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**Welcome**

Welcome to the fourth edition of the newsletter from the Australasian Corrections Education Association Inc (ACEA).

The purpose of this newsletter is to provide correctional education administrators, researchers, practitioners and people interested in correctional education with useful information regarding the correctional education profession both in Australia and internationally.

Our goal is to ensure that every correctional educator is aware of the services, changes, new developments, and projects that are currently being undertaken.

Our mission is to respond to the changing needs of the correctional education community through effective planning, research and communication, thereby allowing us to provide the highest level of support in a timely fashion.

ACEA is committed to providing the best sources of information and services to meet the needs and requirements of the correctional educator community. We hope you find the information contained here to be useful. We appreciate your comments and feedback.

This newsletter incorporates articles from all participating states and territories in Australia.

Newsletters are produced quarterly and are available on the ACEA website [www.acea.org.au](http://www.acea.org.au)

Please direct any feedback with regard to the layout, distribution of, or information contained in these newsletters to the WA-based Newsletter Coordinator/s (see 'key contacts' on page 11).

**About the ACEA**

The ACEA was incorporated as an association on 17<sup>th</sup> September 2004. It builds on the work of previous associations, IFECSA and the International Forum for Education in Penal Settings (IFEPS).

The ACEA is a network of academics, practitioners and policy makers committed to leadership and influence in the development and implementation of best practice education and training programs for people under supervision within adult and juvenile justice systems.

The vision of the ACEA is to be recognised as Australasia's leader in the development and promotion of education and training for prisoners, detainees, and people on corrections orders in the general community.

ACEA is a not for profit organisation. Apart from donations and some specific-purpose research funding, it is completely dependent on its members for its funds and activities. Membership is open to individuals (see 'membership form' on page 13).

### **RPL process in North Queensland** **Lotus Glen Correctional Centre**



In the last week of January 2007, a pilot program was run at Lotus Glen Correctional Centre (LGCC), North Queensland, to assess prisoners' skills through Recognition of Prior Learning (RPL) in Carpentry and Cabinet Making skills.

The Adult Education, Vocational Education Branch, Queensland Corrective Services, in partnership with the Department of Education, Training and the Arts (DETA) funded and arranged the assessment process through the Sunshine Coast TAFE (SCT)

LGCC welcomed Mr Bob Lamb from DETA and Mr Jeffrey Steele from SCT to assess 21 prisoners in the Carpenter Shop Area at the level of Certificate III in Furnishing (Cabinet Making).

The assessment covered the core competencies and numerous specialist and elective competencies which make up the Cabinet Maker's Trade.

Several prisoners were assessed as competent or very nearly competent at the full Certificate III level.

A few prisoners who have been employed as workers in the carpentry shop have trade backgrounds, however many have learnt their skills working in the shop area whilst in custody.

A select few prisoners required specialist training in areas such as Computer Aided Design (CAD), while others required training in a number of necessary skills.

Training to bridge the skills gaps conducted in May and a final assessment of prisoners will take place in June.

Lotus Glen should finish with approximately eight prisoners fully qualified as Cabinet Makers and others graded at Certificate Level II.

Lotus Glen is similar to numerous other centres in QLD, operating a vigorous trade area, including the carpentry shop producing furniture and other wood products.

The program provided valuable experience in managing the RPL process in the trades' areas; its clear success points to this method of assessing trades skills being used more often in the future.

## **Prisoners provide a boost to WA mining operations** **Western Australia**



As part of the “Reducing Aboriginal Imprisonment Strategy” announced by the Minister in late 2005, funding was allocated for an abandoned telecommunication site 20km from Roebourne to operate as a skills training site for pre-release prisoners.

The site known as DECCA Station covers 20 hectares and was in desperate need of repair. It became operational as a training/skills development site in January 2006 with the agreement of the land owners, Ngarliyarndu Bindirri Aboriginal Corporation.

Up to 20 selected minimum-security prisoners at Roebourne Regional Prison have undertaken voluntary, supervised work at the site, with enrolments at Pilbara TAFE to progress toward completing competencies relevant to mining industry employment requirements.

The project aims to give pre-release prisoners access to Pilbara Iron’s Work Ready Program, which gives them the mining-related skills to go straight from prison into secure employment. The DECCA initiative aims to address the low Indigenous employment rates in the mining industries in the region.

A funding submission to the Department of Employment and Workplace Relations was successful in funding a training and employment project officer for two years to coordinate pre-release training for the selected prisoners.

Currently, small projects in conjunction with Pilbara TAFE are being undertaken in line with the refurbishment of the site buildings. These projects involve the restoration, repair and addition to existing infrastructure.

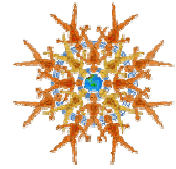
All prisoners must complete occupational health and safety, and safety awareness training prior to being permitted to work at the DECCA site.

Plans for future industries and projects for the site are currently being developed and explored for viability and sustainability.



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## **Pathway to Tertiary Education for Indigenous Offenders** **Capricornia Correctional Centre**



Capricornia Correctional Centre in central Queensland has since 2003 formed a successful partnership with Central Queensland University, in particular the Indigenous Unit, Nulloo Yumbah to deliver a Tertiary Entry Program for Indigenous Offenders.

Core subjects consist of culture and learning, introductory computer skills, information literacy and computer technology and the offenders can choose from a range of electives such as, introductory science, introductory biology, indigenous Australians and politics and introduction to law in Australia.

Currently seven students are participating in the program and since 2003, seven students have graduated.

The tutorials are designed to assist the prisoner in self paced learning uses information learning materials available on CD.

The assessment is flexible and allows students to use their creative ability when submitting pieces for assessment, for example an offender submitted a song that he had written which contained powerful messages about learning from an Indigenous person's perspective.

Educating Indigenous offenders presents a unique challenge for education officers in correctional centres, experiences in school have often been negative and unsuccessful and created feelings of alienation and failure.

Creating an environment where Indigenous offenders can benefit from education is a challenging task.

The negative constructs of education held by offenders was evident in the early stages of the program.

Nulloo Yumbah has used these issues in creating a program that has built self confidence and self esteem in offenders.

Graduation ceremonies for offenders at the centres have now become tradition with staff from Nulloo Yumbah creating a similar experience to being on campus.

Nulloo Yumbah TEP is considered a very important educational program for indigenous offenders at Capricornia and offers them a valid and innovative pathway to further education.

For further information please see: <http://www.cqu.edu.au/nullooyumbah/>

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**Employment of Offenders participating in Certificate III in Fitness**  
**Lithgow Correctional Centre**

The positive outcomes of a TAFE Fitness course facilitated within Lithgow Correctional Centre correctional include an innovative program that is supported by this training

Three groups of offenders at Lithgow correctional centre have been undertaking Certificate III in Fitness through the Western Institute of TAFE for more than two years, the first group completed the course earlier this year. This course follows the fitness industry training package qualification, including the requirements and assessments guidelines

The literacy and numeracy (L&N) skills of the offenders were assessed prior to entry into course, their L&N proficiency had to be at a reasonable standard to cope with the course content, at least at Certificate III CGEA level, the students chosen all met this benchmark

The Senior Correctional Officer Activities (Custodial) (SCOA), who's role it is to provide recreational activities within a correctional setting for offenders, identified the potential of this particular Certificate III fitness curriculum

The SCOA based his consideration on the increased number of offenders entering the system, who were over the age of 40 years, with at least one symptom of chronic illness, or a chance of developing one.

Subsequently and with the support of the Senior Correctional Education Officer (SCEO) and TAFE Head Teacher, the course was organised and commenced in Semester one 2005.

Some of the course competencies include being able to:

- Identify client's fitness requirements, and discuss goals
- Develop/write fitness programs for the clients applying the basic applied exercise science for fitness instructors
- Educate and help clients to understand basic anatomy and physiology of the human body and its significance in relation to movement and exercise
- Provide basic nutritional information and advice to fitness industry clients
- Provide appropriate advice to specific clients regarding, for example, the more common disease states and conditions that you come across within the fitness industry and their limiting effects on performance and fitness
- Instruct and supervise clients using basic fitness industry equipment

The students also complete Senior and Advanced First Aid and are able to achieve computer modules within the DCS framework

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**Fitness – continued from previous page,,,,,**

....Student/offenders undertake a fitness trainer role within the facility and currently work with other offenders who are over 40, participating in cardio and strength training with them, they also work in the geriatric unit and among offenders with chronic illnesses to improve the health and fitness of these groups. The Activities Officers, Justice Health, AVETI and TAFE all contribute to ensure that the students experience real outcomes from their training. The students work under close medical supervision to increase the general health and well being of their peers

This is a very positive outcome for the students, especially in regard to self esteem and learning to work with and help other offenders. This training and experience ensures that the student is applying their knowledge and expertise as well as remaining current. It is also very powerful project as it has recognised the need for increased health in the aging, infirmed and unfit population within the facility and looked for internal avenues to try and address this problem.

Finding a job on release is very difficult for ex offenders, so another positive as regards to this qualification is that it provides the participants with the ability, on release, to work for themselves, have their own business as an individual fitness trainer.

Those inmates who completed the first Cert III were utilised during the SCOA's research into the effects of exercise, on the health and well being, of inmates within a NSW Correctional facility, who were over the age of 40 years, and had a form of chronic illness or the chance of developing one. This research was prepared in conjunction with Justice Health as well as with Associate Professor Mr Andrew Cashin.

**Post release pathways for Aboriginal offenders:**  
**Recommendation 41 Project**  
**NSW**

The Recommendation 41 Project is a TAFE NSW project that is being undertaken by the Aboriginal Training Unit at North Coast Institute - and is funded by the DET Aboriginal Education and Training Directorate and is also managed by the TAFE Outreach and Corrections Unit.

The Report of the Review of Aboriginal Education (2004): Dreaming an Equal Future included Recommendation 41 which stated:

*That TAFE, in partnership with key Aboriginal organisations and other appropriate government organisations, develop and implement a post-release program for Aboriginal detainees and offenders based on a case management approach which incorporates counselling, enrolment in TAFE programs (to enable ex-detainees and ex-offenders to complete courses commenced in Juvenile Justice and Correctional Centres) and the mentoring and community support necessary to reduce chances of them re-offending*

The aim of this project will be to develop a mechanism within the Department of Education and Training (DET) and TAFE NSW that would facilitate post release pathways from correctional centres and juvenile justice centres into further education and training.

This mechanism will document a process/set of procedures to facilitate post release pathways for Aboriginal inmates into education and will include a flowchart or diagram, a list of relevant TAFE NSW contacts across the state as well as other government and non government organisational contacts relevant to both adults and juveniles, some background outlining the cultural context, service standards and post release transition timeframes. This document will be printed and distributed state-wide.

Extensive consultation will be held with the various relevant stakeholder groups from TAFE NSW, Department of Corrective Services, Juvenile Justice Education Training Units and other relevant community groups and organisations.

A one page pamphlet will also be developed for state wide distribution aimed at Aboriginal inmates due to be released, containing brief information that will be relevant to them in order so they can pursue pathways in education and training. This pamphlet will have a space for the relevant Senior Corrections Education Officer to fill in the contact details for the area that the inmate will be going to.

The time frame for completion of this project is the end of August 2007 and printing and distribution of both the set of procedures/process document and the pamphlet will immediately follow.

## **Employment and Training Model** **Judy Lazarus Transition Centre - Victoria**

Corrections Victoria has recently commissioned an innovative new prison. The Judy Lazarus Transition Centre (JLTC), located in West Melbourne, on the edge of the CBD, is a minimum security, 25-bed male facility, which will accommodate prisoners with high transitional needs in the last 3-12 months of their sentence. Designed to replicate community living, JLTC provides support to prisoners to locate employment; access housing, education and other services, and re-establish family connections within the community. This is facilitated through daily use of the permit leave program.

Increasingly, employment is recognised as a major component of prisoner transitional needs. Since likelihood of gaining employment is closely linked to a level of generic employability and vocational skills, a key feature of the JLTC programmatic infrastructure is the Employment and Training Model. To be completed June 30, 2007, the model will encompass processes and procedures to support JLTC prisoners to access employment and education and training programs, including pre-employment programs.

Key tasks in developing the model have been to:

- identify existing employment and vocational education and training (VET) opportunities;
- identify resources available to JLTC prisoners through Commonwealth and State government programs and initiatives, including community agencies and NGOs;
- create synergies between these programs and initiatives that will optimise participation by JLTC prisoners.

It is intended that the model can be adapted for use in other prisons as a transition support tool for prisoners moving to parole or straight release.

### **FURTHER UPDATES**

For further updates on the progress of the Employment and Training Model at JLTC, please contact Tess Jenkin at Corrections Victoria Education Unit at [tess.jenkin@justice.vic.gov.au](mailto:tess.jenkin@justice.vic.gov.au)

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**~ Current Research ~**

**Evidence-Based Adult Corrections Programs: What Works and What Does Not**

**By Steve Aos, Marna Miller, Elizabeth Drake**

<http://www.wsipp.wa.gov/pub.asp?docid=06-01-1201>

This study provides a comprehensive review of evidence-based programs for adult offenders. It systematically reviewed the evidence from 291 rigorous evaluations conducted throughout the United States and other English-speaking countries (including Australia) during the last 35 years. This is the first of a two part work; the second report, to be published in October 2006, provides a further analysis that includes a benefit-cost estimate for each option.

**Captive Labour and the Free Market: Prisoners and Production in the United States**

**By Genevieve LeBaron (York University-Toronto, Canada)**

<http://www.bisa.ac.uk/2006/pps/lebaron.pdf>

The neoliberal era has been characterized by the reorganization of the North American states towards capital accumulation, and as resources have been shifted away from social service-oriented institutions towards departments tasked with managing accumulation (i.e. the U.S. Treasury Department), states have increasingly downloaded social costs onto individuals (Panitch and Gindin, 2004). The resurgence of prison work programs has thus been one government strategy to cut imprisonment costs by making prisoners pay for themselves, first, by appropriating their labour power, and, once the contradiction of competing with private capital becomes clear, by making prisoners' labour power available to capital as well.

**Where Do Ex-Offenders Find Jobs? An Industrial Profile of the Employers of Ex-Offenders in Virginia**

**by Eric Lichtenberger**

<http://www.ashland.edu/correctionaled/>

The information provided in this article could be used by transition coordinators in job placement activities. Furthermore, correctional education administrators could use this information for the following purposes: 1) allocating resources to the vocational areas where ex-offenders are more likely to find employment, 2) cultivating relationships with employers most likely to hire ex-offenders, and 3) influencing major employers who do not have histories of hiring ex-offenders to change their human resource practices.

**Returning Home: Exploring the Challenges and Successes of Recently Released Texas Prisoners**

**By Nancy G. La Vigne, Lisa E. Brooks, Tracey L. Shollenberger**

<http://www.urban.org/publications/311471.html>

This research brief presents highlights from a study of prisoner re-entry in Texas. Its purpose is to inform state-level decision makers about how to allocate scarce correctional resources to yield the best outcomes for people released from prison and state jail and to increase the safety of the communities to which they return. Our findings indicate that those who participate in job training, educational programs, and substance abuse treatment while incarcerated have better re-entry outcomes and are less likely to return to prison.

**~ Conferences ~**

**3<sup>rd</sup> Annual Reintegration Puzzle Conference**

The Sydney conference was very well attended, as the largest number of participants to date (235) were in attendance. Correctional education was prominently recognised at the conference as well, as there were four (4) presentations provided by correctional educators and Professor Joe Graffam, the conference convenor, acknowledged the support by the ACEA and the participation of its members. The conference offered correctional educators the opportunity to get together to attend the State Manager's of Education and Training in Corrections, Rebuilding Lives and ACEA meetings which were organised around the conference. Keynote Speakers Eileen Baldry from UNSW and Dr Ros Burnett from the Centre for Criminology, University of Oxford were noteworthy for the information and research findings that they conveyed to the conference. Bev Henwood's presentation was a highlight for many people, as was Plan B's performance and the ex-prisoner panel.

**~ Coming Events ~**

**EPEA Conference**

The 11<sup>th</sup> European Prison Education Association (EPEA) International Conference "Learning for Liberation" will be held from 13<sup>th</sup>-17<sup>th</sup> June, 2007 in Dublin, Ireland. Further details can be found on <http://www.epea.org/gammel/>

**CEA Conference**

The 62<sup>nd</sup> International Correctional Education Association (CEA) conference will be held from 8<sup>th</sup>-11<sup>th</sup> July 2007 in Atlanta, USA. The conference theme is "Excellence in Education". Further details and registration information can be found on <http://www.ceanational.org/>

**Partners in Prison Education: Learning in Networked Environments**

Prison Education in the Digital Age – Oslo, Norway – September 13/14<sup>th</sup> 2007.  
<http://www.hurdalsj.no/>

**ACEA Conference**

The ACEA Conference will be held from Sunday 28<sup>th</sup> October - Wednesday 31<sup>st</sup> October 2007 at The Rydges Hotel, Exhibition Street, Melbourne. We look forward to seeing everyone there! Further details and registration information can be found on <http://www.acea2007.com/>

**~ Key Contacts ~**

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	<p><b>Tasmania</b></p>	<p><b>ACT</b></p>
	<p><b>Keven Ricardo</b> Tasmania Representative Ph: (03) 6216 8050 <a href="mailto:keven.ricardo@justice.tas.gov.au">keven.ricardo@justice.tas.gov.au</a></p>	<p>To be advised</p>

## ~ Newsletter Contributions ~

The ACEA newsletter is produced quarterly and made available on the ACEA website [www.acea.org.au](http://www.acea.org.au)

Each State/Territory are asked to contribute at least one article per newsletter. Any members wanting to contribute information to the newsletter are asked to contact their State representative.

All State/Territory representatives will be regularly advised of the intended date/s for the next newsletter release. They should ensure that all articles and information are emailed to the WA-based Newsletter contact/s by the given date.

Some article topics which will be covered in the newsletters include:

- Adult Basic Education
- Vocational Training
- Labour Market Training
- Indigenous Education
- Women's Education
- Current Research
- Events

When preparing an article for publication in the newsletter, State/Territory Representatives may want to consider following the example format below, and addressing some of the example questions. Your article length should be a maximum of 1 page.

*Example article format:*

<b>1.</b>	<b>Article heading</b>
<b>2.</b>	<b>Overview/Relevance to Education in Prisons</b> (inc. what is the event/topic?, when is it happening?, why do it [what problem does it solve]?, how does it fit into the big picture?, what inspired it [how did it come about]?, why now?)
<b>3.</b>	<b>Project Initiatives/Description</b> (inc. what's involved in doing this?, who's involved?, any key numbers [cost/budget, number of staff/offender participants, timeframe/milestone date]?)
<b>4.</b>	<b>Outcomes so far/Recommendations</b> (inc. have there been any results/feedback yet?, what will come of it (next step, next plan)?)
<b>5.</b>	<b>Attach a relevant photo to accompany article</b>
<b>6.</b>	<b>If applicable, attach relevant documents/resources/web links (for download)</b> (e.g. learning and assessment resources used throughout the project etc)



## Australasian Corrections Education Association Inc.

*Supporting ideas and values for education and training in correctional settings*

NEWSLETTER – EDITION 4 – June 2007

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### ~ ACEA Membership ~

#### MEMBERSHIP FORM

One year membership per calendar year \$50 or \$15 concession. Please complete and post this application along with your cheque made out to ACEA Inc to: ACEA Inc, PO BOX 149, DARLINGHURST, NSW 1300.

Name:.....

Occupation:.....Organisation:.....

Address:.....

Suburb:.....State:.....Postcode:.....

Phone:.....Fax:.....

Email:.....

Special interest area/s.....

#### CHANGE OF ADDRESS AND CONTACT DETAILS

Please let us know if you change your address and contact details, especially your email address, by sending the updated information by post to: ACEA Inc PO BOX 149, DARLINGHURST, NSW 1300 or by email to [Christine.sylva@det.nsw.edu.au](mailto:Christine.sylva@det.nsw.edu.au)