledge of the above approach.

48. "Bilocation deviation" were mentioned by Foucault as areas as we as prisons, neuropsychiatric clinics and sanatorium. Cf. Foucault, M "Speeches and writings 1984, On other countries" Architecture, Mouvement, Contituiti 5, 46-49.

49. Indicative Of the fact that the most participative member of the group is in the few cases of young detainees who do use for their right for educational leaves. The particular person was following daily lessons in a Private Educational Institution of its area.

50. Hodder, I., Hutson, Sc., Reading the Past Current Approaches to Interpretation in Archaeology, 3rd Edition, Stanford University, California, University of California, Berkeley.

51. It is important to mention that in various cases the depreciation of the archaeology's role even from the students themselves.

52. Foucault, 1984, 46-49.