

PROTECTING THE PUBLIC

Effective Collaboration leads to Progressive Success

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Challenges faced

- Who pays for the training?
- Building the relationships between DCS and DET- what's in it for me?
- Securing ongoing funding & support
- Identifying, educating and supporting providers to deliver in prisons
- Engaging industry to consider offenders as a source of potential labour

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DET Funding: Correctional Education

- Student Contact Hours Profile
- Access to Competitive Tender \$'s
- New Apprenticeships
- Indigenous Training Support

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Multiple Sources of Funding

- Dept. of Corrective Services
- Dept. of Education and Training
- DEEWR
- Partnership arrangements

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The Training

We:

- Select providers for their expertise
- Select the prisoner/students
- Negotiate with prison admin to keep the prisoners till course completion
- Run more short intense courses with experienced providers
- Because we deliver positive outcomes, providers are interested in coming in.

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Securing a commitment for ongoing DET funding:

- Becoming an independent RTO
- Setting precedents: carefully managing new training initiatives
- Building trust
- Communicating the results in and out
- Keeping it relevant and sustainable
- Demonstrating additionality

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EVTU Model of Correctional Education

- Research based; integrated program
- EVTU 'serves 2 masters'
- EVTU is a "third space" in the model
- EVTU 'opens up' the 2 systems to accept their educ. responsibilities
- EVTU model provides itself and both systems positive outcomes

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Multi-level Partnership

- Local level: Teachers, teaching & prisoners
- Managerial level: TAFE – Prison Ed. Centre
- Departmental level: DET – EVTU
- Generally, a '2 tier' model- EVTU: lower quals.; TAFE/private prov.:higher quals.
- It works to improve outcomes; increase training and improve flexibility and choice

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“What’s in it for me?”

- Cert. I in Entry to General Education
- Adapted CGEA to meet gen. ed. needs
- 300 Traineeships: 36 cert. quals in 14 different study areas
- 86% completion rate by Indig. offenders; 1669 participated in educ.
- '08 -720,224 SCH; in 2009 to 30/6: 400,185 (200,188 by ASETS)

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Identifying and supporting training providers in prisons

- Student needs dictate our training
- Guided by industry & our VET network
- Use private & public training providers- which ever best meets our needs
- In the building trade, we held meetings to educate the industry on the issues facing offenders pre and post release

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Reframing the Future

- Aim was to introduce training in every prison workshop in a selected prison
- Change Management course provided for all involved to facilitate cooperation
- Training intro. in selected shops
- Construction training led to the 2nd RTF project- the dev. of the Industry Advisory Group and intro of pre apps.

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Engaging industry: Building and Construction

- Identified as experiencing a skill shortage in Perth metro & broader WA
- Can provide sustainable employment for ex-offenders
- Can offer employment across a range of areas: bricklaying, concreting, tiling...
- Favourable wages
- History of welcoming offenders

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Achievements

- Intro of New and Pre Apprenticeships
- Inclusion of community based work experience with employers
- Active inclusion of support services
- Intro. of Prisoner Employment Program

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Future Directions: The Challenges

- Higher prisoner numbers
- “Efficiency dividends” (budget cuts)
- “Risk aversion” by sections of DCS
- Getting recognition & resources appropriate for services provided to some of the more disadvantaged people in WA
- Getting the message out!