

**APAC (Communities of Restoration) Faith Based Prison Programs,
Education & Work / Vocational Training Aspects.**

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Abstract

At the previous IFESCA Conference in 2004 I presented an overview of the components of an APAC program and discussed the potential for a pilot program in Queensland / Australia. On this occasion I wish to outline and discuss the variation in program offerings - specifically education and vocational training components as they are offered by (selected) existing APAC operations in various locations across the world.

“Education is an important aspect of APAC based prisons but like other organisational elements it is defined and addressed differently from country to country” 1.

Within this paper I plan to outline , compare and discuss:

- Faith based correctional programs and the world wide distribution of APAC Units/ operations.
- Education components / aspects and the sliding scale of importance in position of formal education programs within these units.
- Role of ongoing education follow up in pre-release versus aftercare stages of these programs, and

- The Queensland DCS Programs Framework, components and comparison with established APAC program / educational offerings.

Introduction

This paper will outline and discuss aspects in relation to Education and Vocational training opportunities that Prison Fellowship (PF) anticipates will be incorporated in individual APAC (Community of Restoration) programs established under the PF banner.

Discussion

In essence APAC Programs are Christian Prison units and aftercare operations that over the last 30+ years have demonstrated an extraordinary success in stemming the return to imprisonment among the offender graduates. There has been a consistency of low return to imprisonment results in South America, specifically in Brazil where the first unique program sprang up, then across South America and in more recent years elsewhere throughout the world where subsequent programs have been established and operated.(see world map APAC program locations, below)

World Map – Locations of individual APAC Programs discussed in this paper. 2.



A collaboration of the vision of Dr Mario Ottoboni, founder of the first APAC Program at the Humaita Prison in San Paulo Brazil and Chuck Colson founder of Prison Fellowship resulted in PF in the 1980's joining with Ottoboni to support and assist with the replication of this unique program. To enable new locations to replicate the earlier program, PF set in place with the assistance of the original founders of APAC a Guide for the Replication and operation of an APAC Program titled "Building Sure Foundations" **3**. (hereafter throughout this paper referred to as the 'Guide') was developed .It is from this source document that much of what is referenced and discussed in this paper is tied back to.

Within the 'Guide', education and productive work are recognised as key ingredients that exist within APAC based prisons and they constitute "*part of the mechanism or process through which an inmate is ultimately restored.*" **4**.

It is to be expected Education and Vocational training or work is an offering very much tied to the culture and locations that prevail in particular communities.

The Core Organisational Elements referred to in APAC Programs are identified as :

God parenting/ Mentoring, Volunteer Support, Productive Work, Education, Reintegration with Family and Reintegration with the Community. **5**.

The individual operations of each of the APAC programs mentioned in this paper are reviewed in greater detail in documents at the following web site:

<http://www.pficjr.org/programs/apac/where1/>

In 2004 there were APAC based prison operations in the following locations;

Argentina, Australia, Bolivia, Brazil, Bulgaria. Chile, Ecuador, England and Wales, Germany, Latvia, New Zealand , and the USA the following countries were also working toward implementation of an APAC Program: *Costa Rica. Norway & and Scotland.* **6**.

In the Foundation Guide upon which all APAC programs are modelled, education is described as,

“... training for life; therefore all aspects of life are opportunities for learning. This education is done through dialogue and with the assistance of a mediator who helps the student reflect and discover. 7.

The role of work is also quite important in each of the APAC operation, *although some reflect a difference in emphasis or focus. In some instances the primary value of work, particularly at early stages of imprisonment is therapeutic. 8.*

An extensive coverage of the range of program options in operation throughout APAC programs can be accessed at the following web site: <http://www.pficjr.org/programs/apac/>

The following chart contrasts the two aspects of Education and Work/ Vocational training in 6 selected APAC Programs and also incorporates in the last section what is proposed within PF Queensland’s Transition Program.

It should be stressed that this short paper does not purport to be an in depth or definitive academic report on these programs but rather to be an information paper which hopes to shed light on two selected aspects of a unique approach that is producing quite significant results with the clients they cater for.

Table 1: Comparison of selected APAC Programs

Program Name	Country	Education Provisions	Work/Vocational Training	Comment
Hamaita	Brazil			

		Assessment:		
		Method:		
APAC de ENTRE RIOS, (APACER)	Argentina			
		Assessment::		
		Method:		
Inner Change Freedom Initiative (IFI)	Texas , U.S.A.			

		Assessment::		
		Method:		
He Korowai Whakapon (the Faith Based Unit)	N. Z.			
		Assessment: :		
		Method:		
Youth Farm "Seehaus"	Germany	Assessment:		
		Method		
Lives in Transition Program	Victoria, Australia	techniques.		
		Assessment:		
		Method:		

Transition Proposal	Queensland, Australia	<p>The provision of remedial Education programs within the daily routine are commonplace for many offenders within mainstream Queensland and Australian Correctional facilities and will also be incorporated into the initial phase of a Queensland APAC program.</p>	<p>It is envisaged that while in the introduction phase of the program work will be confined to activities with the correctional centre compound. In the later pre, and post - release phases the work can be performed partially, as would be the case with any other low/ open security program within the wider community. The following categories of educational programs will be available...: Literacy & Numeracy, secondary, and Voc .Ed. & Trng, Traineeships / Apprenticeships, Tertiary courses inc. Tertiary Prep. Pam & Pers Dev. Courses</p>	<p>The daily activities of the APAC Transition Program will be built around the same foundation principals that underpin APAC programs elsewhere. However, it is recognized that the Australian context may require a variation of emphasis when it comes to activity external to the APAC core provisions. APAC manual Chapter 5 identifies the three phases of the program by split of activities across a 12-hour working day. The emphasis on later phases of the program will focus increased time allocation to work and community activities. 15</p>
		<p>Assessment: All Vocational Education & training ... will be accredited and nationally recognised and must be delivered by suitably trained and accredited facilitators. Offenders will be placed in educational programs based on appropriate identification and assessment of the individual's vocational needs. Method: Delivery will be initially in classrooms and workshops</p>		

Like cultural and socioeconomic variation found from country to country the importance of a focus on formal education and vocational training over work appears to be tied somewhat to the availability of work opportunities and the cultural framework in the community within which the particular APAC Program is located.

From the strategic outline for APAC, what is expressed in the Guide is that, *Work is very important in all APB's although (it is acknowledged) there are differences in emphasis or focus. In some places the primary value of work ..., is seen as therapeutic. In other places the emphasis is on productive work, other APB's consider work to be a form of service to others. 16.*

The ongoing debate of what works and does not has shaken out some findings in relation to the pre-conditions to offending / criminality Proporino & Robinson from their research in the UK state,

There is no current evidence to suggest a lack of basic skills is predicative of re-offending. However , basic skills are related to a number of other factors known to be associated with offending, for example poor schooling experience , unemployment , social exclusion and various psychological or cognitive factors linked to self concept and attitudes to offending. 17. Programs provided within the framework of institutional settings are more easily described and quantified than what follows when inmates transition to become ex-offenders being catered for in the community.

An outline of what is suggested should be catered for in the 'Guide' in relation to Work and Education is contained as Annex A. to this paper. In this section the focus on the importance of work or Labour Therapy to assist in grounding an offender in the APAC methodology is seen as important. Education although also important must be geared to support the broader goals of the program and through a framework of routine and consideration for others through discovery and assisted learning, will support the inmate on their path to recovery.

Community After care

A Pivotal statement taken from the Guide in relation to Community Reintegration and Restoration is that "*The leaders of APAC believe that people, not Programs change people. Programs are simply a means to an end. 18.*

While in the more developed western models of the APAC Program there is sound recognition of the need for clear ongoing supports in the aftercare phase the same cannot be said for some the less developed communities where this program has been established. Nevertheless, guidelines in the 'Guide' underpinning foundation principles for the operation of an APAC modelled program are clear on the need for ongoing support in the post release and community phase of the Program. It is unfortunate that in less developed communities these supports may not be as readily available to ex-offenders, as they are in more affluent communities although western affluence and lifestyle alone are not the panacea to achieve best outcomes.

In Brazil where APAC has existed the longest, theory & practice appear to be most aligned when it comes to the desired outcomes described in the APAC methodology.

On release there is a requirement for men under Supervision Orders or Parole to report in to APAC on a weekly or monthly basis as required. Although the employment situation is difficult for men on their release from prison, the Brazilian family structure is generally a closer-knit, more mutually supportive one than in North America or Europe. Men who have obtained employment during Stages two and three are required to assist their families financially even before they are released. A number of recuperandos have come back to APAC as Godparents, or to assist with the Jornadas that are held twice a year. APAC is highly regarded in the community as far as public officials, businessmen, and the general public are concerned. This reduces the stigmatizing effect which ex-prisoners experience and assists the graduation process. With the re-offending rate being fewer than 6% it is clear that the APAC graduation process is a successful one.
19.

In Argentina where there are evolving APAC operations aftercare has not yet appeared to achieved the same level of support as it has elsewhere in South America. It appears the programs in Argentina still have some way to go in this regard.

APACER has the support of the Judiciary in each of the cities where it is working. In fact without this, support it could not operate statutorily. There are social workers in each of the prisons but we were informed that their function is mainly an administrative one. It does not appear that there is a parole involvement with APACER.
20.

In the USA at the Innerchange Program outside of Houston Texas, where the first of the “western” APAC modelled Programs was grafted and where APAC outside of South America was launched, aftercare appears a vibrant aspect of the local program.

Inmates are released from prison. .. and provided with 6 months of aftercare and follow-up that is designed to help with their assimilation back into the community through supportive relationships with family, the church and the workplace... The Development of the aftercare program, in terms of staffing, resources, and volunteers appears to have improved since the beginning of the program... Aftercare completion is associated with lower recidivism rates. 21.

In New Zealand the most recent and nearest in proximity to Australia of the full APAC Operations, aftercare has taken off as an essential ingredient to maintaining the success for individual graduates of this program.

Prison Fellowship will train Christian mentors to work on a one-to-one basis with the prisoners up to a year before they leave the prison, and after they are released. “These mentors will be backed by their church”, explained Kim Workman. “The churches will undertake to provide the inmate and their family with moral and spiritual support for up to 18 months after release. We know that if we can provide that level of encouragement and support, the likelihood of re-offending drops significantly..’ The mentors are backed by their church. In turn, the church undertakes to provide the inmate and their family with moral and spiritual support for up to two years after release. 22.

Operation Jericho a follow up program offered by Prison Fellowship that employs trained mentors and professionals to work alongside the released inmates is a key feature in the Program running in New Zealand that plays a pivotal role in underpinning the initial success with this APAC program. Over an extended 8 months period these professionals from local churches work alongside the offenders referring them to agencies and providing ongoing support.

In practical aspects such as,

... finding employment, suitable accommodation, managing their finances, addressing ongoing treatment needs, and in their spiritual life. 23.

The greater challenge of course, is to keep inmates within a pro-social environment after they leave the prison. That is the role of Operation Jericho, which is funded separately from the FBU. 24.

In “Seahouse - Youth Farm” the German Program which confines its operation to Juvenile offenders aftercare is a follow on from the engaged co-operation that has commenced with the community and the supporting churches during the earlier institutional phase of the Program

Integration into the community is reached by a co-operation with Churches, youth groups, athletic clubs, NGOs and with the local economy. Volunteers play an important role in the lives of the students. Via, God-parenting, mentoring 25.

In the Australian, Lives in Transition Program running out of Barwon Correctional Centre in Victoria, efforts are concentrated specifically on aiding individual prisoners after release from the correctional centre. Opportunity to link and network with supportive local churches along the lines outlined in the US & NZ programs are provided to the ex-offenders.

The focus of education and vocational education programs conducted within this 16 week voluntary program is upon a range of needs and employment related issues all aimed at assisting the ex-offender to better assimilate back into the wider community. At this stage the program can only be described as a partial APAC due to it being only available after imprisonment. **26.**

More over, prison conversions will not have lasting influence unless persons retain or replace group support upon their release...(Dr Rodney Stark Religion, Deviance and Social Control) supports the faith based methodology which promotes the development of a moral community within the prison and then seeks to integrate the inmate into the church community mentoring and support following their release ... The key to their survival is reliant on two things – whether they can identify a church family which matches their own socio-economic and ethnic profile. Secondly, whether the church family will accept them into the church. **27.**

The Queensland Department of Corrective Services (DCS) Programs Framework

Within the DCS `Programs Framework, Education and Vocational Programs are viewed as a program type and only two of the six types offered throughout the Department. The four other types of programs available to the offenders of Queensland are identified as Therapeutic, Co-operative, Personal Development and Local programs. The DCS Programs Framework is an overarching Departmental Policy document that addresses - *all aspects in the development, implementation and evaluation of programs for all offenders.* **28.**

In terms of determining the worth and viability of these programs the following applies in relation to the specifics focus of evaluation,

Educational programs require an annual process and effectiveness evaluation for factors which include:

- *Content relevancy*
- *Implementation process*
- *Achievement of learning outcomes*
- *Cultural/Gender Appropriateness*
- *Facilitation*
- *Resources*
- *Cost/benefit analysis and*
- *Accessibility*

Vocational programs, like educational programs, require annual effectiveness evaluation for factors as indicated (above). Additionally, a process of evaluation of a vocational program should be conducted at the end of each implementation, if the program is to be run more than one occasion within the programming cycle. **29.**

It may appear to be another level of bureaucracy that has been imposed upon those wishing to implement and deliver various programs for offenders – However, the Framework can also be viewed as a useful development tool/ mask for those external agencies both in Queensland and elsewhere wishing to address all pertinent aspects when drawing up proposals to deliver specific programs. .

The PF Queensland working party took into account the stipulations of the DCS Programs Framework guidelines when considering the two areas of Education & Vocational program offerings for the "Transitions" proposal,

In Summary

APAC Program Practices while they may vary to differing degrees from culture to culture nevertheless remain constant in their adoption of the core theory and expectation of what is sought after in the operation of a full working APAC modelled operation.

Institutional offerings of Education and Work /Vocational training are core ingredients throughout all APAC Programs.

"The key to developing operations procedures is to remain constant to the key principles and consider what that might mean for the operation of a prison. Then identify the key areas of operation for which you will need to develop a set of procedures. 30.

There is ample evidence within the wider corrections community of the value of education and formal vocational training.

Since 1990 literature examining the return rates of prisoners , or recidivism , has shown that educated prisoners are less likely to find themselves back in prison a second time if they complete an educational program and are taught skills to successfully read and write. The "right kind "of education works to both lower recidivism and reduce the level of violence. (Newman et al. 1993) **31.**

Within APAC operations where such programs are routine, environments of agreement and co-operation abound and as a consequence working together with other influences in these therapeutic communities have proven to have even more dramatic impact on lowering the return to imprisonment figures.

The Community phase of APAC although well described in theory is very much dependant upon the strength of support networks established with families, church volunteers and community organisations and is less visible to monitor than the institutional phase. The connection in some programs between the institutional and aftercare phases of individual programs appears less robust than in others.

...It is clear, however that there is a substantial amount of overlap between the needs of offenders in custody and in the community. Proporino & Robinson 32.

However, the effectiveness of this follow on period is more apparent in the resultant recidivism and return to imprisonment figures of offender graduates of APAC Programs. Studies have revealed a significant downturn with these figures a re-assurance of the overall value of the entire Program offering. Ultimately this reinforces the principal espoused within the 'Guide' *that People are valued; and programs are a means to an end. 33.*

Conclusion

It can be assumed that cultural and socioeconomic variations of different communities influence the extent of provision of formal education programs within various APAC Program's. Similarly this is inevitably the case with mainstream prisons in particular communities. As far as work and Vocational Training is concerned this also is particularly geared to the needs and demands of local economies.

When it comes to the provision of Community follow up / intervention and aftercare it is apparent that the best opportunity a person has to be advantaged by this is in a more affluent community. Nevertheless, the remarkable success of early APAC programs in Brazil rested upon the support and involvement of the families and wider community to minister to the needs of the "Recuperandos" once they left the confines of the prison.

Education and Work are important program ingredients in every APAC operation. Above all there is a common thread that underpins all these programs regardless of their location that enable this unique approach to stand shoulders above other programs offered around them and this is the process is described as "Valorisation:" Housed within the framework of family / church support and encouragement the fundamental basis upon which APAC Programs are established is embodied in Valorisation, "Transformative LOVE one for another".

Human valorisation seeks to change the prisoner's negative self-image.... The convict is rehabilitated by reinstating his physical , mental, and spiritual health, training him for a profession , teaching him to read and write and helping him to make the fascinating discovery of God, having a religion , learning to love and be loved. Without these steps, little can be expected in terms of rehabilitating the man who has broken the law, been sentenced and imprisoned.

- Dr Mario Ottoboni. 34.

References:

1. Building Sure Foundations "A Guide for the Replication of APAC – Based Prisons", PFI, Washington ,2000
2. APAC Site on World Map courtesy of (World.Atlas.com) clip art., 2005
- 3 - 34. (TBA)

Annex A:

ELEMENTS OF APAC BASED PRISON (ABP) PROGRAM DESIGN

<p>WORK</p>	<ul style="list-style-type: none"> • Inmates in the initial stage of their sentence engage in labor therapy. Labor therapy is artistic and creative activity designed to help the inmates to discover their own human dignity. It is seen as an unpressured time for reflection on vital issues of live and recuperation, without the competitive pressures of industrial production • ABP leaders believe that in order to restore inmates to their families and communities, they need to develop competency in several important life skill areas. Development of competency 	<ul style="list-style-type: none"> • Labor therapy is available to inmates in the initial stage of the sentence. • Productive work is valued. • Everyone has an important position. • Skills and responsibility are developed incrementally in order to maximize success and minimize failure. • Failure isn't fatal; mistakes are used as learning/teaching experiences. • Personal and corporate discipline is valued.
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	<p>and mastery in work is an essential ingredient. Productive work becomes a priority in the latter stages of the sentence.</p>	
EDUCATION	<ul style="list-style-type: none"> • ABP's make adequate provision for the appropriate education of inmates 	<ul style="list-style-type: none"> • Inmates are educated through the routine and process of everyday living • Inmates are assisted to meet their educational needs through a process of facilitated discovery • Inmates are provided with knowledge based education which results in an outworking of skills <p>Indigenous and minority cultural development is promoted within a biblical context</p>

Annex B: Queensland Transition Program Proposal

The Queensland DCS Programs Framework, components and comparison with established APAC program / educational offerings/ Transition Program proposals).

The daily activities of the APAC Transition Program will be built around the same foundation principals that underpin APAC programs elsewhere. However, it is recognized that the Australian context may require a variation of emphasis when it comes to activity external to the APAC core provisions.

"The key to developing operations procedures is to remain constant to the key principles and consider what that might mean for the operation of a prison. Then identify the key areas of operation for which you will need to develop a set of procedures. At the least, that should include the following areas:

1. Sentence Management
2. Program Management
3. Community Service Projects
4. After Care
5. Inmate Management
6. Volunteer Management
7. Mentor Management
8. Organization and Management."
9. Case Management (including After Care)
10. Resource Development and Management and
11. Research, Monitoring and Evaluation. *APAC Manual*

The foundational principles of APAC include the Christian values, beliefs and character that permeate the APAC environment, regardless of the activity, sentence phase or type of program. These are consistent life principles that are the living air of inmates, volunteers, managers and staff. How these principles are applied or interpreted may differ from one jurisdiction to another. What remains constant is that these principles are continually present." ***APAC Manual***

Identification of the key areas of Program's operation for which a set of detailed procedures should be drawn up includes the following areas:

Sentence Management
Program Management
Community Service Projects
After Care
Case Management (including After Care)
Programs research, monitoring and evaluation

OBJECTIVES OF THE PROGRAM:

At the core of this program is the recognition of the unique Spiritual dimension of each individual and the acknowledgment of the need for attention to this dimension in relation to criminal behavior.

Incorporated within this program are:

- Strategies to stimulate attitudinal re-orientation
- Development of moral literacy
- Building of an active support network in the community
- Vocational training and provision of subsequent employment opportunities
- Life skills training
- Financial and relationship counseling

APAC does not see its role as providing what the State should be responsible for. APAC's recognize the dangers involved in this area, and see themselves, ideally, as being involved in a partnership role with the State and the penal authorities. *(In the absence of such provision, however, APAC's feel obliged to become involved).*

Work

The role of work is important in each of the APAC's, although some reflect a difference in emphasis or focus. In some instances the primary value of work, particularly at early stages of imprisonment is therapeutic.

It is envisaged that while in the introduction phase of the program work will be confined to activities with the correctional centre compound. In the later pre, and post - release phases the work can be performed partially, as would be the case with any other low/ open security program within the wider community.

Education

Education is training for life; therefore all aspects of life are opportunities for learning. This education is done through dialogue and with the assistance of a mediator who helps the student reflect and discover.

APAC programs identify three forms of education:

- The first is teaching which involves the delivery of facts to the student.
- The second is training which allies the facts to hands-on experience.

- The third form involves the intangible transmission of life experience and character qualities from the teacher to the student.

In other words, some things are 'better caught than taught'. APAC's provides all three aspects of education through their volunteers and staff.

STAFFING REQUIREMENTS – Transition Program

The majority of APAC staff working on the Transition program will be qualified personnel performing work on a voluntary basis. The categories of staff required within the program include:

Education officers, Counselors, Psychologists. Drug & Alcohol Counsellors, Activities Officers & Trade Instructors.

It is recognized that DCS will need to provide certain specialist programs staff including a Sentence Management Co-coordinator and possibly an indigenous counsellor. However, subject to DCS staffing provision sentence management support staff may be supplied from the APAC staff pool.

Description outlines for these positions are attached as Annex's to this document. PAC manual Chapter 5 identifies the three phases of the program by split of activities across a 12-hour working day. The emphasis on later phases of the program will focus increased time allocation to work and community activities.

A draft weekly Program outline for the initial phase of the trail Transition program would be as follows:

Daily Schedule	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
5.00	Rise / Bed made	Rise / Bed made	Rise / Bed made	Rise / Bed made	Rise / Bed made	Rise / Bed made
5.30	Group Exercise	Group Exercise	Group Exercise	Group Exercise	Group Exercise	Group Exercise
6.00	Shower @ Dress	Shower @ Dress	Shower @ Dress	Shower @ Dress	Shower @ Dress	Shower @ Dress
7.00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9.00	Education	Work	Education	Work	Education	Group Pr /Meditatio
10.00	Work	Education	Work	Education	Work	Education
10.30	Morning Tea	Morning Tea	Morning Tea	Morning Tea	Morning Tea	Morning T
11.00	Group meeting	Group meeting	Group meeting	Group meeting	Group meeting	Group meeting
12.00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
13.00	Work Assign	Work Assign	Work Assign	Work Assign	Work Assign	Sport/ Comm. W

14.00	Work Assign/ Wash Up	Work Assign/ Wash Up	Sport	Work Assign/ Wash Up	Work Assign/ Wash Up	Sport/ Comm. W
14.30	Afternoon Tea	Afternoon Tea	Afternoon Tea	Afternoon Tea	Afternoon Tea	Afternoon Tea
15.00	Education	Education	Sport	Education	Education	Sport/ Comm. W
16.00	Education	Education	Sport	Education	Education	Sport/ Comm. W
17.00	Curr.Affairs. Disc. News	Curr.Affairs. Disc. News	Shower/Dress	Curr.Affairs. Disc. News	Curr.Affairs. Disc. News	Shower/D s
18.00	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
19.00	Counselling	Group meeting	Counselling	Group meeting	Counselling	Free time
20.00	Group meeting	Counselling	Group meeting	Counseling	Group meeting	Free time
21.00	Evening Prayer/Quiet time	Evening Prayer/Quiet time	Evening Prayer/Quiet time	Evening Prayer/Quiet time	Evening Prayer/Quiet time	Evening Prayer/ Q time
22.00	Shower/Bed	Shower/Bed	Shower/Bed	Shower/Bed	Shower/Bed	Shower/E
22.30	Lights Out	Lights Out	Lights Out	Lights Out	Lights Out	Lights Ou
23.00						

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