



"This is the peer reviewed version of the following article which has been published in final form at <https://doi.org/10.1111/hojo.12318>. This article may be used for non-commercial purposes in accordance with Wiley Terms and Conditions for Self-Archiving."

Simpson, E., Morgan, C. and Caulfield, L.S. (2019) 'From the outside in: narratives of creative arts practitioners working in the criminal justice system', *The Howard Journal of Criminal Justice*, 58 (3), pp. 384-403.

ResearchSPAcE

<http://researchspace.bathspa.ac.uk/>

This version is made available in accordance with publisher policies.
Please cite only the published version using the reference above.

Your access and use of this document is based on your acceptance of the ResearchSPAcE Metadata and Data Policies, as well as applicable law:-

<https://researchspace.bathspa.ac.uk/policies.html>

Unless you accept the terms of these Policies in full, you do not have permission to download this document.

This cover sheet may not be removed from the document.

Please scroll down to view the document.

FROM THE OUTSIDE IN: NARRATIVES OF CREATIVE ARTS PRACTITIONERS WORKING IN THE CRIMINAL JUSTICE SYSTEM

Abstract

The penal voluntary sector is highly variegated in its roles, practices and functions, though research to date has largely excluded the experiences of front-line practitioners. We argue that engaging with the narratives of practitioners can provide fuller appreciation of the potential of the sector's work. Though life story and narrative have been recognised as important in offender desistance (Maruna, 2001), the narrative identities of creative arts practitioners, who are important 'change agents' (Albertson, 2015), are typically absent. This is despite evidence to suggest that a practitioner's life history can be a significant and positive influence in the rehabilitation of offenders (Harris, 2017). Using narratological analysis (Bal, 2009), this study examined the narratives of 19 creative practitioners in prisons in England and Wales. Of particular interest were the formative experiences of arts practitioners in their journey to prison work. The findings suggest that arts practitioners identify with an 'outsider' status and may be motivated by an ethic of mutual aid. In the current climate of third sector involvement in the delivery of criminal justice interventions, such a capacity may be both a strength and weakness for arts organisations working in this field.

(penal voluntary sector; narrative criminology; arts interventions; prisons; alterity)

Introduction

Marketisation and the ethos of the voluntary sector

The penal landscape has changed considerably in recent decades with increasing numbers of voluntary sector organisations delivering interventions and services alongside

public and private sector organisations (Gojkovic et al, 2011, Wyld & Noble, 2017). Dubbed the penal voluntary sector in the UK (Carey & Walker, 2002; Corcoran, 2011; Tomczak, 2014; 2017a, 2017b), volunteers and philanthropists have had an established presence in modern penal systems. The creation of a mixed economy of criminal justice in England and Wales over the course of the last three decades has significantly boosted the involvement of the penal voluntary sector (see Maguire, 2012:484-485).

Marketisation has raised concerns about conflicts of interest and departure from established ethics, values and practice in the voluntary sector (Benson & Hedge, 2009; Maguire, 2012; Mills et al, 2011). Research by Corcoran et al (2018:188) suggests that the sector increasingly 'either outwardly complies with, or, in a minority of cases, actively embraces, competitive marketized models' in a manner that can cause conflict with their founding ethos and values (Corcoran et al, 2018:188). Tomczak's (2017a:155,164) study of voluntary sector involvement in payment-by-results (PbR) schemes and post-custodial supervision concludes these organisations had a role in expansion of regulatory and carceral state power. The sector's strategic importance in the neoliberal programme of penal reform in England and Wales has subjected it to 'penal drift' (Corcoran, 2011) alongside more control and discipline by the state (Corcoran et al., 2018; Tomczak, 2017a). However, despite being imbricated in increasingly complex configurations of resourcing in a largely unplanned and competitive mixed market of penal provision, voluntary sector organisations have not entirely abandoned established practice and values (Tomczak, 2017a:166) nor become 'biddable agents' of neoliberal policy and marketization (Tomczak, 2014:482). This appears to reflect a long-standing duality in the voluntary sector, identified by Kendall & Knapp (1996), Salaman (2012:3) and Tomczak (2017a): it acts as a 'reactionary force' legitimising the status quo and as a 'channel for dissent' (Kendall & Knapp, 1996:59-60). Service provision coexists with advocacy and campaigning (Hucklesby & Corcoran, 2016:2); philanthropy and 'middle class patronage' (Kendall & Knapp, 1996:51) with an ethos of mutual aid (Smith et al., 1995); individual empowerment with social control (Tomczak,

2017a:153). Marketisation pushes this dualism further – more formal, detached and depersonalised ‘case-processing’ practice displaces the customary, informal and involved ways in which staff interacted with service-users (Corcoran et al., 2018:193; Maguire, 2012:491).

Much of the literature on this changing landscape focuses on structural organisation and strategic goals, with some exceptions (see Tomczak, 2017b; Salole, 2018). There is a scarcity of data which articulates the complexities of the grassroots operations of a sector which comprises several thousand diverse organisations: varied in size, scope, roles, functions, ambitions, service-users, and relationships to the commissioning processes and supply chains of the penal market (Wyld & Noble, 2017; Tomczak, 2014: 473-4, 479-480; Tomczak, 2017b:76-80; 172, 175). Research is needed to increase understanding of the motivations, practices of front-line workers, and ‘below the radar activities’ (Proctor & Alcock, 2012) which are poorly understood (Tomczak & Albertson, 2016).

Creative arts practice in the penal voluntary sector

There are over 900 creative arts practitioners in England and Wales delivering creative arts interventions within a criminal justice context (NCJAA, undated), working in charitable and state-funded organisations, and as self-employed freelancers. They form a hybrid group in the penal voluntary sector. They may be precariously employed and meagrely remunerated due to marginalisation and poor funding of some creative arts interventions (O’Keefe & Albertson, 2016:497). A developing body of research into creative arts interventions in penal contexts demonstrates the positive impacts these can have on participants’ skills, attitudes and learning, typically focused on evaluation of outcomes (see Ackerman, 1992; Albertson, 2015; Anderson, 2015; Bilby et al, 2013; Burrowes et al., 2013; Caulfield 2011, 2015; Caulfield et al, 2016; Cheliotis & Jordanoska, 2016; Cursley & Maruna, 2015; Di Viggiani et al. 2010; Gussak & Cohen-Liebman, 2001; Henley, 2015, Miller & Rowe,

2009; Miner-Romanoff, 2016; O’Keefe & Albertson, 2016; Tett et al, 2012; Sams, 2014; Smitherman & Thompson, 2002). The focus on evaluation of outcomes, often focused on questions around evidence broadly set by funders and policy makers, has left little room for exploring what practitioners *do* in arts interventions and how they do it (Andersen, 2015). Moreover, there is limited research into the personal and professional journeys of practitioners into this type of work and how far the competing trajectories of the voluntary sector (philanthropy/mutual aid; resistance/compliance) motivate practitioners in their frontline work.

The research presented in this paper focuses on practitioner’s journeys. In light of the ways in which evidence-based policy has led practitioners to shape their narratives to particular requirements, this study sought to give practitioners autonomy in how they told their story by taking a narratological approach. A narrative-based approach to research has increased understanding of the identities, subjectivities, agency and lived experience of people in penal environments (Garcia-Hallett, 2015; Radcliffe & Hunt, 2016) and the role of narrative in desistance from offending (Albertson, 2015; Maruna, 2001; Presser, 2009,2010; Vaughan, 2007). The current study emphasises the usefulness of this approach for understanding the experiences of practitioners. A creative data collection method and narratological analysis has been used to draw out the experiences of practitioners and their journey into this line of work, articulated in their own words and from their own perspective in the form of an elicitation of their individual life story.

Methods

This research involved the design of an innovative data collection tool (storyboard method), and an innovative narratological approach to the analysis of those storyboards. A summary overview of the methods is provided below. A detailed discussion of the approach and methods can be found in the thesis of the first author

Data Collection:

No matter how open ended an interview schedule, the underlying assumptions of the researcher will be implicit in the design (Caufield & Hill, 2018). A key motivation for employing a creative data collection tool was to move the current study away from this type of shaping. This research employed an eight-frame storyboarding technique, to elicit life history narratives from drawn and written responses. In workshops lasting approximately three hours, participants were asked to write or draw their own story of how they came to be in prison, in no more than eight-frames. The final frame of the storyboard had to be the participant starting work in prison, the rest of the frames were for them to narrate as they chose. No further guidance was given about what was expected in terms of content or structure.

(Insert Figure 1. about here – storyboard template)

Participants:

A fixed purposive sampling approach (Bryman, 2012: 418) was used to recruit participants, aided by the Writers in Prison Network (WIPN), National Association of Writers in Education (NAWE), and the National Criminal Justice Arts Alliance (NCJAA). The criteria for inclusion/exclusion were that participants must have facilitated creative writing workshops in prisons and have worked in prisons for a minimum of one year. 19 writers participated in the research. They had up to twenty years of individual experience working in prisons and ranged in age from 32 to 70. Of the 19 writers, 11 were currently working in prisons: one full-time and ten working freelance for a few hours a week or month.

Data Analysis:

(Insert Table 1 about here).

Having generated data that was as unimpeded as possible by the expectations of the researcher, it was particularly important that the analysis also foregrounded practitioners' stories. Bal's (2009) narratological analysis artificially divides the narrative into three layers; the fabula, the story and the text. The text is the material artifact, the book, the film, the piece of art, in this case the eight-frame storyboard; the story is the layer that is concerned with the particular way in which a series of events are told, focusing on aspects such as the sequencing of events, characters and points of view. Finally, the fabula is 'a series of logically and chronologically related events that are caused or experienced by actors' (Bal, 1997: 5). The fabula was chosen as the focus for data analysis. In effect, it represents an attempt to elicit the bare lines of the practitioner's experience as it is related in narrative form via a description of the plot. This process rests on, in so far as it is possible, resisting an interpretation of the storyboards, sticking instead to straight description. The analysis produced an 'event summary', which was intended to pare down each narrative to the clear lines of the plot. These summaries were analysed using a form of content analysis as a means to ascertain the elements that each participant identifies as important in their autobiographical story, and any patterns generated between narratives. The analysis followed Huckin's (2004: 16-19) procedure. Next, the storyboards were coded through a process analysis (Inspired by Bal, 1997, & Fludernik, 2000), and, the narrative, conversational and instructional sentences compiled into a single 'event summary' (examples of which are presented in the findings section of this article). The intention being to reduce the storyboard down to only the bare lines of the fabula, that is the sequence of events constituting the plot of each individual story. Together the content and process analysis aimed to identify which events were significant across the storyboards and articulate how they were sequenced.

Findings

The arts as a corrupting or distracting force have a long history in the development of Western cultural practices (Belfiore and Bennett, 2008: 40-53) and along with it, the notion of the writer, or artist, more generally as an outlaw, outsider or rebel (Rader, 1958). 16 of 19 practitioners in the current study appeared to identify with some form of outsider status. The analysis identified other core elements from the data, including a detailed exploration of the use of personal pronouns to create distance between narrative and narrator/author, which is presented in the thesis of the first author. For the purposes of this article, however, we focus on the most significant theme from the data: outsider status. Outsider status and experience has been conceptualised in the analysis as alterity, 'the state of being other or different' (Ashcroft et al., 2013:11). Through the narratives articulated on the storyboards, participants encounter a sense of their 'otherness'. Working from the fabula, six categories of alterity were identified:

(Place Table 2 about here – 6 categories of alterity)

Each category had been experienced by at least three practitioners. Seven storyboards contained one form of outsider experience, three contained two forms, and six practitioners had experienced three types of alterity. While some of the categories are concerned with 'active' forms of rebellion (anti-authority/protest; reject status quo) others describe passive experiences of othering/otherness (negative experience of CJS; mental health). The category of 'art itself' may be either actively or passively experienced depending on the way in which the activity is pursued, while 'identification with/help the 'other'', does not easily fit into the active/passive distinction. Each of the six categories is discussed in turn below.

Art Itself

The first category, 'art itself', relates to the association of creative identities with rebellion (Belfiore and Bennett, 2008) and/or alienation (Rader, 1958) and is evident in eight storyboards. This category emerges in these storyboards in a number of ways. For Eric it is a series of frames that toggle between the hedonistic rebellion of 'wild times', 'creative chaos' and 'drinking' to 'unemployment', isolation and homelessness (Eric, fr. 3, 5, 6). Ben's storyboard also suggests the decadence of a creative lifestyle:

'WIN A PRIZE! MAKE MONEY!

PISS IT ALL AWAY.'

(Ben, fr. 3,4)

Four storyboards explicitly contrast 'trying to be sensible and have a professional career' (Henry, fr. 1) with 'creativity' (Janet, fr. 7). This is sometimes framed in economic terms, 'I always wanted to write... but I also needed to earn a living' (Steve, fr. 2), while Joe's storyboard implies the status aspect of a 'career in respectability' (Joe, fr. 6). Bob, by contrast, highlights the notion of 'passion' as a driving force, which implies he is at the behest of an external impetus. Rory also arrives at a point in his creative journey where 'There's no going back. There's nothing else left!' (Rory, fr. 6). Nine of the 11 remaining storyboards contain objects and processes relating to the arts. However, in these storyboards the arts are presented as unproblematic, simply another part of the fabula rather than an experience of othering/otherness. A final two storyboards do not contain reference to the arts at all. It is beyond the remit or rationale of this article to speculate on these absences, though there is a rich line of inquiry to be pursued. Eight of the storyboards do, however, demonstrate the experience of alterity connected to these practitioners' attempts to pursue their ambitions in the creative arts.

While the presence of art is less remarkable than its omission in the context of these storyboards, the range of arts practice is more diverse than expected. All participants were recruited on the understanding that they had extensive experience of delivering creative writing workshops in prisons. However, one practitioner focuses solely on music, another is a trained visual artist, and a third describes a background in drama facilitation. Even in storyboards that display a focus on writing, only seven of these engage exclusively with the written form. For Dave, Barbara and Steve, drama features alongside their literary activities. Rory finds that studying art and performances is much more satisfying than his original attempts to study for a degree in English (Rory, fr. 2, 3). Henry worked in fine art management before succeeding as a full time screenwriter, and Susan makes allusions to films and art before becoming a 'WRITING WRITE WRITE WRITE WRITER IN RESIDENCE' (Susan, fr. 8). Jean too shares an image that includes painting, film, literature and music. There are 10 storyboards in total that evidence multidisciplinary arts practice.

Anti-authority/protest

In total there are five storyboards where fabula content is suggestive of anti-authoritarianism or protest. Two of these storyboards deal with individual acts of defiance: Joanne's extreme resistance to formative education and employment which left her feeling 'ANGER, BOREDOM...ANGER! FRUSTRATION!' (Joanne, fr. 2, 3); and Tracey's statement that she dislikes 'Rules, restrictions, conformity!!!' (Tracey, fr. 6). Jean, Susan and Janet's storyboards, all contain clear indications of organised political action and consciousness. Both Jean and Susanne's storyboards contain images of protest banners on issues such as anti-war/peace (e.g. Vietnam, End War), anti-Thatcher rhetoric of the 1980s (Coal not Dole), and a range of humanitarian causes (e.g. End Apartheid, Save Biafra, Shelter). Meanwhile, Janet's storyboard details an inventory of activist-related terminology ('giving others a voice - a way to express social conscience/access - Freed up to be more politicized' (Janet, fr. 6, 7)).

(Place Figure 2 about here – Protest banners)

Analysis of the storyboards highlights that there are ten storyboards that reference multi-disciplinary arts practice (see discussion above, in 'art itself' section), and that each of these display, to differing degrees, engagement with the anti-authoritarianism sentiments of the community arts. At its weakest, this may be a casual association derived from facilitating creative writing activities in the community setting of a prison, which has been seen as one avenue for community arts practice (Johnston, 2004). At the other extreme, participation in organised political action exists independently of the practitioners' creative practice, and while this may exert an influence on their creative aspirations, this is not clear from the fabula of the storyboards. The clearest indication of a direct link between creative arts and activism is found in Janet's storyboard in a matrix of activism, socialism, facilitation and teaching that follows being 'freed up to be more politicized' (Janet, fr. 6). Finally, the less organised, more individualistic kind of anti-authoritarianism found in the storyboards of Joanne and Tracey appears to be more of a reaction to outside forces than a revolutionary attempt to overthrow them. The five storyboards contained in the second category of alterity, however, all display another aspect of the practitioners' sense of being on the outside of society.

Reject status quo

Four storyboards appear to reject the status quo from within it rather than from a position of alteriority. Each of these practitioners (Joe, Dave, Jessica, Henry) display what might be considered an 'insider status'. Henry was 'articled to a criminal lawyer' (Henry, fr. 2), Dave and Jessica both worked as probation officers and Joe had 'a career in respectability' (Joe, fr. 6) and yet they all wilfully reject the normative values of 'respectable' employment in order to pursue and place themselves on the outside of the system. Furthermore, in three cases this concerns a system dedicated to bringing outsiders who have offended against the legal code back 'inside' using disciplinary methods, suggesting

some degree of rejection of the principles or practices of the criminal justice system. Jessica no longer wants to be 'at the beck and call of the Courts and Home Office (Jessica, fr. 4), Dave describes how his 'Job of Dreams' in youth justice involves spending 'all day on a computer with little time for young offenders' (Dave, fr. 4) noting wryly that it's 'what managers value' (Dave, fr 4). Henry appears to spend the least time working in the CJS. However, much later in the storyboard a memory of 'having to tell a wife her husband is going to prison' (Henry, fr. 7) is juxtapositioned with the decision to apply for a prison writing residency, implying the former motivates the latter. Again, these storyboards display another dimension of practitioners' various experiences of being apart from the mainstream, of being outsiders.

All of these four storyboards use employment as a symbol of the status quo. However, practitioners' relationships to employment are instructive across the whole spread of storyboards and references to work and jobs occur 53 times across the 19 fabulas. Rader (1958) traces the artists' outsider status back to Hegel's notion of alienation and argues that the Italian Renaissance and the emergence of capitalism began a process whereby the artist became increasingly separated and detached from the rest of society (cf. Kaufman, 2015). "Alienation" is an abstruse concept (Safraz, 1997: 45) with no single general definition (Schacht, 2015) and while a Marxist perspective on the concept is by no means invulnerable to critique, such a focus on material conditions seems highly pertinent to the experiences of these practitioners. Marx's (1992: 326-330) identification of four facets of alienation: alienation of worker from product; of worker from the act of production; of worker from their human essence and; of the worker from other workers, are present in various forms in the fabula. At its most obvious this kind of economically generated alienation is seen in Joe's storyboard:

'Broke - flat, stony and regularly - between jobs that were one by bloody one breaking me to bits - bit by bit' (Joe, fr. 5)

Rory too, spends an amount of time prior to achieving financial viability for his creative endeavours, engaged in the kinds of employment that are most clearly associated with Marx's description of enforced, dehumanising labour in which the worker has no control over either process or product:

'I work digging ditches' (Rory, fr. 5).

Alternatively, when the storyboards detail employment in the arts it is often not described in terms of work at all. Nor is it ever described as a career. There are two mentions of the word career, both pertaining to jobs in non-creative sectors; Joe's 'career in respectability' and Henry writes about an attempt at a 'professional career "to fall back on"' (Henry, fr. 1). Seven storyboards make reference to the central protagonist's creative facilitation role in prison but do not describe these activities as work. An additional two storyboards relate this role to work, but only in the context of the application or interview process. Eric writes about the 'job interview' (Eric, fr. 8) and Kate describes 'applying for the job' (Kate, fr. 3). The suggestion here is that these practitioners may view their engagement with the arts as a kind of "nonalienated labour", similar to Mishler's (2001: xiv) rather romantic notion of the craft artists in his study of US arts practitioners. As Mishler's (2001: 161) empirical research goes on to discover, the lived experience of his practitioners is somewhat less utopian and they were

'keenly aware of the constraints of "how the world is made", and tried to find ways to continue with their work within that reality.' (Mishler, 2001: 161).

A key dimension of these constraints, Mishler found, was economic insecurity, where practitioners were "just getting by" (Mishler, 2001: 161). This is consistent with the financial precarity found in the storyboards. In total, seven storyboards contain references to

a lack of money. In addition to Joe and Rory's manual labour, discussed above, Henry's storyboard describes having no money despite being a successful writer (Henry, fr. 6), Susan is 'skint, skint, skint' (Susan, fr. 7), the protagonist in Barbara's storyboard has no car despite living in LA (where travel without a car is extremely challenging: Barbara, fr. 5). Before working in prison Tracey was 'running around four jobs' (Tracey, fr. 5). At the other extreme, Eric spent a period of time without employment (Eric, fr. 2). Ben's storyboard suggests an amount of wealth earned from his literary career, but juxtaposes this with a decline in fortunes, albeit self-imposed. An amount of pragmatism is also demonstrated by Ben and Rory in their decisions to work in prison. Ben's storyboard suggests work in prison was precipitated by a need for money, while Rory agrees to go into a prison because 'It's work.' (Rory, fr.7).

Overall, the storyboards contain an amount of nuance concerning the practitioners' relationships to employment. There are examples of all out rejection of mainstream career paths (Joe, Jessica, Dave), as well as instances that appear to illustrate classic experiences of alienation through economic coercion. Economic considerations also seem to inform two practitioners' decisions to facilitate prison arts. However a further seven do not make associations between their creative facilitation roles and work, which may indicate a view that is closer to Mishler's (2001) concept of "nonalienated labour" (although this is not without its financial precarity). A Marxist perspective is highly pertinent to a discussion of employment and adds an economic dimension to the political and creatively informed categories of alterity discussed previously.

Early Institutional experiences: the Education system and the Criminal Justice System

The fourth category of alterity captures findings on early negative experiences of the criminal justice system (CJS) and experiences of the education system. There are three storyboards detailing encounters with the CJS. While this does not constitute a high frequency of

incidents, in conjunction with other findings it begins to build a picture of oppositional actions and reactions to authority, both in terms of active protest and passive experience. Dave's storyboard notes a 'Run in with police on the estate' (Dave, fr. 1), while Steve states 'more than one teacher thought I would end up in prison...' (Steve, fr. 1). Samantha, has a different experience of British law enforcement, when, while on a trip to Donegal during the period of Internment, she witnesses her 'dad pulled out (of the car) and marched away' (Samantha, fr. 5) by soldiers. Taking into consideration Becker's (1963) seminal work on labelling theory, it is arguable that such formative encounters may contribute to these practitioners' perceptions of themselves as outsiders.

A more usual reference point for formative experience concerns educational encounters. Perhaps unsurprisingly the storyboards contain a total of 67 objects pertaining to education. However, beyond this headline figure there are some less expected findings. Only five of the storyboards make any reference to school, which appears to be a low number for an experience which all the practitioners were, presumably, exposed to over the course of their early lives. Why so many practitioners chose to leave this part of their autobiography unnarrated can only be speculated upon, and is therefore incompatible with the rationale of the current analysis. It may, however, be a rich line of enquiry that would benefit from further investigation. Of the five storyboards that address school experiences, only Rory's storyboard features an unequivocally positive event in which the young protagonist's literary ambitions are encouraged by a teacher. Meanwhile Joanne is left 'bored' and 'angry' by school, Janet is labelled a 'dirty gypo', Joe 'broke out of school as often as opportunity handed me the crowbar' and Steve - as previously mentioned - was labelled as a potential prisoner. Finally, while Eric does not include school in his narrative, he contrasts 'no more school days' with the 'discovery' and 'enlightenment' of his the next phase of his life at art college, which is labelled 'The Start' (Eric, fr. 1).

Of the remaining 14 storyboards, five are concerned with post-16 education. Three of

the storyboards referencing school experience also contain discussion of adult education. There is a slightly higher rate of positive experiences in these references and fewer negative ones. Both Joanne and Janet, who report negative experiences of school, display greater commitment to and enthusiasm for their return to education as mature students. Conversely, Rory, whose storyboard contains positive sentiments about school, has a more mixed experience of undergraduate education. An attempt at an English degree leaves him baffled, 'no, what's that all about?' (GH, fr. 2) and it isn't until he begins to study art and performances that he is able to engage. Practitioners who write exclusively about post-16 education have a higher rate of positive experience. Dave doesn't just go to study a degree he, 'escapes to university life' (Dave, fr. 2) and Henry loves university, although he is less inspired by his degree subject which he hates (Henry, fr. 1). Eric, as previously indicated, sees art school as a period of 'discovery' and 'enlightenment'. Only Jessica is neutral about her university experience. Susan's storyboard is the sole one to suggest a negative experience of academia, which she represents as a building with bars on the windows (Susan, fr. 3).

The findings in terms of educational encounters appear too varied to draw any clear conclusions with regard to practitioners' experience of alterity. Certainly for some of the practitioners (Eric, Dave, Janet) it appears university may have offered something of a transformative experience, though this may be less concerned with a reconciliation of these students with establishment mores and more a reinforcement of their identities as creative practitioners. All of the practitioners who went on to further study, with the exception of Henry (Law) and Susan (whose subject isn't stated), appear to have done so in arts subjects, and in particular creative writing. As Rory writes, 'it was always to do with language' (Rory, fr. 3). It may be that the opportunity to engage for a protracted period of time in creative practice served to deepen these practitioners' perceptions of themselves as artists, and with this their attendant identifications with an outsider status.

Identification with/help the 'other'

The fifth category of alterity proposed is that of identification with and/or help for the 'other'. This notion of 'helping the other' is complex and at a superficial level may appear to be aligned with more conventional notions of philanthropic endeavour, which have a long history in penal institutions (Martin et al., 2016: 26). Indeed, Jessica's storyboard has a suggestion of this kind of benevolence where the more advantaged in society offer succour to the unfortunate:

'Born sympathetic to the underdog and with a fascination for a life other than the one I grew up in' (Jessica, fr. 1)

This ethos reflects the roots of British civil society organisations which 'are located in charity distributed by the elite and middle classes to the poor (Taylor, 2004; Kendall and Knapp, 1996)' (Helminen, 2016: 75). This kind of patronage assumes an affinity between the practitioner and mainstream society and a desire to reproduce its values; the charitable patron is an insider bestowing alms upon the socially marginalised and needy. However, as has been posited, the storyboards detail a number of ways in which practitioners themselves align with the outsider experience. Wispe (1986) defines sympathy as a 'heightened awareness of the suffering of another person as something to be alleviated' (Wispe, 1986: 318). However, rather than such ameliorative intentions, it may be that the practitioners in these storyboards identify rather than sympathise with the prisoners' underdog or outsider status. This suggestion is displayed in the storyboards of Steve and Dave – discussed in category four, above - where they have their own experiences of being seen as at risk of offending. Similarly, in Janet's storyboard, which references a background in a travelling community, makes it more likely that she has would be on the receiving end of charitable endeavour. All three of these storyboards contain evidence that these practitioners are invested in helping the prisoners they work with. Dave 'Spends time with cases in his own time' (Dave, fr. 5), while Steve applies his 'aptitude for enabling others to be creative' (Steve,

fr. 4) to prisoners. Janet 'branches out' in order to bring her increasing politicisation to her work in criminal justice. Joanne's motivations for working with prisoners are less politically motivated, and she appears to make an empathic connection between her own experience of feeling trapped and the situation of prisoners. There is a sense in which one outsider experience meets with another. Even in the case of Jessica's storyboard, which begins with the idea of the underdog as an entity that is separate from her, in the development of the storyboard she experiences a crisis that leads to a rejection of the expectations of mainstream society. It is suggested, therefore, that practitioners' other experiences of alterity enable them to identify with the different yet similar outsider status of the prisoners they work with.

Mental health

This is also the case with regard to the sixth and final category of alterity, that of mental health issues. There is a high prevalence of mental ill health in prisoner populations (cf. Caulfield 2016) and mental health issues appear in six out of 19 storyboards. Specifically, Susan's storyboard discloses experience of 'madness, anxiety, loss'. Joanne is diagnosed with Body Dysmorphic Disorder to which she ascribes a history of dysfunction. Rebecca describes a terror that could no long be hidden and results in 'valium at 15'.

(Place figure 3 about here – Valium at 15)

Jessica and Henry's storyboards each name objects that indicate a lack of mental wellbeing, which Jessica describes as 'midlife crisis', and Henry writes of feeling like he is two people (with reference to his failing marriage). While Eric's narrative does not include specific objects that explicitly indicate mental health issues, it does include the words isolated, *casa-less* (he uses the Spanish word for homeless), vulnerable, regretful, abandoned. This, in addition to references pertaining to drinking and smoking addictions, suggests a lack of mental wellbeing. These experiences demonstrate a sixth way in which

practitioners may experience alterity, although this is qualitatively different to the active categories where practitioners demarcate themselves as outsiders.

Summary discussion

Previously there has been limited research into the personal and professional journeys of practitioners working in the penal voluntary sector. A key finding from this current research is that the narratives of creative arts practitioners in penal contexts reveal voices of resistance – echoing earlier work by Peaker and Vincent (1990), Williams (2003), Johnson (2004) and Jacobi (2014). A common element of these narratives of resistance is outsider-ness or other-ness, conceptualised here as alterity. This supports the notion of the writer or artist more generally as an outlaw, outsider, or rebel, and potentially the idea of the arts as a corrupting or distracting force (Belfiore & Bennett, 2008: 40-53). Rader (1958) discusses a more existential version of the artist-outsider as ‘the type of man (sic) that feels estranged from the world and his own deeper self’ (Rader, 1958: 306). Shiner (2001) meanwhile, highlights the fractious nature of the artistic community itself and the resistances that have sprung up in order to challenge the restrictive and elitist conceptualisations and practices of ‘fine art’.

Outsider identities similarly proliferate in prisoner populations. For example, Maruna (2001:57-69) identifies three key sets of characteristics, which he refers to as the ‘three strikes’: criminogenic traits; criminogenic backgrounds; and criminogenic environments. The second and third of these describe the experience of growing up in economically disadvantaged circumstances and associated issues, such as unemployment, abuse, early involvement in crime, and addiction (Maruna, 2001: 59-65). Maruna’s first strike, ‘criminogenic traits’, suggests an overlap between his group with lived experience of the criminal justice system and the practitioner groups discussed here. This set of characteristics is based on the Big Five Index (John et al, 1999), intended to measure the five basic

dispositional traits that constitute personality (Maruna, 2001: 57-58). Maruna (2001: 58) finds the spread of his sample differs 'significantly from adult norms', with the combined sample scoring higher on two of these measures, agreeableness and conscientiousness. These traits are most often articulated by participants in Maruna's study in their descriptions of themselves as "antiauthority" or nonconformist... "They are the men and women who rebel against the grinding routine of life...(Rubin, 1967). Even participants who had completely given up crime still thought of themselves as adventurous, rebellious and independent' (Maruna, 2001: 58-59).

These characteristics or traits appear to resonate with the active categories of alterity outlined in the storyboards presented in this current study. However, the proposition is not straightforward. Certainly the claim is not that prisoners and practitioners have identical or in some cases even similar experiences, but that there are some underlying commonalities, which might lead to a sense of shared identification. The data presented here suggest, for some practitioners, an anti-authoritarian attitude and rejection of the status quo. The kinds of pursuits that the practitioners engage in also appear to manifest the traits of adventurousness, rebellion and independence highlighted in Maruna's study. Indeed, Maruna suggests that his sample may share these personality traits with artists (Maruna, 2001: 59). A similar case was made by Harris (2017) who uses a psychosocial approach to explore the meanings and subjectivities created in relationships between professionals and young service-users, presenting a case study of a relationship where through verbal and non-verbal communication, a young man picks up on a youth work professional's similar experiences to his own troubled and traumatic sense of recognition, despite the youth worker's limited disclosure of his past (Harris, 2017:525-6, 529).

The potential resonances in outsider status or sense of alterity shared between prisoners and practitioners illustrates a different form of endeavour existing below the radar in and among the work of the penal voluntary sector in England and Wales. This presents a

challenge to more widely accepted notions of 'a distinctive 'voluntary sector' ethos of compassion and rehabilitative approach' (Tomczak & Albertson, 2016: 65-66). Indeed, otherness and outsider-ness may serve as the starting point of encounters between service-user and practitioner acting as a common point of reference and source of shared identification. Mining narratives to access practitioner identities is likely to be important to understand what practitioners contribute to the complex chemistry of relationships with service-users. We would like to see this as a focus for future research. Though it is beyond the scope of this discussion to examine these relationships, a repeated finding of research into penal programmes is their importance for outcomes of interventions and sentences (Barry, 2000; Burnett, 2004; Burnett & McNeill, 2005; Leibrich, 1994; Harris, 2017; McIvor, 2004; Miller & Rowe, 2009; Rex, 1999; Rowe & Soppitt, 2014; Tomczak & Albertson, 2016; Walker, 2010).

The insights from this current research offer the potential to further develop the peer mentoring literature and to challenge knowledge about the operation of power in the third sector (which will be more fully explored in the thesis of the first author). Certainly this study illustrates a different form of charity existing in and between the boundaries of the penal voluntary sector in England and Wales and potentially internationally. The research also raises new questions about what such blurring of the boundaries between practitioners and prisoners might reveal about the potential for far reaching social change, and simultaneously, the perceived risks for prisons and the order within them.

The autobiographical stories contained here move us away from the public facing statements of practitioners and the discourses of marketisation to a much more nuanced understanding of their stories and the similarities they may share with the lived experience of prisoner populations, which is not apparent in the existing literature. The findings emphasise the usefulness of narrative research - and in particular the innovative methods developed for this study - in eliciting the experiences of practitioners. Future research should seek to combine data voicing the experience of service-users and practitioners to better understand

what practitioners contribute to relationships with service-users and their wider influence on the shape of the sector.

Bibliography

- Ackerman, J. (1992) 'Art therapy intervention designed to increase self-esteem of an incarcerated pedophile', *American Journal of Art Therapy*, 30, 143-149.
- Albertson, K. (2015) 'Creativity, Self-Exploration and Change: Creative Arts-based Activities' Contribution to Desistance Narratives', *The Howard Journal of Criminal Justice*, 54, 277-291.
- Anderson, K. (2015) 'Documenting Arts Practitioners' Practice in Prisons: 'What Do You Do in There'', *The Howard Journal of Criminal Justice*, 54, 371-383.
- Ashcroft, B., Griffiths, G. and Tiffin, H. (2013) *Post-Colonial Studies: The Key Concepts*, 3rd Edn, London & New York: Routledge.
- Bal, M. (1997) *Narratology: Introduction to the Theory of Narrative*, 2nd edn. Toronto, Buffalo, London: University of Toronto Press.
- Bal, M. (2009) *Narratology: Introduction to the Theory of Narrative*, 3rd edn. Toronto, Buffalo, London: University of Toronto Press.
- Barry, M. (2013) 'Desistance by Design: Offenders' Reflections on Criminal Justice Theory, Policy and Practice', *European Journal of Probation*, 5, 47-65.
- Becker, H. (1963/1997) *Outsiders: Studies in the Sociology of Deviance*. New York: The Free Press.
- Belfiore, E. and Bennett, O. (2008) *The Social Impact of the Arts: An Intellectual History*. Basingstoke, Hampshire: Palgrave Macmillan.
- Benson, A. and Hedge, J. (2009), 'Criminal Justice and the Voluntary Sector: A Policy that Does Not Compute', *Criminal Justice Matters*, 77 34–6.
- Bilby, C., Caulfield, L. S. and Ridley, L. (2013) 'Re-Imagining Futures: Exploring Arts Interventions and the Process of Desistance. Arts Alliance', http://nrl.northumbria.ac.uk/16846/1/Re-imagining_Futures_Research_Report_Final.pdf, (accessed 5 August 2018).

- Bryman, A. (2012) *Social Research Methods*, 4th edn. Oxford: Oxford University Press.
- Burnett, R. (2004) 'One-to-one ways of promoting desistance: in search of an evidence base', in: R. Burnett, and C. Roberts (Eds.), *What Works in Probation and Youth Justice: Developing evidence-based practice*, ed., Cullompton: Willan Publishing, 180-197.
- Burnett, R., and McNeill, F. (2005) 'The place of the officer–offender relationship in assisting offenders to desist from crime', *Probation Journal*, 52, 247–268.
- Burrowes, N., Disley, E., Liddle, M., Maguire, M., Rubin, J., Taylor, J. and Wright, S. (2013) 'Intermediate outcomes of arts projects: a rapid evidence assessment', *National Offender Management Service*.
- Carey, M. and Walker, R. (2002) 'The Penal Voluntary Sector', in: S. Bryans et al. (Eds). *Prisons and the Voluntary Sector: A Bridge into the Community*, Winchester: Waterside Press, 50-62.
- Caulfield, L. (2011) 'An evaluation of the Artist in Residence at HMP Grendon, Final Report: October 2011', Centre for Applied Criminology, Birmingham City University. Available at: http://www.academia.edu/1173133/An_evaluation_of_the_artist_in_residence_at_HMP_Grendon, (Accessed 20th July 2018).
- Caulfield, L. (2015) 'Exploring Good Vibrations projects with vulnerable and challenging women in prison', School of Society, Enterprise and Environment, Bath Spa University, Bath. Available at: <http://www.artsevidence.org.uk/media/uploads/goodvibrationsprojectswithvulnerableandchallengingwomenfinal.pdf> (Accessed 20th July 2018).
- Caulfield, L.S. (2016). Counterintuitive findings from a qualitative study of mental health in English women's prisons. *International Journal of Prisoner Health*, 12 (4), 216-229.
- Caulfield, L. S. and Hill, J. (2018). *Criminological skills research for beginners: a student's guide, 2nd Edition*. London: Routledge.
- Caulfield, L. S., Wilkinson, D. John and Wilson, D. (2016) 'Exploring alternative terrain in the rehabilitation and treatment of offenders: Findings from a prison-based music project', *Journal of Offender Rehabilitation*, 55, 396-418.

Cheliotis, L. K. and Jordanoska, A. (2016) 'The arts of desistance: assessing the role of arts based programmes in reducing reoffending', *The Howard Journal of Crime and Justice*, 55 25-41.

Corcoran, M. (2011) 'Dilemmas of institutionalization in the penal voluntary sector', *Critical Social Policy*, 31, 30-52.

Corcoran, M.S., Williams, K., Prince, K. and Maguire, M. (2018) 'The Penal Voluntary Sector in England and Wales: Adaptation to Unsettlement and Austerity', *The Political Quarterly*, 89, 187-196.

Cursley, J. and Maruna, S. (2015) 'A Narrative-Based Evaluation of "Changing Tunes" Music-based Prisoner Reintegration Interventions: Full Report', (unpublished report).

De Viggiani, N., Macintosh, S. and Lang, P. (2010) 'Music in Time: An evaluation of a participatory creative music programme for older prisoners, Project Report. University of the West of England, Bristol. Available at: <http://eprints.uwe.ac.uk/8255> (Accessed 20th July 2018).

Fludernik, M. (2000) 'Genres, Text Types, or Discourse Modes? Narrative Modalities and Generic Categorization'. *Style*, 34, 274-292.

Garcia-Hallett, J. (2015) 'The Importance of the Mentor-Mentee Relationship in Women's Destructive Behaviors', *International Journal of Offender Therapy and Comparative Criminology*, 60, 808-827.

Gojkovic, D. , Mills, A. and Meek, R. (2011) *Scoping the involvement of third sector organisations in the seven resettlement pathways for offenders*, Third Sector Research Centre, Working Paper 57.

Gussak, D. and Cohen-Liebman, M.S. (2001) 'Investigation vs. Intervention: Forensic Art Therapy and Art Therapy in Forensic Settings', *American Journal of Art Therapy*, 40,123-135.

Harris, P. (2017) 'Inter-subjectivity and Worker Self-Disclosure in Professional Relationships with Young People: A Psychosocial Study of Youth Violence and Desistance', *The Howard Journal of Crime and Justice*, 56, 516-531.

Helminen, M. (2016) 'Nordic and Scottish Civil Society Organisations Working with Offenders and the Effects of Service Delivery: Is Pursuing Mission Impossible Whilst Bidding for Contracts?' *The Howard Journal of Crime and Justice*, 55, 73-93.

Henley, J. (2015) 'Musical learning and desistance from crime: the case of a 'Good Vibrations' Javanese gamelan project with young offenders', *Music Education Research*, 17, 103-120.

Huckin, T. (2004) 'Content Analysis: What Texts Talk' About in Bazerman, C. and Prior, P. (Eds.) (2004) *What Writing Does and How It Does It: An Introduction to Analyzing Texts and Textual Practices*. Mahwah, New Jersey and London: Lawrence Erlbaum Associates, 13-32.

Hucklesby, A. and Corcoran, M. (2016) 'Introduction', Hucklesby, A and Corcoran, M. (Eds) *The Voluntary Sector and Criminal Justice*. Basingstoke, Hampshire and New York: Palgrave Macmillan.

Jacobi, T. & Stanford, A.F. (eds) (2014) *Women, writing, and prison: activists, scholars, and writers speak out*, Plymouth U.K.: Rowman & Littlefield Education.

John, O.P. and Srivastava, S. (1999) 'The Big Five Trait Taxonomy: History, Measurement, and Theoretical Perspectives' in Pervin, L.A. and John, O.P. (Eds) *Handbook of Personality: Theory and Research*, 2nd Edn. London and New York: Guilford Press, 102-138.

Johnston, C. (2004) 'The Role of the Camshaft in Offender Rehabilitation' in Balfour, M (Ed) *Theatre in Prison: Theory and Practice*. Bristol and Portland: Intellect.

Kaufman, W.(2015) 'Introductory Essay' in: R. Schacht (Ed) *Alienation*, Hove and New York: Psychology Press.

Kendall, J. and Knapp, M. (1996) *The Voluntary Sector in the United Kingdom*, Manchester, New York: Manchester University Press

Leibrich, J. (1994) 'What do offenders say about supervision and going straight?', *Federal Probation*, 58.

Maguire, M. (2012) 'Response I: Big Society, the voluntary sector and the marketization of criminal justice', *Criminology and Criminal Justice*, 12, 483-505.

Martin, C., Frazer, L., Cumbo, E., Hayes, C. and O'Donoghue, K. (2017) *Paved with Good*

Intentions: 'The Way Ahead for Voluntary, Community and Social Enterprise Sector Organisations' in Hucklesby, A and Corcoran, M. (Eds) *The Voluntary Sector and Criminal Justice*. Basingstoke, Hampshire and New York: Palgrave Macmillan.

Maruna, S. (2001) *Making Good: How Ex-convicts Reform and Rebuild their Lives*, Washington DC: American Psychological Association.

Marx, K (1992) *Early Writings*. London: Penguin.

McIvor, G. (2004) 'Getting personal: developments in policy and practice in Scotland', in: G. Mair (Ed.) *What Matters in Probation*, Cullompton: Willan, 305-326.

Miller, J. and Rowe, W.S. (2009) 'Cracking the Black Box: What Makes an Arts Intervention Programme Work?', *Best Practices in Mental Health*, 5, 52-64.

Mills, A., Meek, R. and Gojkovic, D. (2011), 'Exploring the Relationship Between the Voluntary Sector and the State in Criminal Justice', *Voluntary Sector Review*, 2, 193–211.

Miner-Romanoff, K. (2016) 'Voices from Inside: The Power of Art to Transform and Restore', *The Journal of Correctional Education*, 67, 58-74.

Mishler, E.G. (2004) *Storylines: Craftartists' Narratives of Identity*. Cambridge, Massachusetts and London: Harvard University Press.

O'Keefe, C. & Albertson, K. (2012) "The good days are amazing": An evaluation of the Writers in Prison Network. Available at: <http://shura.shu.ac.uk/7044/> (accessed 28th November 2018).

O'Keefe, C. and Albertson, K. (2016) 'The Challenges of Outcome Measurement for Arts Practitioners in the Criminal Justice Sector', *The Howard Journal of Crime and Justice*, 55, 496-513.

Peaker, A. & Vincent, J. (1990) *Arts in prisons: towards a sense of achievement*. Loughborough University: Centre for Research in Social Policy.

Presser, L. (2009) 'The narratives of offenders', *Theoretical Criminology*, 13, 177-200.

Presser, L. (2010) 'Collecting and analysing the stories of offenders', *Journal of Criminal Justice Education*, 21, 431-46.

- Radcliffe, P. and Hunt, G. (2016) 'It was a safe place for me to be': accounts of attending women's community services and moving beyond the offender identity', *British Journal of Criminology*, 56, 976-994.
- Rader, M. (1958) 'The Artist as Outsider'. *The Journal of Aesthetics and Art Criticism*, 16, 306-318.
- Rex, S. (1999) 'Desistance from Offending: Experience of Probation', *Howard Journal of Criminal Justice*, 36, 366-383.
- Rowe, M. and Soppitt (2014) 'Who you gonna call?' The role of trust and relationships in desistance from crime', *Probation Journal*, 61, 397-412.
- Safraz, H. (1997) 'Alienation: 'A Theoretical Overview'. *Pakistan Journal of Psychological Research*, 12, 45-60.
- Salaman, L.M. (ed) (2012) *The State of Non Profit America*, 2nd Edn. Washington D.C.: Brookings Institute Press.
- Salole, A.T. (2016) 'Penal Assemblages: Governing Youth in the Penal Voluntary Sector' in Abrams, L.S., Hughes, E., Inderbitzin, M. and Meek, R. (Eds.) *The Voluntary Sector in Prisons: Encouraging Personal and Institutional Change*, New York: Palgrave Macmillan.
- Sams, K. (2014) 'Project-based learning in Scottish prisons', *London Review of Education*, 12, 197-208.
- Schacht, R. (1970/2015) *Alienation*, New York: Anchor Books.
- Shiner, L. (2001) *The Invention of Art: A Cultural History*. Chicago: University of Chicago Press.
- Smith, D., Rochester, C. & Hedley, R. (eds) (1995) *An Introduction to the Voluntary Sector*, London & New York: Routledge.
- Tett, L., Anderson, K., McNeill, F., Overy, K., Sparks, R. (2012) 'Learning, rehabilitation and the arts in prisons: a Scottish case study', *Studies in the Education of Adults*, 44, 171-185.
- Tomczak, P. (2014) 'The penal voluntary sector in England and Wales: Beyond neoliberalism?', *Criminology and Criminal Justice*, 14, 470-486.
- Tomczak, P. (2017a) 'The Voluntary Sector and the Mandatory Statutory Supervision

Requirement: Expanding the Carceral Net', *British Journal of Criminology*, 57, 152-171.

Tomczak, P. (2017b) *The Penal Voluntary Sector*, London, New York, Routledge

Tomczak, P. and Albertson, K.E. (2016) 'Prisoner Relationships with Voluntary Sector Practitioners', *The Howard Journal of Crime and Justice*, 55, 57-72.

Vaughan, B. (2007) 'The internal narrative of desistance', *British Journal of Criminology*, 47, 390-404.

Walker, L. (2010) 'His mam, my dad, my girlfriend, loads of people used to bring him up': the value of social support for (ex) offender fathers', *Child and Family Social Work*, 15, 238-247.

Weaver, B. (2009) 'Communicative punishment as a penal approach to supporting desistance', *Theoretical Criminology*, 13, 9-29.

Williams, R.M-C. (2003) 'Learning to Teach by Travelling Inside: The Experience and Process of Mural Making in a Women's Correctional Facility', in Williams, R.M-C. *Teaching the Arts Behind Bars*, Boston: Northeastern University Press.

Wispe, L. (1986) 'The Distinction Between Sympathy and Empathy: To Call Forth a Concept, A Word Is Needed'. *Journal of Personality and Social Psychology*, 50, 314-321.

Wyld, G. and Noble, J. (2017) *Beyond Bars: Maximising the Voluntary Sector's Contribution in Criminal Justice*, <https://www.thinknpc.org/> (accessed 5 May 2018).

FIGURE 1: STORYBOARD TEMPLATE

Title:

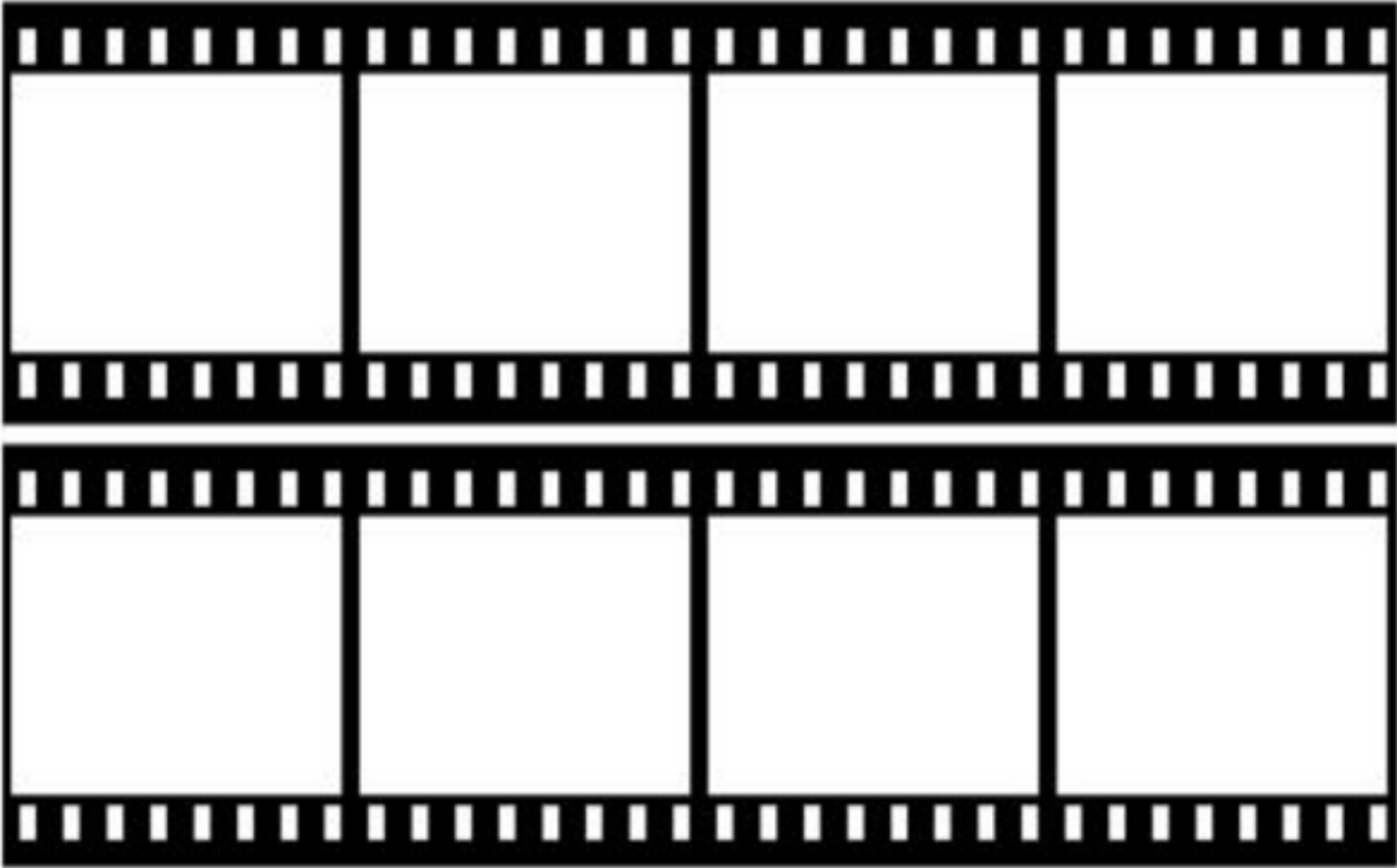


TABLE 1: RESEARCH STAGES

Data collection	Storyboards
Data Analysis Stage One	Images & text distilled into 'raw storyboards'
	Object Analysis
	Content Analysis
Data Analysis Stage Two	Storyboards transposed into individual sentences
	Process Analysis

TABLE 2: SIX CATEGORIES OF ALTERITY

art itself	anti-authority/protest	reject status quo	early institutional experiences	identification with/help the 'other'	mental health
Eight participants: Bob, Eric, Steve, Henry, Ben, Rory, Joe, Janet	Five participants: Jean, Janet, Susan, Joanne, Tracey	Four participants: Jessica, Dave, Henry, Joe	Three participants: Samantha, Dave, Steve	Five participants: Joanne, Jessica, Janet, Steve, Dave	Six participants: Eric, Jessica, Rebecca, Joanne, Henry, Susan

FIGURE 2: PROTEST BANNERS



FIGURE 3: VALIUM AT 15

